

Key Stage 4 Pathways Booklet



2021-2023

January 2021

Dear Students and Parents/Carers,

It gives me great pleasure to introduce Trinity High School and Sixth Form Centre's Key Stage 4 Pathways booklet.

The school strives to provide an appropriate and sensible choice of courses within a broad and balanced curriculum. The National Curriculum means that all students have to follow courses in English, Mathematics, Science, SMSC and Core Physical Education. This is, however, the first opportunity for students to have some choice in courses they study.

At Trinity we deliberately allow an open choice of subjects for most students. However, the vast majority of students will now be required to study either Geography or History. Students then have a further three other subject options to make. Triple Science will only be offered to a small number of chosen students. The Year 9 team will make the Triple Science choices based upon their performance this year in Science and the rest of their subjects.

All students will be given appropriate advice about which subjects will be most suitable for them and we will try our best to ensure that students are able to follow their preferences. **We must point out, however, that some courses are always popular and we may be constrained by the availability of specialist rooms or teachers.** Your reserve choices are, therefore, important ones. Normally all students would be interviewed in order to make sure that they understand fully the course requirements and that they have made suitable choices. This year, during COVID restrictions, we will only interview those students that have not been allocated their first choices. **The final decision about all course choices will be made by the school.**

This is a very important step in your child's school career. In partnership with parents, the school will try to make the process both enjoyable and empowering for our young people and we hope that it will enable all our students to fulfil their potential at KS4. It is also very important that your child maintains excellent attendance and that term time holidays are avoided. Students with a high level of attendance invariably perform better in class and in examinations.

Yours sincerely



Mr A Ward
HEADTEACHER

COURSES FOR YEAR 10 AND 11

In September 2021 you will begin courses which you will follow for the next 2 years and which will lead to National Qualifications. It is important to make the right choices as what you achieve in Year 10 and 11 could affect your whole future. Most of your timetable will be decided by the content of the National Curriculum but you will have some choice of subjects.

Read this booklet carefully. The booklet is divided into coloured sections:

- **Pink** are **core subjects** that all students study
- **Blue** are **options subjects**
- **Yellow** is your **Option Form to keep** for your records
- **Green** is the **Option Form** that you **must return to school by Thursday 11th February 2021**

Ask your tutor to explain any part which you do not understand. Discuss choices carefully with your parents. Speak to your subject teachers who will advise you about which route would be most suitable for you.

MAKING THE RIGHT CHOICE

For that part of your timetable where you have a choice of subjects, you will need to make sensible decisions. You should think about:

- What sort of learning are you good at?
- Which subjects are you likely to do well in?
- Which subjects do you like?
- What sort of job would you like in the future?
- What qualifications, further or higher education do you need?

You will probably get most, and often all, of your first choices. Sometimes there are disappointments – for example, we cannot have classes that are too big or too small.

Once your course begins **it will not be possible** to change as you will have missed work and classes may be full, so please read this booklet thoroughly and think carefully about your choices. You should keep this handbook for future reference and support.

This is a step in taking responsibility for your future so good luck! But remember that whatever you choose, hard work will make you successful in all your subjects.

FOR PARENTS

Next Academic Year, beginning September 2021, your child will begin courses leading to GCSE and other vocational qualifications. Some of these subjects are studied by all students, others are optional i.e. students and parents have some choice about which subjects they follow.

This booklet sets out to:

- a. Describe all courses on offer.
- b. Give guidelines about choices made in relation to optional subjects.

Parents often ask, 'HOW CAN I HELP?' The following suggestions should be useful:

1) OFFERING SUPPORT

Beginning examination courses and choosing subjects can be very difficult. It is important to help your child make realistic decisions. Try to help your child understand that taking such decisions is part of growing up and needs serious thought.

2) READ AND DISCUSS

Read the booklet with your child ... not necessarily all at once. Discuss the items in the booklet. Discuss the ideas your child has about a job, a career or further education.

3) ENCOURAGEMENT

Encourage your child to find out as much as possible about the subjects and courses on offer. Encourage him/her to seek out career information if relevant.

4) ASK QUESTIONS

Most of the information in this booklet is addressed to your child. If, after reading the booklet, attending the Parents' Evening and viewing the Subject PowerPoints on the website, you are still unsure, please do not hesitate to contact us.

Remember there are now number GCSE Grades

All GCSE subjects are now graded using the new number grades.

GCSE Number Grades	9	8	7	6	5	4	3	2	1	0
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ENGLISH LANGUAGE AND ENGLISH LITERATURE

Teaching Staff: Miss J Wilkinson - Head of Faculty
Mr S Joy – Deputy Head of Faculty
Miss M Allan
Mrs A Challendar
Mr R MacAree
Miss M Rowley
Miss A Savva
Miss H Schofield - English Interventions Co-ordinator
Miss J Staley

Level: GCSE

English is a core subject and will be studied by all students. Students follow the Edexcel GCSE courses in English Language and English Literature from the beginning of Year 10 and resulting in two separate GCSE grades at the end of the course. The course tests students' skills in the three areas of reading, writing and speaking and listening. Both English Language and English Literature are now 100% examination; there will be no coursework or controlled assessment component.

READING

Students read a wide variety of texts, fiction and non-fiction, both printed on paper and presented as film or electronic texts. The range of texts studied includes Dr Jekyll and Mr Hyde, Romeo & Juliet, Blood Brothers, and a short collection of poetry. For all of the texts, students will be taught how to respond to them in detail, by producing assessments and essays in preparation for exams.

WRITING

Students will practise writing accurately in many styles and formats such as letters, articles, web pages and creative responses. They will also be taught how to experiment with a variety of vocabulary and sentence structures to help them to develop an individual and effective style.

SPOKEN LANGUAGE

Spoken activities will be a regular part of English lessons as students will work with a partner, in a group or take part in whole class discussions. Exploring ideas in talk is a good preparation for producing thoughtful written work and they will be given credit for their skills in assessed activities. These will include drama activities, such as role play, and individual and group performances. In addition to this, students will present, and be assessed for, an individual spoken language contribution – a requirement of the GCSE Language qualification.

SUPPORT

It is vital that all students receive the support that they need as individuals to perform to the best of their ability. Therefore, we have support in place for students who require additional intervention for GCSES, as well as for wider literacy needs. Beyond this, resources for independent skills development, as well as revision, are available.

For more information please speak to your English teacher.

MATHEMATICS

Teaching Staff: Mr D Earles - Director of Faculty, Maths
Miss C Pinnell – Deputy Head of Faculty
Mr C Innes – Maths Interventions Co-ordinator
Mr J Lal – i/c Core Mathematics
Mr S Green
Mr Kendall
Miss Crowe

Level: GCSE

CONTENT

Mathematics teaches the GCSE syllabus over a three year period where all students follow a programme of study to suit their ability. Teaching groups are set across two parallel populations into Higher and Foundation level classes. The syllabus is split into teaching modules, several of which are delivered each half term.

All mathematics classrooms are equipped with interactive whiteboards and the department has a wide range of interactive software. The faculty has access to several useful resources to support students throughout their time. The Maths Genie and JustMaths websites allow students to practise the most common examination questions, whilst Hegarty Maths aids teaching and practising of skills, as well as being utilised for homework.

ASSESSMENT

We are following the Edexcel linear course which is split into Higher and Foundation and will consist of three papers, one without a calculator and two with a calculator. We assess at several times each term. These assessments are used to identify areas of strengths and weaknesses and to allow students to understand the expectations in their final examinations. These results also help to ensure that students are in the best set for them.

HOMEWORK

Homework is set weekly and all students are expected to complete homework. This may be a written homework or a homework making use of the Hegarty Maths website to which we subscribe.

GRADES

Higher – 9, 8, 7, 6, 5, 4 – with 9 being the highest grade possible
Foundation – 5, 4, 3, 2, 1 – with 5 being the highest grade possible

For more information, please speak to your Maths teacher.

SCIENCE

Teaching Staff:	Mrs L Green – Director of Sciences
	Miss S Bray – Intervention Co-ordinator
	Miss J Burns
	Mrs K Dilay - Head of Biology
	Mrs H Duggins
	Mr M Hopkins - Head of Physics
	Mrs C Packett – Btec Co-ordinator
	Dr E Passalacqua
	Mr M Prime
	Mrs V Tapp – Head of Chemistry
	Mr J Timney
	Miss L Tyrell

QUALIFICATIONS

There are two routes to qualifications in this core subject. Each pathway ensures students study and gain qualifications in all three sciences. Both routes allow students to attain the full range of grades from 1-9 and allow students to progress to any science based work or further study Post 16. Students will study AQA specifications for both routes, building on work taught in Year 9.

All Science examinations will include questions based on the required practical work. Regular attendance to lessons will be important for students to be successful in preparing for the exams.

GCSE COMBINED SCIENCE: AQA “Trilogy” Specification

These courses provide a balanced mix of Biology, Chemistry and Physics and are the equivalent of two GCSE qualifications. Assessment is through examinations taken at the end of Year 11. Students taking this course will be assessed through the completion of six one hour 15-minute examinations, two for each of the Physics, Chemistry and Biology topics studied. All examinations will be completed in the summer of Year 11 and student will receive two numbered grades ranging from 1-1 to 9-9.

TRIPLE AWARD: AQA Separate Science Specifications GCSE

These courses will be offered to a targeted number of students and will lead to separate GCSE’s in Biology, Chemistry and Physics. Each subject is assessed by a combination of examinations at the end of Year 11. Students will be assessed through the completion of two one hour 45-minute examinations for each of the three Sciences. Students will receive a separate qualification and grade for each of the three GCSEs.

Both routes will allow all students to study all Science subjects in the Sixth Form providing they fulfil the entry requirements.

Potential careers include: zoologist, sound engineer, pharmaceutical scientist, conservationist, physiotherapist, teacher, analytical chemist, marine biologist, space physicist, vet, dentist, food scientist, animal technologist, archaeologist, engineer, forensic scientist, cartographer, geochemist, astronomer, climate change analyst, doctor, microbiologist, robotics engineer, civil engineer, neurologist, chiropractor and epidemiologist.

For more information please speak to your Science teacher.



& SIXTH FORM CENTRE

Part of Bordesley Multi Academy Trust

SMSC & PERSONAL DEVELOPMENT

At Trinity High School we recognise that the personal development of our students plays a significant part in their ability to learn and achieve their full potential. In essence SMSC is how we help young people to develop a sense of identity, and relate meaningfully to the world around them. For this reason, the Spiritual, Moral, Social, and Cultural (SMSC) enrichment of our students is at the heart of the school's ethos and is embedded across the curriculum, pastoral programme, House system, enrichment activities, visits, trips and assemblies.

We aim to provide an education that provides students with opportunities to 'shine' in any way they can and enables them to explore their own:

- Values and beliefs
- Spiritual awareness
- Personal behaviour
- Positive and caring attitude towards others
- Understanding of their social and cultural roots
- Understanding of our school culture and community
- An understanding of what it means to British
- An appreciation of the diversity and richness of other cultures

CORE PHYSICAL EDUCATION

Teaching Staff: Miss R Taylor – Head of Physical Education
Mr T Bristowe
Miss A Henman
Mr R Cross
Miss E Hopkins

All students follow a general course in Physical Education which builds upon the activities and understanding addressed in Key Stage 3.

All units of work are designed from National Curriculum guidelines. During Year 10 students study core units of:

- Major game eg football/hockey
- Minor game eg basketball
- Trampoline
- Fitness
- Table tennis/badminton

Key Stage 4 Physical Education is delivered through a CORE PE options system that encourages and supports students to develop their skills, knowledge and understanding through a diverse curriculum. The aim is to offer students the opportunity to experience a range of physical activity and improve their fitness. The course also seeks to promote the choice of a healthy lifestyle.

All students are encouraged to attend extra-curricular activities, breakfast clubs and local sports clubs. The school is justifiably proud of our Sportsmark Gold Award which recognises the important contribution that this subject makes to our students' physical and mental development.

BUSINESS STUDIES

Teaching Staff: Miss K Styler: Head of Business Studies
Miss L Beardsmore

Level: GCSE

WHAT IS BUSINESS STUDIES?

Business Studies is not just a theory – based subject, it is about real life. You will learn about businesses and the way they operate in today’s society. You will learn to analyse various business scenarios, identify the key issues facing different business and make recommendations as to what approach the business should take to achieve its objectives.

HOW WILL YOU LEARN?

You will learn how businesses work in the real world by:

- Studying case studies of businesses.
- Working collaboratively to solve business-based problems.

COURSE DETAILS

You will investigate what it takes to be an entrepreneur, the reasons for and how businesses are started. You will also consider what changes a business faces as it expands and grows both internally and externally.

Throughout the course you will look at the four core functional areas of a business and how they work together collectively to achieve the overall aims of a business:

- **Marketing** – in this functional area you will explore how and why businesses conduct market research, then how businesses use this research to develop a marketing mix (price, product, place and promotion).
- **Finance** – in this functional area you will explore how a business accesses capital to start and grow. How they work out if the business makes a profit or loss.
- **Operations** – in this functional area you will explore how businesses produce their products, this includes looking at how businesses can operate efficiently. This area also looks at how developments in technology have changed the way businesses produce their products.
- **Human Resources** – in this functional area you will explore how businesses recruit, manage, train and motivate the employees working for them.

REQUIREMENTS

This course is designed for students who are able to work as part of a group and independently. You will be required to analyse and evaluate business problems when writing responses to longer mark questions.

WHY SHOULD YOU CHOOSE BUSINESS STUDIES?

Whatever career you decide later on in life you will be working for a business organisation. This course will prepare you for the work of world and be very useful to you in the future.

For more information, please speak to Miss Styler, Head of Business Studies.

CHILD DEVELOPMENT

Teaching staff: Miss E Hopkins – Course Leader
Mrs Green

Level: OCR Level 1/2 Cambridge National Certificate in Child Development

CHILD DEVELOPMENT

This course has both practical and theoretical elements to it. Students will learn the critical skills of critical analysis, evaluation and decision making. They will participate in practical and theory elements which will teach them to become independent learners and encourage self-confidence. It encourages knowledge and understanding of pregnancy, the needs of young children, the roles and responsibilities of parents and the key factors affecting child development.

COURSEWORK

2 projects worth 50% of the final mark.

Unit R019– Equipment and nutritional needs of children from birth to five years – Students develop knowledge and understanding of equipment to be considered for children, from birth to five years old. They will review the nutritional guidelines and requirements for children, from birth to five years old. Students will investigate and evaluate different feeding solutions for children, from birth to five years old.

Unit R020 – Development of a child from birth to five years – Students develop knowledge and understanding the physical, intellectual and social development norms from birth to five years old. They will review the different types of play and the physical, intellectual, social and creativity benefits they provide. Students will understand how to plan, deliver and evaluate a range of different activities for specific development areas.

EXAMINATION

One exam worth 50% of the final mark

Unit R018 – Health and well-being for child development – This is a one hour 15-minute exam focussing on the health and well-being for child development. Students develop an understanding of family planning, reproduction, child birth and parenthood. Students will review services available through antenatal and postnatal care. They will evaluate the conditions needed for child development and understand how childhood illnesses can be recognised, prevented and managed. Students will also review the steps that can be taken to keep children safe.

MATERIALS NEEDED

It would be beneficial for students wishing to take this course, if they have access to a child under the age of five, who they would be able to deliver an activity too.

EXTENDED LEARNING

Extended learning regularly is set. It will test and extend class work activities. It will include a range of different tasks including, research, revision, survey's and completion of written work.

CAREER OPPORTUNITIES

Child Development can be studied at A Level or Degree level or an apprenticeship route followed. Potential careers include: Teaching, Nursing, Social Worker, Health Promotion Specialist, Social Policy Maker, Early Years Worker, Nursery Nurse, Care Assistant, Nutritionist, Physiotherapist, and Psychologist.

For more information, please speak to Miss Hopkins or Mrs Green.

COMPUTER SCIENCE

Teaching Staff: Mr D Barton - Head of Subject
Mr F Khawaja

Level: GCSE

WHAT IS COMPUTING?

Computing has become vitally important in all our lives. For example when doing business, controlling machinery, navigating planes, supporting administration and communicating with each other. Behind all this innovation there are basic principles that form the discipline of 'computing'. Computing is all about finding the solution to problems, to inform the design of software and hardware.

HOW WILL YOU LEARN?

You will learn how to solve logical problems by:

- Discovering how to investigate problems
- Design solutions with flowcharts/pseudo code
- Create working computer programs in Python from your designs
- Finding out about the underpinning theory of how computers work

COURSE DETAILS

The course is worth **one GCSE grade** and takes up **one option choice**. You will complete two-unit components, both of which are assessed with external examinations, one being a written examination and the other being an on-screen practical programming exam.

- **Component 1: Principles of Computer Science**

This component covers the knowledge that underpins the whole course. Algorithms, data, hardware, software, binary logic, binary representation of data, data storage, compression, networking and network security and the impact of computing on individuals, society and the environment.

(External Written Examination 50%)

- **Component 2: Application of Computational Thinking**

The main focus of this component is understanding of what algorithms are, what they are used for and how they work and how to interpret, amend and create them. This unit also covers developing program code and constructs, data types, structures, input/output, operators and subprograms.

(External On-Screen Examination 50%)

REQUIREMENTS

This course is designed for students who are able to work as part of a group but also independently.

WHY SHOULD YOU CHOOSE COMPUTING?

Whatever career you decide later on in life, you will need to solve problems. This course has at its heart the principles of investigating, designing and creating solutions to problems. There is a well-documented skills shortage in the UK for programming skills, so learning to program opens up a potential career path.

For more information, please speak to Mr Barton or Mr Khawaja.

DIGITAL INFORMATION TECHNOLOGY

Teaching Staff: Miss L Jordan
Mr M Kabir

Level: BTEC Level 1 & 2

WHAT IS THE BTEC LEVEL 1/2 TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY

Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. This qualification gives students the opportunity to develop knowledge and skills relating to digital information technology in a practical learning environment. It focuses on developing solutions to meet specific user requirements, working as part of a team and cyber security.

HOW WILL YOU LEARN?

For the practical units you will learn through a mixture of teacher led skills building and videos, which will allow you to work independently and productively, together with associated tasks and teacher guidance.

COURSE DETAILS

The course is equivalent to **one** GCSE and takes up **one** option choice. You will complete three components one externally examined and two internally assessed with coursework assignments.

- **Component 1: Exploring User Interface Design Principles and Project Planning.** As digital technologies continue to evolve, each new development gives new and exciting ways of completing tasks and interacting with our devices... Students will learn different project planning techniques and use them to plan and deliver a project to design a user interface.
Assessment: Coursework worth 30% of the overall qualification
- **Component 2: Collecting, Presenting and Interpreting Data.** Large organisations collect vast amounts of data from a range of different sources - 'Big Data'. This component will help to develop students' understanding of how to present data in different ways to give it more meaning.
Assessment: Coursework worth 30% of the overall qualification
- **Component 3: Effective Digital Working Practices.** This component builds on the knowledge and skills developed across the other two units. It requires students to select and integrate knowledge and understanding then apply it to a given scenario or context.
Assessment: 1.5 hour practical exam worth 40% of the overall qualification

REQUIREMENTS

This course is designed for all Key Stage 4 students, however you will perform better if you are able to work well independently and enjoy learning new IT skills.

WHY SHOULD YOU CHOOSE BTEC IT?

The digital sector is a major source of employment in the UK with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. This qualification provides hands-on skills that will enable students to access this area of employment.

For more information, please speak to Miss Jordan or Mr Kabir

DRAMA

Teaching Staff: Mr E Keady – Head of Drama

Level: BTEC Level 2 Award in Performing Arts (Drama Pathway)

COURSE CONTENT

Students will have the opportunity to develop the following skills:

- Acting and/or design skills
- Interpersonal and group working skills
- Creative skills
- Improvisation skills
- Evaluative skills

COURSE OVERVIEW

Unit	Title	Assessed Tasks	Weighting
Component 1 36 GLH Internal assessment	Exploring the Performing Arts	A piece of extended writing, a blog or a PowerPoint presentation about professional performance work. Participation in practical acting workshops and exploration of text.	30%
Component 2 36 GLH Internal assessment	Developing Skills and Techniques in the Performing Arts	Participation in practical acting workshops. Rehearsing and performing text. Rehearsal logbook.	30%
Component 3 48 GLH External assessment	Performing to a Brief	Rehearsing and performing text to a brief provided by the exam board.	40%

CAREERS

BTEC Performing Arts Drama can lead to further study on the A Level Drama and Theatre course and beyond.

Drama will develop your confidence and improve your ability to work creatively as part of a team. These skills are highly regarded and valued by employers and could help your career prospects immensely.

OTHER INFORMATION

You will need a real desire to express yourself creatively, work with others and perform in front of an audience.

For more information, please speak to Mr Keady Head of Drama.

ENGINEERING

Teaching staff: Mr F Khawaja - Course Leader
Mr D Barton

Level: AQA GCSE

ENGINEERING

Engineering introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest, in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

Assessment

Practical engineering skills will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.

Written exam: two hours

120 marks
60% of GCSE

Application of skills, knowledge and understanding in a practical context.
Analysis and evaluation of evidence.

Non-Examined Assessment brief

80 marks
40% of GCSE

Students produce:

Engineering drawings or schematics to communicate a solution to the brief.
An engineering product that solves a problem.

MATERIALS NEEDED

You will be expected to participate in practical work completing both the written & practical aspects of the NEA.

EXTENDED LEARNING

Extended learning regularly is set. It will test and extend class work activities.

CAREER OPPORTUNITIES

A wide range of Engineering and Computer Science careers are possible which can be accessed through apprenticeships or further education at A Level or Degree level.

For more information, please speak to Mr Barton or Mr Khawaja.

FINE ART

Teaching Staff: Mr A Pleasant – Subject leader

Level: GCSE

In Fine art you will be able to draw on your own interests, experiences and ideas to create your own personal artwork. Across the course you will choose to work in one or more of the following areas; drawing, painting, sculpture, installation, printmaking, mixed media, land art.

Each student must develop and present a portfolio representative of their own work and ideas. The portfolio must demonstrate skill and an understanding of their own work and that of others. The portfolio must include both:

- A sustained project developed in response to a subject, theme, task or brief evidencing all the assessment objectives.
- A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements or independent study

COURSEWORK: -

Component 1 Portfolio of work 60%

Component 2 Externally set task 40%

EXAMINATION DETAILS (Externally set task)

There is no written examination, although there is an externally set task consisting of a preparatory period followed by 10 hours of supervised time. Written work is a requirement in the preparation work for both components

MATERIALS NEEDED:

All students must have an art portfolio folder in which to keep their coursework, pencils, rubber, plus other art equipment to use at home for homework.

EXTENDED LEARNING:

Extended learning is set on a regular basis. Students are expected to produce & annotate work in their sketch books. Students choosing this subject should have a genuine love for creating artefacts in a range of materials and will enjoy producing work beyond the lesson, at home or in art club. Good drawing skills are an advantage.

CAREERS OPPORTUNITIES

Artist, museum curator, illustrator, graphic designer, product designer, architect, jeweller, interior designer, set designer, visual artist.

For more information, please speak to your Technology teacher.

FRENCH

Teaching staff: Mr J Petit

Level: GCSE

COURSE CONTENT

The aim of the GCSE French course is to enable students of all abilities to develop their French language skills. The course covers three broad themes:

- Identity and culture - family, technology in everyday life, free-time activities
- Local, national, international and global areas of interest
- Current and future study and employment

Students will learn skills needed by tourists and people travelling for business and will also discuss topics concerning young people such as drugs, healthy lifestyle, work & relationships. There is a focus on the culture and identity of the countries where French is spoken. We will study authentic texts like poems, lyrics or short stories. The skills of translation will also be taught, from French into English and from English into French.

ASSESSMENT

Students will have four exams at the end of Year 11 - Listening, Reading, Writing and Speaking. Each skill is worth 25% of their GCSE grade.

MATERIALS NEEDED

Lessons are conducted mostly in the target language and, as well as the textbook, we use other resources such as magazine articles, internet resources and computer-based materials. No special equipment is needed for the course, but most students find that a French dictionary or access to an on-line dictionary is a help with their homework. Parents can be very helpful in checking that homework is done, and testing vocabulary that has been learned.

CAREERS

Students will find that being able to speak French is a real advantage when the time comes to look for a job because employers are always on the lookout for good communicators. French is spoken on five continents and is an official working language in many international organisations. The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement).

WHY STUDY A FOREIGN LANGUAGE?

- 90% of the world's population live in a country where English is not the native tongue.
- "Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer." Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton
- A GCSE course in a foreign language is stimulating and enjoyable. Whilst emphasising pupils' roles as European citizens, it also teaches practical communication skills and develops awareness of pupils' own cultures and those of the target language speaking countries - an important asset for life in the 21st Century.

For more information please speak to Mrs Leggett, Head of Languages, or Mr Petit, French teacher.

GEOGRAPHY

Teaching Staff: Mr C Monk – Head of Geography
Mr K Brannan
Mr T Thomas

Level: GCSE

Students taking GCSE Geography can expect to study diverse and exciting subjects, that cover a variety of topics which affect the world we live in. The Geography Department follow the AQA Exam board and the course is split into three sections:

Unit 1- Physical Geography

Unit 2- Human Geography

Unit 3- Geographical applications.

Students will be expected to sit three exams at the end of Year 11 in the following areas:

Paper 1 (35% of GCSE)- Living with the Physical Planet. (Natural Hazards, Physical Landscapes and the Living World)- Written exam 1 hour 30-minutes.

Natural Hazards- Students are given the opportunity to study a range of environments and geographical processes that help to create the amazing planet that we live on. The unit looks at tectonic plate boundaries and the study of volcanoes, earthquakes and Tropical Storms.

Physical Landscapes in the UK- We study the ways in which we are affected by rivers and the processes that take place within them, and then we look at the amazing coastal areas that are sculpted by physical processes.

The Living World- Students are able to build on their knowledge from KS3 and are required to look at key Ecosystems around the world e.g. Tropical Rainforests and Hot Deserts

Paper 2 (35% of GCSE)- -Challenges in the human environment - (Urban Issues and challenges, The changing economic world, The challenge of resource management) Written exam 1 hour 30-minutes.

To create a finely balanced GCSE, Geography also looks at the human impacts on the planet. This unit is concerned with human processes, systems and outcomes and how these change spatially and temporally. We look at real modern approaches to current Geography with up to date issues facing us around the world.

Paper 3- Geographical applications – (30% of GCSE) - Written exam- 1 hour 15-minutes.

This assessment provides students with the opportunity to demonstrate geographical skills and applied knowledge by looking at a particular issues. Students will receive a pre-release resource sheet before the exam to prepare for the question on a Geographical topic. As well as this section students have the opportunity to complete two forms of fieldwork that will be tested in this final exam.

For more information about this course, please speak to Mr Monk, Head of Geography.

GERMAN

Teaching staff: Ms J Leggett – Head of Languages

Level: GCSE

COURSE CONTENT

The aim of the GCSE German course is to enable students of all abilities to develop their German language skills. The course covers three broad themes:

- Identity and culture - family, technology in everyday life, free-time activities
- Local, national, international and global areas of interest
- Current and future study and employment

Students will learn skills needed by tourists and people travelling for business and will also discuss topics concerning young people such as drugs, healthy lifestyle, work & relationships. There is a focus on the culture and identity of the countries where German is spoken. We will study authentic texts like poems, lyrics or short stories. The skills of translation will also be taught, from German into English and from English into German.

ASSESSMENT

Students will have four exams at the end of Year 11 - Listening, Reading, Writing and Speaking. Each skill is worth 25% of their GCSE grade.

MATERIALS NEEDED

Lessons are conducted mostly in the target language and, as well as the textbook, we use other resources such as magazine articles, internet resources and computer-based materials. No special equipment is needed for the course, but most students find that a German dictionary or access to an on-line dictionary is a help with their homework. Parents can be very helpful in checking that homework is done, and testing vocabulary that has been learned.

CAREERS

Germany has for a long time been our biggest trading partner in Europe. Students will find that being able to speak German is a real advantage when the time comes to look for a job. German, as they say, can seriously enhance your wealth, and more and more businesses and commercial concerns are nowadays requiring this skill of their higher paid employees. The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement).

WHY STUDY A FOREIGN LANGUAGE?

- 90% of the world's population live in a country where English is not the native tongue.
- 74% of all employers are looking for candidates with language skills.
- "Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers." Dr Adam Marshall, Director General of the British Chambers of Commerce
- A GCSE course in a foreign language is stimulating and enjoyable. Whilst emphasising pupils' roles as European citizens, it also teaches practical communication skills and develops awareness of pupils' own cultures and those of the target language speaking countries - an important asset for life in the 21st Century.

For more information, please speak to Ms Leggett, Head of Languages.

HEALTH & SOCIAL CARE

Teaching staff: Miss E Hopkins – Course Leader
Mrs A Cadman
Mrs L Chinn
Mrs L Green
Miss A Henman

Level: OCR Level 1/2 Cambridge National Certificate in Health & Social Care

HEALTH & SOCIAL CARE

This course has both practical and theoretical elements to it. Students will learn the critical skills of communication, critical analysis, evaluation, decision making and problem solving. They will participate in practical and theory elements which will teach them to become independent learners and encourage self-confidence. The course covers a range of client groups including children, adults and elderly. As part of the course students will learn and develop communication skills allowing them to effectively interact with clients both in formal and informal situations.

COURSEWORK

3 projects worth 75% of the final mark:

- **Unit R022 – Communication** – Students develop knowledge and understanding of how to communicate effectively and what personal qualities are needed to support a client's well-being. Students have to demonstrate effective communication with a number of different client groups.
- **Unit R023 – Body Systems** – Students develop knowledge and understanding of three body systems, disorders that can affect them and how different ways we measure the systems functions. Students are then assessed on both their written and practical skills.
- **Unit R031 – First Aid** – Students study the fundamentals of first aid then participate in a range of practical first aid scenarios. Students are then assessed on both their written and practical skills. If they pass the practical assessment, they receive a certificate of competence.

EXAMINATION

1 exam worth 25% of the final mark this is taken in the January of Year 11.

- **Unit R021 – Essential Values of Care** – This is a one-hour exam focussing on the rights of individuals and the values of care needed by those who work in health & social care settings. Students review current legislation and current good practice. They evaluate how values of care can be applied to ensure clients feel valued & respected.

MATERIALS NEEDED

You will be expected to participate in practical work including presentations and work experience visits.

EXTENDED LEARNING

Extended learning regularly is set. It will test and extend class work activities. It will include a range of different tasks including, research, revision, survey's and completion of written work.

CAREER OPPORTUNITIES

Health & Social Care can be studied at A Level or Degree level or an apprenticeship route followed. Potential careers include: Teaching, Nursing, Social Worker, Health Promotion Specialist, Social Policy Maker, Early Years Worker, Nursery Nurse, Care Assistant, Nutritionist, Physiotherapist, and Psychologist.

For more information, please speak to Miss Hopkins, Mrs Cadman, Miss Henman or Mrs Green.

HISTORY

Teaching Staff: Mrs K Stocks – Head of History
Mr A Coyle
Ms G Baker

Level: GCSE

History students in Year 10 and 11 will study Edexcel GCSE History and have the opportunity to study a wide variety of History. The exam is linear, and students sit three papers at the end of their course – Paper 1, Thematic Study and the historic environment, Paper 2, Period Study and the British Depth Study and Paper 3, Modern Depth Study. Details of each section of the course are outlined below:

Paper 1 – Thematic Study and the Historic Environment

- **Thematic Study: Crime and Punishment in Britain c.1000 to present.**
This thematic study will enable students to gain an understanding of how crime and punishment developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Students will study crime and punishment all the way from the Norman Conquest, to trial by ordeal in Medieval England, punishment for witches in the 16th Century, to the modern debate of the death penalty.
- **Historic Environment: Whitechapel c1870 – 1900 Crime, policing and the inner city.**
Within the thematic study, students will study the poor living and working conditions of the Whitechapel area of East London, and how they impacted upon the Metropolitan Police's attempts to catch Jack the Ripper.

Paper 2 – Period Study and British Depth Study

- **British Depth Study – Elizabethan England c. 1558 - 1588**
This option allows students to study in depth a specified period, the last early years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Students will consider such historical debates as "Should Elizabeth have executed Mary Queen of Scots?" and "Why did the numerous plots and revolts against Elizabeth fail?"
- **Period Study – Superpower Relations and the Cold War 1941 – 1991**
This unit covers a broad time period, and a more modern one. Learning about the Cold War gives students insight into modern politics, and World affairs. While predominately focused on the relationship between the USA and the USSR, students will also look at the Hungarian Revolution, the Marshall Plan, and more well-known events, such as the Cuban Missile Crisis.

Paper 3 – Modern Depth Study

- **Weimar and Nazi Germany 1918 – 1939**
Mainly focussed on how Adolf Hitler legally created a Dictatorship in Germany, the unit starts with a study of the Weimar Republic, and ultimately why it failed and ended with Hitler in power. Finally, students will investigate key political moments in Hitler's Government from the Night of the Long Knives to the Final Solution.

Students will sit 3 exams: *Paper 1* = 1 hour and 15 minutes = 30% of the GCSE, *Paper 2* = 1 hour and 45 minutes = 40% and *Paper 3* = 1 hour and 20 minutes = 30%.

For more information about this course, please speak to Mrs Stocks, Head of History.

HOSPITALITY and CATERING

Teaching Staff: Mrs C Kirk– Subject Leader
Mrs A Cadman
Mr R Cross

Level: WJEC Level 1 and 2 Hospitality and Catering

This course concentrates on the hospitality and catering industry. You will develop the 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. You will have the 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 transferable skills of problem solving, organisation and time

You will learn about the hospitality and catering industry by:

- Completing lots of practical work to learn new skills with weekly practical lessons. Therefore, it is essential that you are prepared to bring ingredients at least once a week.

ASSESSMENT

Unit 1 (40%): The Hospitality and Catering Industry will be externally assessed with an online examination that lasts 90 minutes.

Unit 2 (60%): Hospitality and Catering in Action is internally assessed: This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by WJEC and will have to safely plan, prepare, cook and present dishes to satisfy the task.

You will be graded as follows:

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

MATERIALS NEEDED

As this is a practical course and strict hygiene standards have to be set, a contribution will be required to purchase chef whites (approx. £14) these are sourced by the school and are to be worn for practical lessons. You will also be expected to bring in ingredients to complete practical work. Students in receipt of pupil premium will be supported with purchase of ingredients.

EXTENDED LEARNING

Extended learning is set on a regular basis. It will test and extend class work activities.

This qualification develops student's skills in communication, creativity, independence, team building and evaluation. Food is one of the fastest growing industries with many varied jobs on offer.

CAREER OPPORTUNITIES

Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail.

For more information, please speak to your Food teacher.

MEDIA STUDIES

Teaching Staff: Miss L Jordan – Head of Media

Level: GCSE

Media studies involves investigating the Nine media forms; TV, Film, Music Videos, Newspapers, Magazines, Advertising, Online Media, Radio and Video Games. Over the course of two years you will learn how to apply the theoretical framework of media (language, representation, audience, institution & context) to a range of seen and unseen products. You will learn to become a critical thinker by deconstructing these products and analysing the messages that are communicated. As well as this, you will also learn the practical skills necessary for becoming an active media producer.

COURSEWORK: - 30% of GCSE

Students will complete one individual media production in response to a brief set by OCR. We have a well-equipped department that enables our students to work on a variety of creative projects and we use the Adobe Suite to teach you skills needed.

EXAMINATION DETAILS: - 70% of GCSE

TV & Promoting the Media (35% of overall GCSE)

Section A: Television: Cuffs and The Avengers

Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.

Section B: Promoting Media: Lego Movie and Game

Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

Music & News (35% of overall GCSE)

Section A: Music: Mojo Magazine, Radio 1 Live Lounge and Two music videos

Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.

Section B: The News: The Observer

Learners will engage with one in-depth study covering online, social and participatory media.

Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.

EXTENDED LEARNING: –

Extended learning will be set on a regular basis, a range of challenge tasks based on independent research and analysis, wider reading and listening work supplied weekly.

CAREERS OPPORTUNITIES: -

Digital marketer	Broadcasting/film/video	Editorial assistant	Marketing executive
Media buyer	Social media manager	Event manager	Photographer
Media planner	Television/film/video	Film director	Writer
Media researcher	producer	Magazine journalist	Public Relations officer
Games designer	Web content manager	Market researcher	Music producer
	Broadcast journalist		Teacher
			And many more...

For more information, please speak to Miss Jordan.

MUSIC

Teaching Staff: Miss C Lyons – Head of Music

Level: RSL Level 2 Certificate in Performance for Music Practitioners

PREPARING FOR THE COURSE

All students who choose this course **must** be able to play an instrument or sing to at least grade 2 standard. In preparation all students should be practising on their own instrument at home and preferably already be having lessons.

All option music students are offered a 50% discount on instrumental tuition in additional to their subject lessons.

COURSE CONTENT

The units set out below will give students an opportunity to develop skills in their own instrument/voice through rehearsal and performance covering a variety of genres of music.

Unit 201ta Music Knowledge Development	Exploring a variety of styles of music through practical and research-based work.
Unit 202ta Live Music Performance	Engage with a full live performance project including planning, rehearsing, performing a 10-15-minute set and evaluating.
Unit 204ta Instrumental Study	Explore your own instrument including maintenance and techniques through practice and evaluation.

UNDERSTANDING MUSIC

Within all three units students will develop skills in the following areas:

- Warming up
- Physical preparation
- Musical interaction
- Musicianship
- Confidence
- Communication
- Rehearsal discipline
- Expression

Please note: This is a performance-based course and therefore all students will be expected to regularly perform in front of other people.

For more information please speak to Miss Lyons, Head of Music.

PHOTOGRAPHY

Teaching Staff: Mrs C Douglas – Subject leader

Level: GCSE

Students will be guided through a number of introductory projects, skills and techniques to create a strong foundation of working knowledge before becoming immersed in a personal coursework project to be completed by January of Year 11. To be successful in Photography GCSE, students will meet the four assessment objectives whilst evidencing research, experimentation/making, recording of ideas and quality outcomes. In January of Year 11, students receive their exam papers from the exam board and choose a prompt to respond to. They will then work on a portfolio of supporting work to prepare them for their 10-hour exam where they will create a final piece(s).

Students will be expected to research influences and inspiration before planning to take photographs both on location and in the studio. Once this is done students will need to edit their work and present it in an appropriate and interesting manner. To provide students with enough opportunity to photograph a range of subjects there will be organised trips, to given locations; however it is likely that students will need to plan their own excursions, on top of the organised trips, as each project nears completion.

Students must provide evidence of drawing and written annotation throughout each of their portfolios (coursework and exam project), as it will help communicate their ideas, findings and understanding of the subject.

COURSEWORK

Component 1 Portfolio of work 60%

EXAMINATION DETAILS

Component 2 Externally Set Assessment 40%

There is no written examination, although there is an externally set task consisting of a preparatory period followed by 10 hours of supervised time. Written work is a requirement in the preparation work for both components.

MATERIALS NEEDED

A camera is not essential; however, students are welcome to use their own. An SD card for file back-up is highly recommended. Access to Adobe Creative Cloud, although not essential, would benefit students in producing their work.

EXTENDED LEARNING

Extended learning is set on a regular basis. Students are expected to produce & annotate work in their digital sketch books. Students choosing this subject should have a genuine love for taking photographs and will enjoy producing work beyond the lesson, at home or in art club.

CAREERS OPPORTUNITIES

Photographer, artist, museum curator, illustrator, graphic designer, product designer, architect, jeweller, interior designer, set designer, visual artist, marketing, web creator, filmmaker, animator, advertising.

For more information please speak to your Art or Technology Teacher.

RELIGIOUS STUDIES

Teaching Staff: Mrs E Young – Head of RE
Mrs K Hannan – Director of Faculty, Humanities

Level: GCSE

Students will follow AQA Specification A Full Course.

The course provides an opportunity for students to engage with a variety of topical questions around belief, values, meaning, purpose and truth.

Students will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There are a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and provide opportunities for informed debate. Students of all abilities will be challenged and inspired, whilst developing valuable skills sought after by higher education and employers.

COURSE CONTENT

Students will study two units. Unit One: Study of religion where students will study Christianity and Islam, Unit Two: Philosophy and Ethics.

Both units will be examined by a 1 hour 45 minute exam at the end of the course.

Each unit is worth **50% of the final GCSE**.

UNIT 1 STUDY OF RELIGION

Students will study the beliefs, teachings and practices of Christianity and Islam. Students will need to be able to refer to scripture and/ or sacred texts where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

UNIT 2 PHILOSOPHY AND ETHICS

Students will study four themes

Religion and Life

- The origins and value of the universe
- The origins and value of human life

Religion, Peace and Conflict

- Religion, violence, terrorism and war
- Religion and belief in 21st Century conflict

Religion, crime and punishment

- Religion, crime and the causes of crime
- Religion and punishment

Relationships and Families

- Nature of families
- Purpose of families

IS RE FOR ME?

RE is about asking big questions, learning about yourself and others and engaging in lively and informed debate. If you would enjoy this, you will enjoy the RE GCSE course.

For more information please speak to Mrs Young, Head of RE



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SPANISH

Teaching Staff: Ms T Nicholson

Level: GCSE

COURSE CONTENT

The aim of the GCSE Spanish course is to enable students of all abilities to develop their Spanish language skills. The course covers three broad themes:

- Identity and culture - family, technology in everyday life, free-time activities
- Local, national, international and global areas of interest
- Current and future study and employment

Students will learn skills needed by tourists and people travelling for business and will also discuss topics concerning young people such as drugs, healthy lifestyle, work & relationships. There is a focus on the culture and identity of the countries where Spanish is spoken. We will study authentic texts like poems, lyrics or short stories. The skills of translation will also be taught, from Spanish into English and from English into Spanish.

ASSESSMENT

Students will have four exams at the end of Year 11 - Listening, Reading, Writing and Speaking. Each skill is worth 25% of their GCSE grade.

MATERIALS NEEDED

Lessons are conducted mostly in the target language and, as well as the textbook, we use other resources such as magazine articles, internet resources and computer-based materials. No special equipment is needed for the course, but most students find that a Spanish dictionary or access to an on-line dictionary is a help with their homework. Parents can be very helpful in checking that homework is done, and testing vocabulary that has been learned.

CAREERS

Students will find that being able to speak Spanish is a real advantage when the time comes to look for a job. Spanish is the second most widely spoken language in the world and employers are always on the lookout for good communicators. The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement).

WHY STUDY A FOREIGN LANGUAGE?

- 90% of the world's population live in a country where English is not the native tongue.
- 74% of all employers are looking for candidates with language skills.
- Employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.
- A GCSE course in a foreign language is stimulating and enjoyable. Whilst emphasising pupils' roles as European citizens, it also teaches practical communication skills and develops awareness of pupils' own cultures and those of the target language speaking countries - an important asset for life in the 21st Century.

For more information please speak to Ms Nicholson, Spanish Teacher, or Ms Leggett, Head of Languages.

SPORT STUDIES

Teaching Staff: Ms R Taylor – Head of Physical Education
Mr T Bristowe
Miss A Henman
Mr R Cross
Miss E Hopkins

Level: Level 1 & 2 Cambridge National Certificate in Sports Studies

THE COURSE

This Sport Studies qualification is the equivalent to 1 x GCSE and offers you the chance to develop different types of skills through largely practical lessons and activities; communication, problem solving, team work, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation. These are all transferable skills which can be learnt and assessed throughout the course and utilised on many higher educational courses such as Level 3 BTEC Sport Studies and sporting employment settings. The course has been designed with practical and engaging ways of teaching, studying the following over the two year course.

TOPICS YOU WILL STUDY:

- Sport and the media– Assignments (Year 10)
- Developing sports skills – Practical assessments and assignments (Year 10)
- Sports leadership – Practical assessments and assignments (Year 11)
- Contemporary issues in sport - 1 hour exam paper (Year 11 – January exam period)

The final assessment (Contemporary Issues in Sport) will take the form of an externally assessed exam that comprises of short answers and multiple choice questions. All other units are assessed via practical assessment, written coursework and evidence logs. Staff will endeavour to teach the course through practical activities, however to be a successful student you will also have to work independently, spending sometime on a computer, completing the tasks that make up your coursework/assignments.

IS IT FOR YOU?

If you have a genuine interest in sport, bring your PE kit to all lessons, and enjoy taking part in a wide range of activities in lessons, then this will be a good option for you. Have you got the ability to perform in team and individual sports, leading and coaching others with confidence? If you do opt for this course you must be able to organise your work, manage your time effectively, complete regular homework and always have the correct PE kit.

If you achieve the grades on this GCSE Sport course, it will provide the correct pathway into Trinity High Sixth Form, College and many university courses.

For more information about this course, please speak to Ms Taylor, Head of PE.



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THREE-DIMENSIONAL DESIGN

Teaching Staff: Miss G Stangroom – Subject Leader

Level: GCSE

Three-Dimensional Design

Three-Dimensional Design or Product Design develops students' skills in communication, creativity, innovation, independence and evaluation. You will use mainly wood, metal and plastics to design and make products. You will learn to cut, shape, join and finish the materials. As part of the course you will use computers to design and manufacture products.

Product Design will require you to demonstrate designing and making skills as well as your knowledge and understanding of wood, metals and plastics. You will learn about components, health and safety, CAD/CAM, quality control and the systems used in industry to produce products.

As part of the course you will be expected to analyse products, and designers' work in order to develop a range of your own successful ideas, explaining how your ideas link to the work of others and have been developed to make them your own creations. Students will be expected to complete both the written work as well as practical work to be successful.

COURSEWORK

Component 1: Controlled Assessment is split in to two units (60%, 120 Marks)

Unit 1: Students explore the use of a variety of materials in order to develop skill, knowledge and understanding of key processes, techniques and safe working practice within a workshop. Students will develop their ability to communicate product ideas visually as well as through the use of resistant materials.

Unit 2: Students will produce a body of work demonstrating ability to develop a product of their choice. Critically analysing the form and function of other designers' work, creatively using research and resistant materials to develop a functional and aesthetically pleasing product.

Component 2: EXAM (10 hours 40%, 80 Marks)

Externally set assignment, students will select an assignment brief. They will look at range of designer in order to inform their own designs, producing designs and samples that are developed and improved prior to the practical exam which will be making a product using a range of resistant materials to confidently make a final product

MATERIALS NEEDED

Basic drawing and writing materials are required at all times. Sensible clothing, suitable for a workshop environment (especially solid shoes) are required.

EXTENDED LEARNING

Extended learning is regularly set. It will test and extend class work activities.

CAREER OPPORTUNITIES: Working in Product Design can lead to a number of careers involving; design and manufacturing, product design, architecture, commercial design, industrial design, as well as more traditional careers like joinery/carpentry, black smith, welder and engineering.

For more information please speak to your Technology Teacher.