



# Thomas Deacon Academy



# GCSE Options 2024

*Subject information and guidance  
as to how to apply.*

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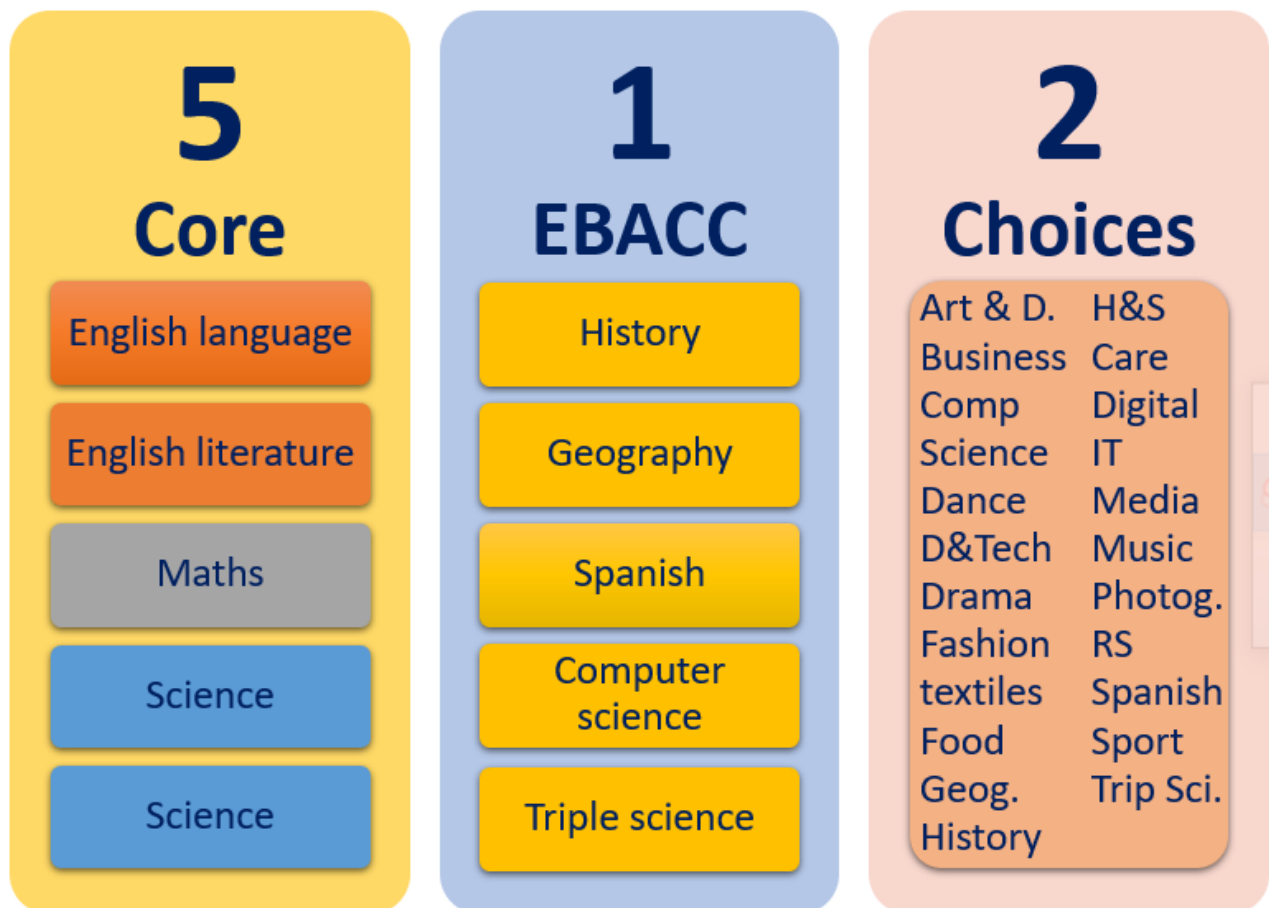
Welcome to the GCSE Options Process for September 2024. We hope you find this guide useful. Should you have any questions, please do not hesitate to contact your child’s form tutor or the staff listed as contacts for each subject.

The final deadline for completion of the Options process is **Friday, 1<sup>st</sup> of March**. Please remember your child needs to choose subjects they are genuinely interested in as they are the ones who are going to have to study, complete homework and revise for final exams.

## How many choices are there?

Your child will study a maximum of eight subject options in Years 10 and 11.

- **Five** of these choices are from the “core” (English, maths and science) – *these are automatically entered on to next year’s timetable.*
- **One** choice must be an EBACC (English Baccalaureate) subject.
- **Two** final options involve free choice.



### The importance of “reserve” choices

When making their selections, in addition to the eight choices outlined above, we also ask that your child selects a total of **THREE** reserve choices:

**ONE** EBACC reserve and

**TWO** free choice reserves.

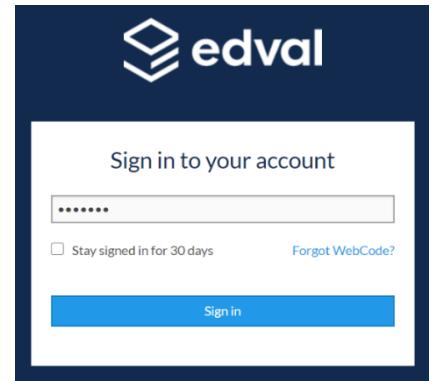
Reserve choices may be offered to your child if one of their first preference options have no spaces available. Equally, the reserve choice may be offered if the number of applicants for a first-choice option mean it is unviable.

## How to complete the Options process

You will need to use an on-line platform called Edval to select your GCSE Options. Below are the steps you will need to follow:

### Students

1. You will receive an email (to your academy email account) this will contain:
  - a. A link to the Edval Education website
  - b. A unique web code
2. Click on the link
3. Copy and paste the unique web code into the entry box on the Edval landing page.
4. Click on “Sign-in”
5. Click on GCSE Options 2024 – this will take you to a blank Options Form.
6. From the EBACC drop-down menu, select your **first** choice.
7. You will then be asked to select **one** EBACC **reserve** choice.
8. From the two drop down menus select your “free choices”.  
**You must do this in order of preference** i.e., the course you most want to do needs to be entered **FIRST**.
9. Select a maximum of two reserve “free choices” - again, in order of preference.
10. To complete the Options process, you need to talk to your parents and ensure they are prepared to sign-off your option choices.



### Parents

- Closing date for GCSE Options choices is **Friday 1<sup>st</sup> March**.
- We will contact you in writing to confirm your child's choices from **8<sup>th</sup> March**.
- Parental reply-slips to above letter will need to be returned by **Thursday 28<sup>th</sup> March**.
- Final confirmation of options with students/parents will be in **Term 6**.
- Please use the following email address for any questions:

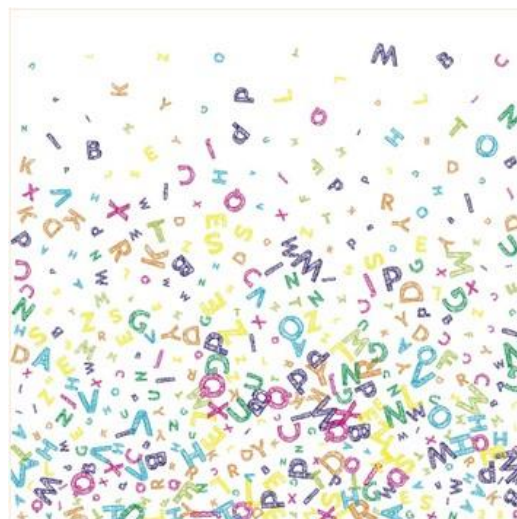
[options@tda.education](mailto:options@tda.education)

# English Language

<b>Qualification</b>	GCSE
<b>Level</b>	2

## **This course is aimed at all students**

There is an expectation that all students study English at GCSE level as part of their core (EBACC) studies at Key Stage 4.



## **Course outline**

### **Language Paper 1 – 80 marks, 1 hr 45 mins**

*Section A:* You will be given an extract from a fiction text (a story), and you must answer 4 questions about it.

Q1 Listing 4 things you find about a certain topic

Q2 Language Analysis

Q3 Structure Analysis

Q4 Agreeing or disagreeing with a statement and evaluating writer's choices.

*Section B:* Creative Writing

Q5 = You need to choose to either write a description or a story

### **Language Paper 2 – 80 marks, 1 hr 45 mins**

*Section A:* You will be given 2 extracts from non-fiction texts (from real life), and you must answer 4 questions about them.

Q1 Choosing 4 true statements

Q2 Comparing 2 texts on a certain topic

Q3 Language Analysis

Q4 Comparing the writers' viewpoints and perspectives and how they convey them.

*Section B:* Transactional Writing

Q5 You will be given a specific text type to write e.g. article on a certain topic

## **How the course is assessed**

This course is 100% assessed via examination.

There are two exam papers.

Each paper lasts 1 hour 45 minutes.

You will also complete a **Spoken Language Endorsement**, however, this does not count towards your grade.

You will receive a Pass, Merit or Distinction for this and the result will appear on your exam certificate.

## **Any additional information**

Exam Board: AQA

Course code: 8700

## **Further information**

Name of contact: Miss Emma Simpson

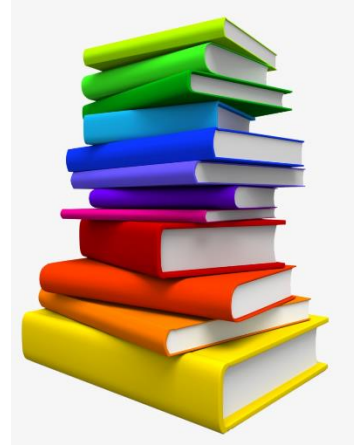
Email: EXS@tda.education

# English Literature

<b>Qualification</b>	GCSE
<b>Level</b>	2

## **This course is aimed at all students**

There is an expectation that all students study English at GCSE level as part of their core (EBACC) studies at Key Stage 4.



## **Course outline**

### **Literature Paper 1 – 64 marks, 1 hr 45 mins**

*Section A:* *Macbeth* – you will be given an extract from *Macbeth* by William Shakespeare and a question topic which you need to write an essay responding to. You are also given up to 4 marks for SPAG.

Total marks = 34

*Section B:* *A Christmas Carol* – you will be given an extract from *A Christmas Carol* by Charles Dickens and a question topic which you need to write an essay responding to.

Total marks = 30

### **Language Paper 2 – 80 marks, 1 hr 45 mins**

*Section A:* *An Inspector Calls* – You are given a choice of 2 questions to write an essay about based on *An Inspector Calls* by JB Priestley. You are also given up to 4 marks for SPAG. Total marks = 34

*Section B:* Anthology Poetry – you need to compare 2 poems from a cluster you will learn in class. Total marks = 30

*Section C:* Unseen Poetry – you will be given 2 poems you have never seen before that you must analyse. Total marks = 32 marks.

## **How the course is assessed**

This course is 100% assessed via examination.

There are two exam papers.

The exams are both **closed book**, which means you are not allowed copies of the texts with you in the exams.

## **Any additional information**

Exam Board: AQA

Course code: 8702

## **Further information**

Name of contact: Miss Emma Simpson

Email: EXS@tda.education



# Mathematics

**Qualification** GCSE

**Level** 2

**All students study GCSE Mathematics.**

GCSE Maths is split into 5 main branches:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Statistics

## Number

Essential skills involving all four operations (+, −, ×, ÷) as well as fractions, decimals, percentages. Other topics include use of BIDMAS, rounding, squares, cubes and roots as well as factors and multiples.

## Algebra

This is the study of numbers with letters. You will discover collecting and simplifying like terms, expanding and factorising brackets, solving equations as well as solving simultaneous equations.

## Ratio and Proportion

This topic focuses on understanding how more than one quantity is compared with another. Areas involve working with recipe problems as well as direct and inverse proportion.

## Further information

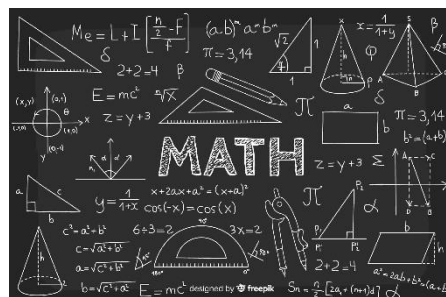
**Name of contact:** Bushra Nisar

**Email address:** [bxn@tda.education](mailto:bxn@tda.education)

**Subject Leader of Maths**

## Statistics

This is the study of data and probability. Here you will learn about collecting, representing and interpreting data into different forms (bar charts, pie charts, pictograms etc.)



## Geometry

This is the study of angles and shapes. Here you will learn about angle facts and rules as well area and perimeter of different shapes. You will also study connections in right angled triangles, specifically trigonometry.

## How the course is assessed

3 examinations in Year 11

No coursework

- Paper 1 – 1hr 30 mins – Non Calc
- Paper 2 – 1hr 30 mins – Calc Allowed
- Paper 3 – 1hr 30 mins – Calc Allowed

## Any additional information

Equipment required:

Pencil	Protractor
Ruler	Scientific calculator
Compass	Rubber

## Next steps

Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. It is a fundamental part of human thought and logic, and integral to attempts at understanding the world and us.

## Understanding the science options

There are two “pathways” through GCSE science:

1) Trilogy Science

2) Triple Science

The similarity between the two names can cause confusion.

### **Trilogy Science:**

Most of our GCSE students study Trilogy Science this will involve them studying biology, chemistry, and physics. The time allocated to Trilogy Science is the equivalent to two GCSEs and your child will receive two GCSE Science certificates (Grades 1 to 9) upon successful completion.

### **How to select Trilogy Science**

Your child does not have to do anything – this is our default option for all students and is automatically added as part of their “Core” curriculum.

### **Triple Science:**

Some students elect to do Triple Science. Often these are the students who are interested in studying science at A-level and beyond. In this instance, they will study biology, chemistry and physics as distinct GCSEs i.e., in greater depth than the Trilogy science. They will spend more time studying science than those on the Trilogy pathway and will receive GCSE certificates (Grades 1 to 9) in biology, chemistry, and physics.

### **How to select Triple Science**

There are two ways to opt for Triple Science:

1. Choose “Triple Science” as your EBACC option OR
2. If you would prefer an alternative EBACC you can select “Triple Science” under your free choice selection towards the bottom of the on-line Options Form.

Please note, students will be guided and supported by the TDA Science Team to choose between Trilogy Science OR Triple Science according to their skills and aptitudes.



# EBACC – Computer Science

<b>Qualification</b>	GCSE
<b>Level</b>	2

## **This course is aimed at**

Students who want to follow a theoretical route through Computing. It is the ideal choice for those who are curious about HOW computer systems work at a deep level and want to understand what makes technology work. The course is suited to those who like to solve problems and write code. It demands both logical discipline and imaginative creativity.

## **Course outline**

This course is assessed by 100% exams, with a compulsory non-exam element. Students have to demonstrate good use of problem solving, programming and logical thinking skills. There will be two exams taken at the end of the course. These examine Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of Computer Science.

## **Further information**

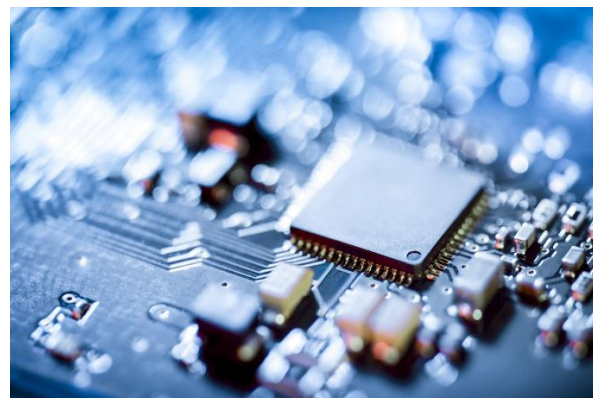
All coursework is assessed under controlled conditions, if you miss any of the assessment lessons then you will be expected to attend a catch-up session after Academy hours.

The course has strong Science, Technology, Engineering and Maths (STEM) links and will suit a student who is interested in these areas rather than someone looking to build user skills.

You will receive homework every week. This may well be preparation work for your non-exam assessment which has to be completed in the Academy under supervision. It could also be practice exam questions or programming skills.

## **Further information**

Name of contact: Mr Jon Cox



## **How the course is assessed**

Computational Thinking and Problem-Solving Exam: **50% of final mark**

Theoretical Knowledge Written Assessment: **50% of final mark**

Non-Exam Practical Assessment: **Compulsory**

## **Any additional information**

It is recommended that you are due to be entered for the Higher Tier paper in Maths.

## **Next steps**

If you know you definitely want to pursue Computer Studies in Sixth Form this is the course for you. Universities and Higher Education establishments look favourably on this qualification because of the combination of practical and theoretical work. The exam element prepares you for any type of Level 3 course in Computer Science.

It can lead to careers in areas such as programming, networking, web design, technical support, database management, accounting and software engineering.

Email: JCOX@tda.education

# EBACC – Geography

<b>Qualification</b>	GCSE
<b>Level</b>	2

## **This course is aimed at**

Students who are curious about the world we live in and have compassion for nature, the environment and the people within it.

Understanding the relationship between Earth's human and physical systems is important for our young people who are going to be future decision-makers in the world.

## **Unit 1 Living with the Physical Environment**

This will include topics such as 'the challenge of natural hazards' where we will investigate tectonic activity (including volcanoes!), weather hazards, and climate change. Section B of this topic is 'The living world' where students will study Ecosystems, Tropical rainforests and either Hot deserts or Cold environments. Section C focuses on the physical geography of the UK including Coastal and River landscapes.

## **Unit 2 Challenges in the human environment**

Topics include 'urban issues and challenges' which involves considering the growth of population and the challenge and opportunities this creates. Section B: 'The changing economic world' where students will study the growth of economies and strategies for reducing the development gap. Section C: the challenge of resource management, we will consider how we manage global resources.

## **Unit 3 Geographical Applications, Fieldwork and Geographical Skills**

Students will demonstrate geographical skills and applied knowledge and understanding. A resource booklet will be available 12 weeks before the exam, lessons will involve examining this closely to help prepare for the exam. Students will practice their fieldwork skills- this must take place outside the classroom and school grounds on at least two occasions and these skills will be practiced and demonstrated in the exam.

## **Further information**

Name of contact: Nicola Waudby



## **How the course is assessed**

Students will have 3 exams.

Paper 1: Living with the physical environment (1hr 30 mins) worth 35%

Paper 2: Challenges in the Human Environment (1hr 30 mins) worth 35%

Paper 3: Geographical Applications (1hr 15 mins) worth 30%- This paper will include a 'pre-release resource booklet', fieldwork and geographical skills.

## **Any additional information**

No additional equipment is necessary for this course.

There will be 2 mandatory days of fieldwork included within the course which students will need to attend.

## **Next steps**

As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level. University options include Environment & Geography, Geography & Politics and, of course, Geography.

Careers include conservation, sustainability, engineering, environmental, town, or transport planning, waste and water management, or international relations.

Email: NZW@tda.education

# EBACC - History

**Qualification** GCSE  
**Level** 2

## **This course is aimed at**

Enthusiastic and hard-working history students who want to take their studies further.



## **Unit 1 Medicine in Britain surgery and treatment**

Causes, treatment and prevention of illness and disease in Britain, 1250-present day

Medicine and the Western Front 1914-18.

Source analysis, explanation and argument over time.

## **How the course is assessed**

Three exams at the end of the course.

Unit 1 Medicine (1 hour 15 minutes), 6 questions

Unit 2 Anglo-Saxon and Norman England and the American West (1 hour 45 minutes), 7 questions

Unit 3 Weimar and Nazi Germany (1 hour 15 minutes), 6 questions

## **Unit 2a Anglo-Saxon and Norman England**

Anglo-Saxon England and the events of 1066; Establishing Control; Securing Control.

Extended writing, explanation, and argument.

## **Any additional information**

Visits have been organised in the past to Lincoln and the Trenches in Flanders.

## **Unit 2b The American West 1835-1895**

The early settlement of the West 1835–62, Development of the Plains 1862-76, Conflicts, and conquest 1876-95.

Explanation of consequences, narrative, and importance.

## **Next steps**

Students continue onto History or Politics A Level. At university it is a useful gateway to courses such as law or international relations as well as history and politics.

## **Unit 3 Weimar + Nazi Germany 1918-39**

The Weimar Republic 1918-29, Hitler's Rise to Power 1919-33, Nazi control and dictatorship 1933-39, Life in Nazi Germany 1933-39.

Source analysis, historical interpretations, explanation, and argument.

## **Further information**

Name of contact: Paul David Wiggin

Email: [PW1@tda.education](mailto:PW1@tda.education)

# EBACC - Spanish

**Qualification** GCSE  
**Level** 2

## **This course is aimed at**

Developing cultural appreciation, knowledge of grammar, vocabulary and the ability to manipulate language both verbally and in the written format. Students will be able to hold conversations and write short pieces expressing their views on a range of interesting topics. At the end of the course, students will enhance their cultural awareness and increase their cultural capital.

## **Theme 1 - Identity and culture**

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in Spanish-speaking countries/communities

## **Theme 2 - Local, national, international and global areas of interest**

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

## **Theme 3 - Current and future study and employment**

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

## **Further information**

Name of contact: Houda Souifi



## **How the course is assessed**

Students will be continually assessed on the four skills throughout Year 10 and Year 11 which are speaking, reading, listening, and writing. These are all equally weighted on their GCSE exams at 25% each.

There will be internal assessments as well as mock exam in Y11.

## **Any additional information**

Language qualifications broaden the mind, are sought after by employers and are a rare and highly marketable commodity. You will gain a deeper understanding not just of the mechanics of grammar and vocabulary but also how people live and use the language on a day-to-day basis.

## **Next steps**

As a subject it is highly regarded by universities, and students that have studied A level languages at Sixth Form at TDA have gone on to study at university. Beyond university, languages can lead to a range of exciting career opportunities such as being a translator, interpreter, academic researcher, political risk analyst, international lawyer and teacher.

Email: [HOS@tda.education](mailto:HOS@tda.education)

# Art & Design

**Qualification** GCSE  
**Level** 2

## **This course is aimed at**

Visual students who enjoy drawing, painting, exploring materials and researching artists - then this is the course for you. You will need to have been successful with your studies in Key Stage 3 for Art and be able to express yourself creatively. You will require good organisation skills in order to keep up with homework and coursework deadlines.

## **Year 10**

You will develop a foundation of technical skills through a variety of workshops. You will start your coursework straight away and you will exercise observation as well as being encouraged to be experimental with your ideas and your use of materials. You will look at the work of other artists to help you develop your ideas. You will explore working in 2D and 3D.

## **Year 11**

You will refine your skills in Year 10 and start another new project. This will allow you to showcase and explore your creative abilities in a different capacity. You will broaden your art skills while focussing on a chosen aspect of your theme. You will then be encouraged to personalise your project and develop it in an area which is engaging and interesting to you.

This will allow your project to be highly personalised and offer you an opportunity to develop an area of expertise.

The GCSE Art exam is a practical exam, and the theme is launched ten Academy weeks prior to the exam. The title of this project is provided by the exam board. It is usually a very broad one to allow you to explore something which genuinely interests you. You will have lesson time and homework tasks to explore and develop your ideas. You will then have 10 Academy hours (over 2 Academy days) to produce a final outcome without any help from teachers, family or friends.

## **Further information**

Name of contact: Alex Lomas



## **How the course is assessed**

Your coursework makes up 60% of your overall grade and your exam makes up 40%. Both are marked against the same four assessment objectives. You are required to complete two projects for your coursework and one project for your exam. You will receive ongoing verbal feedback and regular assessments throughout the course.

## **Any additional information**

Students will require a display file or A3 sketchbook for each project and would benefit from having access to Art equipment at home.

## **Next steps**

Achieving a level 6 or above can lead to an A level in Art and Design or a BTEC National qualification. These are very desirable qualifications for careers in the Creative and Design industries. Many employers also value these qualifications as a basis for a place on an apprenticeship in the Design industry and as a measure of your ability to think creatively and innovatively. Even if you are not intending to go into "Art", you will develop essential skills and attributes prized by employers and FE institutions.

Email: [AEP@tda.education](mailto:AEP@tda.education)



# Business

**Qualification** GCSE  
**Level** 2

**This course is aimed at**

Students who are interested in the world of Business; how ideas come about, how to make them a success.



**1.1 Enterprise and entrepreneurship**

Students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

**1.2 Spotting a business opportunity**

Students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

**1.3 Putting a business idea into practice**

This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

**1.4 Making the business effective**

Students will explore a range of factors that impact on the success of the business, including location, the marketing mix, and the business plan.

**1.5 Understanding external influences**

Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation, and the economy. Students will explore how businesses respond to these influences.

**How the course is assessed**

Two exams at the end of the course, 90 marks each exam, two hours for each paper.

**Any additional information**

The only costs are for a normal calculator and revision guide (£6).

**Next steps**

Business is a fantastic steppingstone into all employment. Students who take this course often go on to study it further at A level, study Economics or think about setting up their own businesses.

**Further information**

Name of contact: Esther Bird

Email: EYB@tda.education

# Dance

**Qualification** BTEC  
**Level** 2

## **This course is aimed at**

Learners who have an interest and passion in dance. Ideal for those who have a sound ability in learning and creating choreography, refining material, working with others, working to deadlines, and responding successfully to feedback.

## **Unit 1 Exploring the Performing Arts**

1. Investigate how professional performance work is created
2. Demonstrate understanding of the skills, techniques and approaches used by professionals to create a Dance performance.

Non-exam internal assessment, internally marked

## **Unit 2 Developing Skills and Techniques in the Performing Arts**

1. Rehearse Dance material.
2. Apply skills and techniques learnt in a Dance performance.
3. Review own development and application of performance. (Written portfolio).

## **Unit 3 Responding to a Brief**

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as Dance performer in response to a brief and stimulus.

Task set in January, 12 weeks prior to the assessment. Carry out the development of creative ideas and rehearsal for the workshop performance.

## **Further information**

Name of contact: Emily Jeffery



## **How the course is assessed**

### **Exploring the Performing Arts**

12 hours of supervised assessment. 60 marks.

**Developing Skills and Techniques in the Performing Arts** Non-exam internal assessment, internally marked.

Approximately 15 hours of supervised assessment. 60 marks.

**Responding to a Brief** Task set and marked by Pearson completed under supervised conditions. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks.

## **Any additional information**

Street Dance/Ballet shoes are optional. These can be purchased from 'Dance Direct'.

<https://www.dancedirect.com>

## **Next steps**

A Levels/vocational qualifications ready for higher education/apprenticeships in a range of subjects including Dance and Drama or employment in the performing / production arts e.g., dancer, actor, choreographer, director, producer, TV presenter, journalist and designer.

Email: EJE@tda.education



# Design & Technology

<b>Qualification</b>	GCSE
<b>Level</b>	2

## **This course is aimed at**

Those who have been successful in their studies at Key Stage 3 in Design and Technology. As well as having proved yourself to be a competent designer and a safe maker, you must have an interest in designing and making products. You must have an aptitude for problem solving and applying it to design solutions.

## **Year 10**

You will complete a series of mini design and make projects in a variety of materials. The work is designed to build on and enhance the skills you have learnt at Key Stage 3 to help you realise your full potential. Working in-dependently is a major skill that you will develop this year.

## **Year 11**

You will continue to develop your skills. You will complete a single design and make activity which is selected from a range of board-set tasks, and you will submit a portfolio of evidence. During this time, you will focus on use of materials and processes and how to be innovative when designing.

To support and develop your learning you will be continually assessed on the work you complete. You will be given formative and summative feedback from your teachers. This will ensure you know the areas that you need to develop in order to maximize your grades.

Once the project work is completed the focus will be on preparation for the final exam.

## **Further information**

Name of contact: Sally Jones



## **How the course is assessed**

This course consists of 50% controlled assessment in the form of one design and make project starting with a situation and brief provided by the exam board. The remaining 50% consists of an exam focusing on materials and processes used.

## **Any additional information**

You must be able to produce work under pressure and to deadlines.

A range of basic stationery will be of use and your class teacher will provide you with a list at the start of the course that will help support your learning. You will need an A4 folder to collate your work in.

## **Next steps**

If you achieve grade 6 or higher this course leads to an A level in Product Design or a Tech-level in engineering. These are essential qualifications for higher courses preparing you for various design professions, engineering disciplines, architecture, and a huge range of creative and practical careers. Many employers also value this qualification as a basis for a place on an apprenticeship for engineering or construction.

Email: [SJJ@tda.education](mailto:SJJ@tda.education)

# Drama

**Qualification** GCSE  
**Level** 2

## **This course is aimed at**

Students who are committed, creative and confident and have an interest and a passion for the Performing Arts. Drama students need to be able to formulate their thoughts and opinions in a concise way; they need to be able to analyse and evaluate plays and professional works successfully as this forms part of the written exam.

## **Unit Title (1) Devising Drama**

Learners will research and explore a stimulus, work collaboratively and create their own devised performance. Students will also complete a written portfolio linked to their rehearsal process and final performance.

## **Unit Title (2) Presenting and Performing Texts**

Learners develop and apply theatrical skills in acting by presenting a showcase of two extracts from a given text. Students will also complete a written proforma detailing their knowledge and characterisation within the performance.

## **Unit Title (3) Performance and Response**

This is a written exam split into two sections. For section 1, learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.

For the exam, they will then answer questions on the text.

For section 2, learners will analyse and evaluate a live theatre performance.

## **Further information**

Name of contact: Emily Jeffery



## **How the course is assessed**

Devising Drama - Non exam assessment (Teacher marked) -1 practical performance with a portfolio.

Presenting and Performing Texts - Non exam assessment (Visiting moderator) -1 practical performance with a proforma

Performance and response - Written paper - Exam Assessment - 1 hour 30 minutes

## **Any additional information**

Live Theatre Trip in Year 10 and 11. £35 per trip approx.

It is vital to be able to work as part of a team; being able to offer ideas as well as listen to the ideas of others.

## **Next steps**

Drama 'A' level

Degrees in Dance and Drama

Careers:

Actor

Dancer

Director

Stage Manager

TV presenter

Journalist

Email for contact: EJE@tda.education

# Fashion Textiles

**Qualification** GCSE  
**Level** 2

## **This course is aimed at**

Those interested in textiles, artwork and designs that are produced in the fashion/retail industry and would like to expand their abilities in designing creative fabric-based products, using new ideas and new materials. You need to have been successful in your studies in Key Stage 3 and show a flair for the subject through your modules in Textiles.

## **Year 10**

Your first major project is designed to build on and enhance the skills you have learnt at Key Stage 3, and includes printmaking, designing, drawing and manipulating materials. Working independently is a major skill that you will develop this year. As the year progresses, you will gradually have more opportunities to explore materials and processes informed by artists of your choice.

## **Year 11**

In your second major project. You will refine your skills, whilst communicating creative ideas, finally showcasing your skills in a final textiles outcome, which could be decorative or functional.

You will start your exam project in January, the theme of which is set by the exam board. You will have 20 hours lesson time to prepare, research, explore, develop and refine ideas, before producing the final piece in exam conditions over two Academy days.

To support and develop your learning you will be continually assessed on the work you complete. You will be given formative and summative feedback from your teachers. This will ensure you know the areas that you need to develop in order to maximise your grades.

## **Further information**

Name of contact: Alex Lomas



## **How the course is assessed**

Your coursework makes up 60% of your overall grade and your exam makes up 40%. Both are marked against the same 4 assessment objectives. You are required to complete two projects for your coursework and one project for your exam. You will receive ongoing verbal feedback and regular assessments throughout the course.

## **Any additional information**

You are required to buy an A3 sketchbook. We will provide most of the fabrics and materials you will use, however there may be some instances where you will be asked to contribute towards the cost of fabric.

## **Next steps**

If you achieve Level 6 or above, this course could lead to A Level Art Textiles or Fine Art. It can open up opportunities to continue studying Textiles at university on a number of Textiles based courses which could lead to: Textile designer, interior designer, illustrator or in fashion merchandising and buying, or advertising and marketing.

Email: [AEP@tda.education](mailto:AEP@tda.education)

## Food Preparation & Nutrition

Qualification	GCSE
Level	2

**This course is aimed at**

Those who wish to focus on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## Course outline

The course will run over 2 years. Students will cover a range of skills to enable them to be able to successfully complete the course.

You will be taught to understand and apply the principles of nutrition and health to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves, and others a healthy and varied diet.

Through a variety of practical lessons, you will become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture, and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes. Understand the source, seasonality, and characteristics of a broad range of ingredients.

In other areas you will look at how to modify recipes and cook a range of dishes that promote current healthy eating messages. How to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption. The principles of food safety, preventing cross-contamination and chilling. How to use a broader range of preparation techniques and practical skills when cooking.

### Further information

Name of contact: Sally Jones



## How the course is assessed

**Examination (50%):** Food preparation and nutrition

**Non- Examination (50%):**

Task 1: Food Investigation: Written report of the practical investigation.

Task 2: Food preparation assessment: Students will be required to prepare and deliver three final dishes.

**Any additional information**

You will be required to have an A4 folder to collate all of your work in. A range of basic stationery will be of use and your class teacher will provide you with a list at the start of the course that will help support your learning. You may need ingredients for some of your practical lessons.

## Next steps

If you achieve grade 6 or above this course leads to any Level 3 qualification in a food related course. Food Preparation and Nutrition can lead to exciting career opportunities in the food industry which is ever expanding and is one of the largest employers in the UK. A Food Technology qualification can lead to careers in: food marketing, product development, diet-related industries and more.

# Health & Social Care

**Qualification** CNAT  
**Level** 1, 2

## **This course is aimed at**

This course is for students who are interested in learning about how to care for others in healthcare settings and can research and work independently as well as in the classroom. Good ICT skills would be an advantage but are not essential. You are required to produce evidence of your Health and Social Care knowledge in writing and produce coursework under pressure aiming to meet tight deadlines.

## **Unit 1: Supporting individuals through life events**

Topic Area 1 Life stages

Topic Area 2 Impacts of life events

Topic Area 3 Sources of support

## **Unit 2 Health promotion campaigns**

- o Topic Area 1 Current public health issues and the impact on society
- o Topic Area 2 Factors influencing health
- o Topic Area 3 Plan and create a health promotion campaign
- o Topic Area 4 Deliver and evaluate a health promotion campaign

## **Unit 3: Principles of care in H&S care settings**

- o Topic Area 1 The rights of service users in health and social care settings
- o Topic Area 2 Person-centred values
- o Topic Area 3 Effective communication in health and social care settings
- o Topic Area 4 Protecting service users and service providers in health and social care settings

## **Further information**

Name of contact: Becky Brown



## **How the course is assessed**

R033 - Internally assessed coursework, submitted in June Year 1. 30% of overall grade.

R035 - Internally assessed coursework, submitted in January Year 2. 30% of overall grade.

R032 - External exam taken in January Year 2. Content delivered throughout course. 40% of overall grade.

## **Any additional information**

As part of this course, we try to arrange relevant trips or talks that support learning, give further information regarding future careers, or encourage the character traits required by those working in the care sector. Examples of this include: a talk led by a local GP, NHS careers speakers and local charitable endeavours.

## **Next steps**

In the Sixth Form, students go on to study the BTEC National in Health and Social Care, which is equivalent to 1 A Level. From this, students have gone on to study and have careers in Nursing, Midwifery, Physiotherapy, Social Care and Law to name just a few.

Email: RBRO@tda.education



# Digital Information Technology (IT)

<b>Qualification</b>	BTEC Tech Award
<b>Level</b>	1,2

## **This course is aimed at**

This is suitable for students who want to follow a practical and theoretical route through ICT. This is the ideal choice for those students who don't just want to know **how** but want to explore the **why** of ICT. It will provide a practical introduction to life and work in the IT industry.

## **Component 1: Exploring User Interface Design Principles and Project Planning Techniques**

Learners select and investigate two different types of user interface and assess how effectively the user interface meets the audience's requirements, including their accessibility needs, skills level and demographics.

Learners investigate different project planning techniques. select appropriate project planning tools and methodologies to create a project plan, including outlining the timescales, possible constraints and risks in their project.

## **Component 2 Collecting Presenting Interpreting Data.**

Learners have a scenario outlining the data collected in two different sectors - they will assess how the data collection method (for example primary and secondary) and the data collection features (for example sample size, who was in the sample, when and where the data was collected) affect the quality of the data.

## **Component 3 Effective digital working practice**

Learners will understand how different measures can be implemented to protect digital systems. They should understand the purpose of different systems and how their features and functionality protect digital systems. Learners should understand how one or more systems or procedures can be used to reduce the nature and/or impact of threats.

## **Further information**

Name of contact: Jon Cox



## **How the course is assessed**

Component 1 - 30% of final mark (internally assessed coursework)

Component 2 - 30% of final mark (internally assessed coursework)

Component 3 - 40% of final mark (exam)

## **Any additional information**

Coursework may need to be completed under controlled conditions meaning this work cannot be done as homework.

## **Next steps**

Great if you want to pursue ICT at Sixth Form or at university. It can lead to careers in areas such as programming, networking, web design, technical support, database management, accounting, and financial planning. It is also useful in support of any other course you do as it provides excellent ICT skills used in most employment and training opportunities.

Email: JCOX@tda.education

# Media Studies

**Qualification** GCSE  
**Level** 2

## **This course is aimed at**

Students who are interested in media products such as films, tv programmes, magazines, music videos, video games, and social media, and how people interact with these different forms. Students who are creative and who will enjoy creating their own content during the course.

## **Course outline**

Students will be introduced to the range of forms, products and platforms that constitute “the media”, and how to work with the four key concepts: media language, audience, representation and industry. They will also learn the core skills of image analysis.

## **Component 01**

**Section A: Television (TV drama)** In-depth study of the following set products:

- Cuffs, BBC1, series 1, episode 1 – this police drama serves as a case study of mainstream TV drama.

**Section B: Promoting Media (film, advertising & video games)** Students will learn about the film industry, via the set product of The Lego Movie, which illustrates ‘tent-pole film production’ and models successful vertical integration.

## **Component 02**

**Section A: Music (magazines)** In-depth study of the set product Mojo Magazine. As well as understanding the codes & conventions of magazine design, we will explore issues of audience, industry and representation.

**Section B: News (print newspapers, websites and social media)** In-depth study of the following set products:

- The Observer 2019 (complete edition, plus two front pages)
- The Observer 1966 / 1968 (front pages)
- The Observer / Guardian website and social media, including Twitter & Instagram

## **Further information**

Name of contact: Emma Simpson



## **How the course is assessed**

**Term 1** - Practice Assessments and Mini-NEA-style task

**Term 2** - Set product analysis 01 Sec B assessment and a Creative skills project

**Term 3** - Production: film two short sequences and edit and an Exam style 02 Section A

**Term 4** - Exam style question and Moving image production: editing focus

**Term 5** - Mock exams - full Component 01 full exam 1hr 45 Including 30 minutes viewing time + 02 Sec B style questions

**Term 6** - Statement of intent and NEA 1st draft.

## **Any additional information**

We do take students on trips e.g., to the cinema so these may include additional costs.

## **Next steps**

This works well with a future in journalism, film/tv production, publishing, music production, advertising, or PR.

It can also lead to a range of subjects at Sixth Form and beyond.

Email for contact: EXS@tda.education

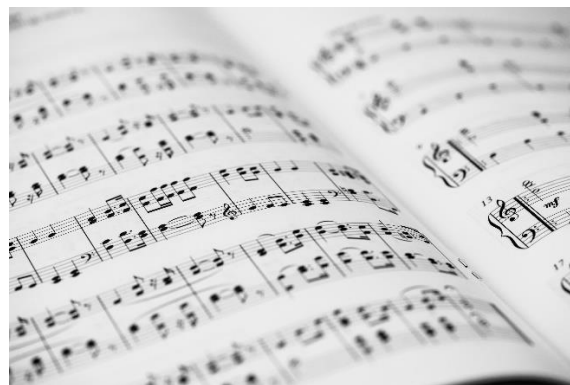


# Music Practice

**Qualification** BTEC  
**Level** 1, 2

## **This course is aimed at**

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Music sector – a vibrant, exciting and competitive industry that offers many different and exciting new work opportunities, whether in composing, performing, or producing music.



## **Component 1 - Exploring Music Products and Styles**

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

## **Component 2 - Music Skills Development**

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

## **Component 3 - Responding to a Music Brief**

Learners will be given the opportunity to develop and present music in response to a given music brief.

## **How the course is assessed**

60% - External assessment (PSA\*) with 2 tasks. Externally moderated.

40% - External synoptic task. Externally marked.

## **Any additional information**

Students must have a passion for music and be able to talk about music with love and excitement.

It is essential that students play an instrument and are willing to practice throughout the course ready for the externally assessed performance.

## **Next steps**

BTEC Level 3 music performance

A Level music

## **Further information**

Name of contact: Beth Williams

Email: BEW@tda.education

# Photography

**Qualification** GCSE  
**Level** 2

## **This course is aimed at**

If you are interested in Art & Design and coming up with original, creative ideas but like to explore them in ways other than painting and drawing, this may be the course for you. It can be taken in addition to Art or Fashion Textiles. You need to have shown aptitude in your Key Stage 3 studies.



## **Year 10**

You will begin by completing a series of skills-based workshops designed to broaden your photography and editing skills. Working independently is a major skill that you will develop. As the year progresses, you will gradually have more opportunity to work on independent ideas around a given project title - this will form your first major project.

## **Year 11**

You will refine your photography skills, whilst communicating creative ideas, finally showcasing your skills in a final outcome which will be your second major project. There is an emphasis on artist engagement, and you will have the opportunity to explore static and moving image.

To support and develop your learning you will be continually assessed on the work you complete. You will be given formative and summative feedback from your teachers. This will ensure you know the areas that you need to develop in order to maximise your grades.

## **How the course is assessed**

You will start your exam project in January of Year 11. The theme will be set by the exam board. You will have 20 hours lesson time to prepare, research, explore, develop, and refine ideas, before producing the final piece in exam conditions.

## **Any additional information**

You will be required to have an A3 sketchbook and an SD card. You would also benefit from having a digital camera to support your studies, although this does not have to be an expensive, high specification camera.

## **Next steps**

If you achieve level 6 or above, this course can lead to A level Photography or a BTEC National Qualification. Many employers and universities value these qualifications as a basis for an apprenticeship in a Creative Industry or to support access to Higher Education.

## **Further information**

Name of contact: Alex Lomas

Email: [AEP@tda.education](mailto:AEP@tda.education)

# Religious Studies

**Qualification** GCSE  
**Level** 2

## **This course is aimed at**

Students who are looking to further their understanding of the 2 main world faiths Christianity and Islam. It also provides pupils with the opportunity to explore, debate and evaluate a whole host of world issues such as abortion, animal testing, euthanasia, and the death penalty.

## **Unit Title (1) Crime and Punishment**

Students must be able to explain contrasting beliefs on the following three issues with reference to Christianity and Islam:

Topics:

1. Reasons for crime
2. Aims of punishment and types of punishment
3. Suffering
4. Forgiveness
5. Death penalty

## **Unit Title (2) Islam practices**

Students will study the influence of the beliefs, teachings and practices studied on individuals, communities, and societies.

Topics:

- |                           |           |
|---------------------------|-----------|
| 1. The 5 Pillars of Islam | 2. Prayer |
| 3. Zakah                  | 4. Hajj   |
| 5. Festivals              | 6. Sawm   |
| 7. Jihad                  |           |

## **Unit Title (3) Religion, Peace and Conflict**

Students must be able to explain contrasting beliefs on the following three issues with reference to Christianity and Islam.

Topics:

1. Violent protest and terrorism
2. Reasons for war
3. Nuclear weapons and weapons of mass destruction
4. The Just War
5. Holy War
6. Pacifism and peace-making

## **Further information**

Name of contact: Katie Doran



## **How the course is assessed**

Students will sit 2x 1 hour 45 minute papers.

**Paper 1-** Religions paper will assess pupils' knowledge of Christian beliefs and practices and Islam beliefs and practices

**Paper 2-** The thematic paper will assess pupils' knowledge of the following topics:

Religion, Peace and Conflict

Religion, Crime and Punishment

Religion and Life

Religion and Relationships

## **Any additional information**

Homework is an important part of the preparation for GCSE, as is a willingness to participate in frank and honest discussions and to listen carefully and respect others' opinions, faiths, and perspectives.

## **Next steps**

The GCSE course leads onto an A-level in Philosophy and Ethics. This course runs well alongside A-level subjects such as history, sociology, psychology, business, health and social care and politics.

It also supports students in a wide variety of university fields including theology, law, history, business, politics, medicine, sociology and politics.

Email for contact: KMD@tda.education

# Sport Studies

<b>Qualification</b>	CNAT
<b>Level</b>	1, 2

## **This course is aimed at**

Students who have been successful in Key Stage 3 Physical Education and represented the school and/or an external club in one or more sports. You may have also supported younger years in Enrichment activities. You must have a keen interest in developing your performance and learning about the theory that relates to sports performance, coaching and officiating.

## **Unit R185: Performance and leadership in sports activities**

Topics include:

Key components of performance.

Applying practice methods to support improvement in a sporting activity.

Organising and planning a sports activity session.

Leading a sports activity session.

Reviewing your own performance in planning and leading a sports activity session.

## **Unit R186: Sports and the media**

Topics include:

The different sources of media that cover sport.

Positive effects of the media in sport.

Negative effects of the media in sport.

## **Unit R184: Contemporary issues in sport**

Topics include:

Issues which affect participation in sport.

The role of sport in promoting values.

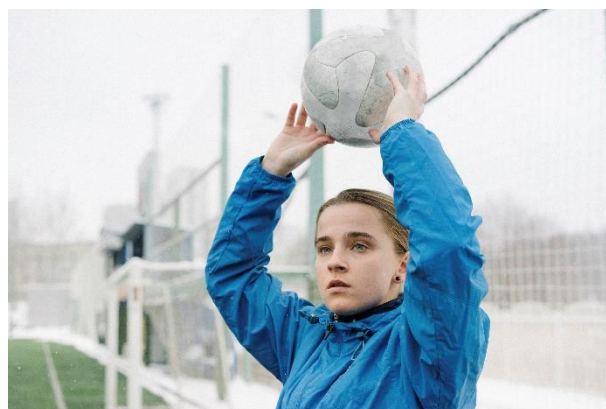
The implications of hosting a major sporting event for a city or country.

The role National Governing Bodies (NGBs) play in the development of their sport.

The use of technology in sport.

## **Further information**

Name of contact: Becky Brown



## **How the course is assessed**

R185 - Internally assessed coursework (mix of practical and written) completed during Year 1, 40% of overall grade.

R186 - Internally assessed coursework (written) completed during Year 2, 20% of overall grade.

R184 - External exam, completed January Year 2, content delivered throughout the course. 40% of overall grade.

## **Any additional information**

Many of the students selecting this course will take part in school fixtures and associated sports trips. Some will also be selected as Sports Leaders, that will help take Enrichment and officiate fixtures for younger students, including those at TDAJ and the other primaries within the Trust.

## **Next steps**

In the Sixth Form, students go on to study the BTEC National in Sport, which is equivalent to 1 A Level. From this, students have gone on to study and have careers in Sport (coaching, psychology, personal training), Physiotherapy, Law, and Business to name just a few. As part of the Sixth Form programme there are also opportunities to join either a Football or Cricket Academy with elite partners alongside your studies.

Email for contact: RBRO@tda.education