

# Curriculum Choice



*Class of* **2022**

**Dear Parents: Introduction**

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## Key Stage 4 Pathway Choices

Your child will soon be making important decisions about the courses they will be embarking on next year. These courses will finish with their GCSE examinations in June of 2022 and will inform the steps they go on to follow throughout their education and future careers.

Students have been placed in pathways based on suitability and likelihood of success in their full GCSE examinations at the end of Year 11. In line with national requirements, our pathways allow students to be successful on their courses and make progress in GCSE examinations across 8 subjects. You may hear of this referred to as the student's "basket of 8". The 'Basket' is made up of two core subjects (English and Maths), 3 Ebacc subjects (Science, Humanities, Languages) and 3 open subjects.

## Progress 8 Measure



The decisions your child makes will be important for their future careers. It is crucial that you find out as much information as possible about the courses they are interested in. The information in this booklet will be useful, to help you and your child, but also the Options Evening on 6th March will give you the opportunity to see subject teachers, presentations about the subjects and examples of current work from our students. The following subjects are compulsory; English, Maths, Science, Modern Britain and Statistics.

**Following the Options Evening you will need to complete an options form with your son/daughter with preferred choices and a reserve choice.** This needs to be returned to **Mr Ward (Learning Manager)** at the College by **Friday 15th March**. We will try to accommodate those choices as far as possible and final notification of the courses your son/daughter will be following in September will be sent home in June.

Craig Follett  
Vice Principal

# Qualifications Explained

## Qualifications: What the different levels mean

National Qualification Framework Levels	Examples of Qualifications	What do they give you?
<b>Entry Level</b>	<ul style="list-style-type: none"><li>Entry level certificates</li></ul>	<ul style="list-style-type: none"><li>Basic knowledge and skills</li><li>Appropriate for students who will find Level 1 courses too challenging</li></ul>
<b>Level 1</b>	<ul style="list-style-type: none"><li>GCSEs grades 3-1</li><li>Technical Award Level 1</li></ul>	<ul style="list-style-type: none"><li>Basic knowledge and skills</li><li>Ability to apply learning with guidance or supervision</li><li>May be linked to job competence</li></ul>
<b>Level 2</b>	<ul style="list-style-type: none"><li>GCSEs grades 9-4</li><li>Technical Award Level 2</li></ul>	<ul style="list-style-type: none"><li>Good knowledge and understanding of a subject</li><li>Ability to perform a variety of tasks with some guidance or supervision</li><li>Appropriate for many job roles</li></ul>
<b>Level 3</b>	<ul style="list-style-type: none"><li>A Levels</li><li>Applied General Qualifications</li><li>Tech Levels</li></ul>	<ul style="list-style-type: none"><li>Ability to gain or apply a range of knowledge, skills and understanding, at a detailed level</li><li>Appropriate if you plan to go to University, work independently, or (in some cases) supervise and train others in their field of work</li></ul>

### GCSEs

These are academic qualifications taken by 14 to 16 year olds. Most subjects are assessed mainly by exam, while some have a proportion of non-exam assessment (NEA) which contributes to the final grade.

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, so it will be useful whatever the students are planning to do in their future.

The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are graded from 9-1 and therefore can be either Level 1 or 2 depending on the grade achieved.

### Technical Awards

These are reformed qualifications taken by 14 to 16 year olds where the qualification is awarded by using a combination of course based assessments (NEA) and examination. The proportion is normally in favour of Non Exam Assessment (NEA). Please see the individual subject pages for the specific details.

Many of these courses have been designed in collaboration with industry, so they can equip the student with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice.

## Possible Further Education and Career Pathways

Core Subjects	Option Subjects	Post 16 Choices	Beyond Post 16
<b>English Language</b> <b>English Literature</b> <b>Mathematics</b> <b>Combined Science</b>	History or Geography, Modern Foreign Language and two other subjects	Sixth Form A Levels (Level 3) (3 or 4 subjects)	University*
			Higher Apprenticeship
			Work Place
<b>English Language</b> <b>English Literature</b> <b>Mathematics</b> <b>Combined Science</b>	History or Geography and three other subjects, which should include a Modern Foreign Language	Sixth Form A Levels, including Applied courses (Level 3) (3 subjects)	University*
			Higher & Intermediate Apprenticeship
			Work Place
<b>English Language</b> <b>English Literature</b> <b>Mathematics</b> <b>Combined Science</b>	History or Geography and three other subjects, which may include a Modern Foreign Language and/or Technical Awards	Sixth Form Applied A Level courses (Level 3) (3 subjects)	University*
		Apprenticeship	Apprenticeship
		College (Level 1, 2 or 3)	Work Place
<b>English Language</b> <b>English Literature</b> <b>Mathematics</b> <b>Combined Science</b>	History or Geography and three Technical Awards	Apprenticeship	Work Place
		College (Level 1, 2 or 3)	
		Workplace which includes training, this would usually be the armed forces	

\*Many Russell Group Universities require GCSE Modern Foreign Languages for a variety of degrees, please check carefully if your child is sure about which degree course they wish to study.

If your child has a particular career path in mind, please take advantage of the school Careers Advisor and the following website, which will help inform you of the subjects that need to be chosen at this point of their education:

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

# Subject Choices

## Class of 2022 KS4 Subject Application Form

Student Copy

All students will study the core subjects of English Language, English Literature, Mathematics, Statistics, Science and Modern Britain. In addition, students must select further options from the table below in order to create a broad and balanced curriculum.

Subjects to choose from

Write your choices here

### EBacc (choose one)

French  
Geography  
History



### EBacc

Choose 3 subjects in order of preference

### Open or EBacc

Art  
Business  
Child Development  
Dance **or** Drama  
French  
Geography  
History  
Hospitality and Catering  
IT **or** Computer Science  
Media  
Music  
Photography  
Sociology  
Sport  
Travel and Tourism



### Open Group

Option 1

Option 2

Option 3

Reserve

## Contents



Art  
Business  
Child Development  
Computer Science  
Dance  
Drama  
French  
Geography  
History  
Hospitality and Catering  
Information Technology  
Media Studies  
Music  
Photography  
Sociology  
Sport - Fitness & Exercise  
Travel and Tourism

## Content

The specification offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time.

Our approach to spoken language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The endorsed unit will draw on good practice to suggest how engaging formative tasks can lead to a single summative assessment.

## Assessment

100% written examination

## Facilities and Equipment used

- Google Chrome books
- Online resources distributed via Google Classroom
- Visual and text-based resources
- AQA and PiXL practice materials

## Outside Learning Opportunities

- Visits to the Theatre Royal Plymouth
- Workshops with local Universities and visiting authors

## Related Careers

Jobs directly related to English include:

- Digital copywriter.
- Editorial assistant.
- English as a foreign language teacher.
- Lexicographer.
- Magazine journalist.
- Newspaper journalist.
- Publishing copy-editor/proofreader.
- Secondary school teacher.

## For further information contact

Mrs E Phillips: ephillips@sdcc.net

## Content

The specification offers two papers, covering a range of English Literature texts. Students will study one Shakespeare text, *Macbeth*, a Nineteenth Century Novella, *A Christmas Carol*, a play, *An Inspector Calls*, and a range of poems centred, thematically, around 'Power and Conflict'.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, *Shakespeare and the 19th-century novel*, looks at the ways in which two historical texts are written to impact the audience, in light of the historical and cultural contexts. Paper 2, *Modern texts and poetry*, is assessed similarly, focussing on the themes of power and conflict, both domestic and foreign.

## Assessment

100% written examination

## Facilities and Equipment used

- Google Chrome books
- Online resources distributed via Google Classroom
- Visual and text-based resources
- AQA and PiXL practice materials

## Outside Learning Opportunities

- Visits to the Theatre Royal Plymouth
- Workshops with local Universities and visiting authors

## Related Careers

Jobs directly related to English include:

- Digital copywriter.
- Editorial assistant.
- English as a foreign language teacher.
- Lexicographer.
- Magazine journalist.
- Newspaper journalist.
- Publishing copy-editor/proofreader.
- Secondary school teacher.

## For further information contact

Mrs E Phillips: [ephillips@sdcc.net](mailto:ephillips@sdcc.net)

## Content

Just as languages provide the building blocks and rules we need to communicate, maths uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems.

Studying maths helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics, build websites, construct skyscrapers and generally understand how things work.

Maths is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop the logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

Students will sit three written papers at the end of Year 11 which will cover the key elements of Number, Algebra, Shape, Data and Ratio.

## Assessment

Three written examinations  
(1 non-Calculator, 2 Calculator)

## Facilities and Equipment used

- Google Chrome books
- Hegarty Maths - Online Revision and Homework platform
- Online resources distributed via Google Classroom
- Visual and text-based resources
- Edexcel and PiXL practice materials

## Outside Learning Opportunities

- Partnerships with local STEAM projects
- Workshops with local Universities

## Related Careers

People who have studied mathematics can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction and astrophysics to name a few.

## For further information contact

Mr M Hussey: [mhussey@sdcc.net](mailto:mhussey@sdcc.net)

## Content

Statistics is the science and, arguably, also the art of learning from data. As a discipline it is concerned with the collection, analysis and interpretation of data, as well as the effective communication and presentation of results relying on data.

Statistics lies at the heart of the reasoning necessary for making important advances in the sciences, such as medicine and genetics, and for making important decisions in business and public policy.

In studying Statistics, students will find the perfect accompaniment and support for their mathematics, whilst greatly enhancing and enriching their understanding of crucial statistical knowledge.

## Assessment

Two written examinations.

## Facilities and Equipment used

- Google Chrome books
- Hegarty Maths - Online Revision and Homework platform
- Online resources distributed via Google Classroom
- Visual and text-based resources
- Edexcel and PiXL practice materials

## Outside Learning Opportunities

- Partnerships with local STEAM projects
- Workshops with local Universities

## Related Careers

Statisticians are in demand in all sectors of society, ranging from government, to business and industry, to universities and research labs. As a statistician you can be involved with the development of new lifesaving drugs in a pharmaceutical, the shaping of public policy in government, the planning of market strategy in business, or the management of investment portfolios in finance.

Not only are there a wide variety of exciting opportunities for statisticians, but careers in statistics generally can be quite lucrative, with statisticians of sufficient experience often able to earn six-figure salaries.

## For further information contact

Mr M Hussey: [mhussey@sdcc.net](mailto:mhussey@sdcc.net)

## Content

Our science specification follows the separate science pathway with students learning Biology, Chemistry and Physics as separate subjects.

Topics covered within each subject are:

Biology will cover, cells and control, genetics, natural selection, health and diseases, plant structures, animal controls, homeostasis, exchange, transport and ecosystems.

Chemistry will cover, states of matter, purification, atomic structure, the periodic table, acids and alkalis, mass calculations, electrolytic processes, rates of reaction, chemical changes, Fuels, atmospheric science, hydrocarbons and tests for ions.

Physics will cover, forces, motion, waves, the electromagnetic spectrum, radioactivity, energy, electricity, magnetism, motors and the particle model.

Students will gain essential practical skills with embedded core practicals. The core practicals, as well as the theoretical content, are assessed within 2 exam papers for each of the science subjects.

## Assessment

- 100% examination
- 2 Papers per science
- 6 x 1 hour 45 minute exam papers

## Facilities and Equipment used

- You will have access to a range of science materials and experiments throughout the course. You will explore a range of techniques through experiments and activities, all linked to the specific science being taught.

## Outside Learning Opportunities

- Visits to science conferences
- Workshops with local universities

## Related Careers

Careers related to this course are medical careers, chemist, microbiologist, marine biologist, pharmacist, geologist, petrochemical analyst, nuclear physicist, electrical engineering, physiotherapist, psychology and many more.

## For further information contact

Miss L Aldridge [laldrige@sdcc.net](mailto:laldrige@sdcc.net)

Mr D Fleetwood [dfleetwood@sdcc.net](mailto:dfleetwood@sdcc.net)

Mr D Youlden [dyoulden@sdcc.net](mailto:dyoulden@sdcc.net)

## Content

A course designed to give students the variety of learning through contemporary modern Britain themes of Crime and Punishment, Relationship and Families, Human Rights and Social Justice and Peace and Conflict. Each theme will encourage students to study up to date relevant news articles that will help support their understanding of living in modern Britain. Topical news will be used to ensure that students are using the most recent information to build confidence on giving their own opinions as well as respecting other viewpoints in their community.

In conjunction with modern Britain themes students will study the two most popular viewpoints in Britain through learning of teachings and practices of Christianity and Islam. Both religious viewpoints will be learnt using the themes above that are relevant to living in today's modern Britain. We are increasingly living in a diverse country and learning about new cultures and beliefs will give students a wider appreciation of society and a deeper understanding into rule of law, tolerance and mutual respect and diversity.

## Assessment

100% written examination broken down into 2 papers.

Paper 1 Teachings and Practices

Paper 2 Modern Britain Themes

## Facilities and Equipment used

- You will have access to a range of resources including google chrome books; online resources for independent learning; Visual and text book resources; AQA and PiXL practice materials.

## Outside Learning Opportunities

- Visits to Houses of Parliament  
Local Council Chambers
  - Places of worship
- Contact with Members of Parliament and Local Councillors

## Related Careers

Careers related to this course are Lawyer, Solicitor, Police, Armed Forces, Teacher, NHS, Mental Health, Hospitality, Travel and Tourism, Legal secretary, Ministers of the Church.

## For further information contact

Mrs K Burn: [kburn@sdcc.net](mailto:kburn@sdcc.net)

## Content

A combined course which explores the subjects of Art, Textiles and 3D Design. During this course you will learn about art, craft and design; how to use various materials and techniques to be creative and make your own works of art.

You will gain essential skills in drawing, painting, printing, mixed media, photography, textiles, collage, ceramics and 3D making. You will learn about a range of artists' work and work in their style. In year 9 you explore all the areas of Art, Craft & Design. In year 10 and 11 you will then develop your skills in a single area (Art, Craft or Design) as a specialism.

## Assessment

- 60% coursework / controlled assessment
- 40% examination

## Facilities and Equipment used

- You will have access to a range of art and design materials. Through experimentation you will explore a range of techniques, all linked to the artists and designers investigated.
- Example materials: Paint, clay, pencils, wire, print tools, oil pastels.

## Outside Learning Opportunities

- Visits to galleries and exhibitions
- Workshops with local Universities

## Related Careers

Careers related to this course are architecture, photography, shoe design, print media, sign writing, games design, typography (lettering and layout), fashion designer, graphic designer, artist, interior designer, product design.

## For further information contact

Mr I Stephens: [istephens@sdcc.net](mailto:istephens@sdcc.net)

## Content

- To enable students to develop knowledge and understanding of business through the investigation of a range of business organisations.
- Developing business ideas from your creation
- How businesses and people make money and run a business
- Learn about how businesses communicate through advertising
- Students will learn how they could become successful in business, how to make money, and spot business opportunities

## Assessment

100% Examination over 2 papers.

The paper will consist of mainly of multiple-choice and short-answer questions

## Facilities and Equipment used

- Google Chrome books, online resources, IT rooms with Internet access to complete coursework
- Visual and text-based

## Outside Learning Opportunities

- Organised business trips around the local area as well as nationally
- Visits to Ginsters, Burts Chips and other businesses
- Plymouth University

Students are encouraged to develop their business and enterprise skills through exploring a number of businesses. Students will develop their research skills by carrying out investigations.

Enables students to acquire the knowledge, understanding and relevant business skills which will equip students with what they need to start in work or go on to further education or training.

## Related Careers

- Any career related to any other subject
- Business owner of your choosing i.e. electrician, hairdresser, shop owner, wedding planner - generally any business
- Event planner
- Manager in a Business
- NHS
- Accountant
- Tourism industry
- Armed forces and civil services
- Recent research shows 1 in 6 people are self employed!!

## For further information contact

Mr A Beacham: [abeacham@sdcc.net](mailto:abeacham@sdcc.net)

## Content

This course focuses on the learning, development and care of children from birth to five years. In the UK, there are approximately 2 million childcare places for children aged under five and many different types of early years settings, ranging from childminders and nannies, to nurseries, crèches and preschools. Knowledge of child development is also important in a variety of healthcare roles such as paediatricians, psychologists, occupational therapists and speech and language therapists. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study there are also strong opportunities for post-16 progression in this vital sector.

## Assessment

60% coursework

40% Exam

Component 1: Children's Growth and Development

Component 2: Learning Through Play

Component 3: Supporting Children to Play, Learn and Develop

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

## Skills

- Understanding of the development milestones from birth to 5 years
- Ability to identify the factors that influence a child's growth and development
- To be able to explore how children learn through play
- The ability to investigate circumstances that may impact on a child's ability to develop
- Understanding of how to create a safe environment to promote play, learning and development in children

## Facilities and Equipment used

- Equipment to simulate child care scenarios
- IT equipment with internet access to complete coursework
- Nursery equipment

## Outside Learning

- Visits to local childcare organisations
- Visits to local amenities to investigate childcare facilities
- Visiting speakers

## Related Careers

Nursery nurse/ assistant, Playgroup Assistant, Play Therapist, Primary School Teacher, Early Years Teacher, Child Psychologist

## For further information contact

Ms G Blackmore [gblackmore@sdcc.net](mailto:gblackmore@sdcc.net)

## Content

The Computer Science course introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

The course also provides the opportunity for students to develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. Students will also be given the opportunity to develop understanding of one or more computer programming languages.

## Assessment

Assessment will be through written examinations and a practical programming assignment.

## Facilities and Equipment used

- Computer programming software
- Access to a range of online resources and teaching tools
- Access to Revision Guides and exam preparation resources
- Google Classroom is used extensively throughout the course to aid independent learning

## Outside Learning Opportunities

Students can develop their understanding of Computer Science principles outside of lessons using a range of online tutorials, which will be shared with students throughout the course. Students will need to spend time outside of lesson developing an interest in computer programming.

## Related Careers

- Computer Games Developer
- Computing Technician / Network Manager
- Software Developer
- Web Designer

## For further information contact

Mr L Kelly: lkelly@sdcc.net

## Content

If you are successful in Dance, you will be awarded a Level 2 BTEC qualification in Performing Arts: Dance. You will learn a variety of Dance styles and create your own choreography.

You will get to experience performing in front of live audiences and taking part in exciting external workshops by professionals. Other elements of the course may include;

- Planning different types of performances
- Linking your practical work to the theory side of Dance
- Devising performances
- Understanding health and safety elements of Dance
- Skills that are necessary to work in the Performing Arts Industry

## Assessment

Your work will be assessed on a weekly basis through the recording of performances and submission of coursework, both practical and theoretical. It will be expected that you will be confident when planning, rehearsing and using your dance skills at school and by evaluating your own work. We aim to put together school shows where you can perform to your family and friends to celebrate your progress. There will also be other opportunities to perform in the local community, regionally or nationally depending upon the event.

## Facilities and Equipment used

- Fully equipped, air conditioned Dance Studio with sprung floor
- Apple TV
- School Hall
- The Street
- BTEC Performing Arts student guide
- Use of Ipad for recording
- Fitness equipment
- \* Ballet Barres

## Outside Learning Opportunities

- Performances at local events such as; The Barbican Theatre / Theatre Royal
- Professional Dance workshops
- Visits to watch professional companies perform

## Related Careers

- Dancer
- Choreographer
- Administration in the Performing Arts industry
- Teacher
- Theatre practitioner

## For further information contact

Miss N Adams: nadams@sdcc.net

## Content

You will be awarded a Level 2 BTEC qualification in Performing Arts: Acting. You will learn a variety of Performance styles, work with script, watch professional plays and devise your own performances. You will have the opportunity to perform in front of live audiences and take part in exciting practical workshops. Other elements of the course may include;

- Planning performances for different types of theatre spaces and audiences
- Linking your practical work to theoretical aspects of acting
- Collaborating with your peers
- Understanding health and safety elements of Drama
- Skills that are necessary to work in the Performing Arts Industry

## Assessment

Your work will be assessed on a weekly basis through the recording of performances and submission of coursework, both practical and theoretical. It will be expected that you will be confident when planning, rehearsing and using your acting skills at school and by evaluating your own work. We aim to put together school shows where you can perform to your family and friends to celebrate your progress. There may also be other opportunities to perform in the local community.

## Facilities and Equipment used

- Drama Studios with the use of staging, props and make-up
- Lighting
- Sound

## Outside Learning Opportunities

- Visits to the theatre
- Support in auditions with outside companies
- Involvement in whole college projects
- Work with professionals from the Barbican Theatre, Theatre Royal and visiting companies

## Related Careers

- Work in the Creative Industries including TV, Theatre and Radio
- Stage and Production Management
- Script Writing / Playwriting
- Advertising and Media
- Teaching and Drama Therapy
- Lawyer

## For further information contact

Mrs A Clift: [aclift@sdcc.net](mailto:aclift@sdcc.net)

## Content

- Identity and culture
- Holidays
- Mobile Technology and Media including social media, cinema, TV and music
- Healthy and unhealthy lifestyles
- Sport and food
- Local area and environment
- School life and future plans
- Customs and festivals
- Social and Global Issues

A range of activities from listening, reading, writing and speaking from French and into French.

## Assessment

100% examination: 25% each in Reading; Listening; Writing; and Speaking

## Facilities and Equipment used

- Access to online resources
- Revision material

## Outside Learning Opportunities

- Students are encouraged to access French materials outside of lessons to gain an understanding of French culture.
- Students will be encouraged to develop their research skills by investigating specific issues outside of lesson time.
- Resources and opportunities are provided to support students in gaining confidence in the language outside of lesson time.

## Related Careers

- Armed forces and civil services
- Hospitality
- Business
- Teaching
- Journalism
- International Aid
- Politics
- International Law

## For further information contact

Mrs A Richer-Langsford: aricher-langsford@sdcc.net

## Content

In opting for GCSE geography you will be part of something amazing. Your course will cover both the physical and human environments and the processes that shape our world, from coastal landscapes to changing cities. You will engage with issues that will truly shape the future of our planet such as climate change, deforestation, poverty and disaster relief. Looking to the future, geographers will be at the centre of solving the challenges our planet faces, whether that is fair trade, flood defences or managing urban regeneration,

If that wasn't enough, geography is a facilitating subject that is hugely respected by employers, colleges and universities for the knowledge students gain from this fascinating subject!

## Living with the physical environment

- Tectonic hazards / weather hazards / climate change
- Ecosystems / tropical rainforests / cold environments
- UK landscapes / coastal landscapes

## Challenges in the human environment

- The urban world (Rio) / urban change in the UK (Bristol) / urban sustainability (Freiburg)
- The development gap / Nigeria - a newly-emerging economy / the changing UK economy
- Resource management / water management
- Fieldwork (Bristol and Exeter)

## Assessment

100% exam based assessment.  
3 Exams

## Facilities and Equipment used

Fieldwork equipment / IT equipment / clips, documentaries and images / learn to use your smartphone for geography (when on fieldwork) / textbooks and revision materials.

## Outside Learning Opportunities

Potential fieldtrips to; Eden Project, Slapton, Exeter City Centre, Bristol City Centre / Mt Edgecombe and the Royal William Yard.

## Related Careers

Teaching, tourism, town planner, police, environment agency, flood prevention, engineering, new technologies, armed forces, local council, government roles, computing and IT, business, renewable energy, many forms of engineering and many more

## For further information contact

Mr S Campion: [scampion@sdcc.net](mailto:scampion@sdcc.net)

## Content

- Crime and Punishment 1000-2000 with specific focus on Whitechapel and the Jack the Ripper murders. (Environment Study Paper One)
- Henry VIII and his Ministers focusing on a How Far Do you Agree Essay Question (British Depth Study Paper Two)
- The Cold War 1941-1991 – being able to write narrative accounts of History as well as an extended writing question on how one event was important for another. (Period Study Paper Two)
- Weimar and Nazi Germany or USA 1954-1975 focusing on Vietnam and Civil Rights

## Assessment

100% Exam Assessment

3 exams of 1 hour and 45 minutes, 1 hour and 15 minutes, 1 hour and 20 minutes

A mixture of essay and explanation style questions

## Facilities and Equipment used

- Facilities and Equipment used
- Revision texts
- Edexcel Mark Schemes and Practice Papers

## Outside Learning Opportunities

- Reading a daily newspaper or e-news site
- Creating a literary blog of wider reading
- It is likely there will be trips to either the Imperial War Museum or Whitechapel as well as the Berlin Trip

## Related Careers

- Law
- Teaching
- Journalism
- Politics

## For further information contact

Miss S Sayer: [ssayer@sdcc.net](mailto:ssayer@sdcc.net)

## Content

In Hospitality and Catering, you will have the opportunity to develop the skills required for employment or further study within the Hospitality and Catering Industry. You will learn about:

- The different types of providers within the hospitality and catering industry
- The legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers.
- The operation of hospitality and catering establishments and the factors affecting their success.

You will also develop practical knowledge that will support you in planning and preparing a range of dishes. You will learn about:

- The importance of nutrition when planning menus
- How to plan a range of menus to suit customer needs
- How to make use of a range practical cooking and food presentation techniques

Practical sessions are carried out throughout the course.. The College will order all ingredients for practical sessions, but asks for a contribution of approximately £15 per term to allow us to do this.

## Assessment

The course is assessed through written examination, coursework and practical assessment:

- 40% Examination (1 Paper - 90 minutes)
- 60% Written Coursework, including a Practical Assessment

## Facilities and Equipment used

- Well-resourced practical classrooms
- Chromebook use for completing coursework and classwork

## Outside Learning Opportunities

Students are encourage to develop their practical skills outside of the classroom, by becoming involved in cooking and preparing dishes at home and taking an interest in how food is prepared, cooked and presented. After-school clubs and activities are also available for students to develop their practical skills.

## Related Careers

- Chef
- Restaurant manager
- Nutritionist
- Dietician
- Food technologist
- Food scientist
- Food teacher

## For further information contact

Mrs S Stockton and Mrs G McLean: [sstockton@sdcc.net](mailto:sstockton@sdcc.net) and [gtrorr@sdcc.net](mailto:gtrorr@sdcc.net)

## Content

- Investigating, designing and creating User Interfaces
- Using project planning techniques
- Understanding the role and impact of data on people and businesses
- Creating a data dashboard using computer software
- Understanding modern technologies
- Researching cyber security and the implications of digital systems

## Assessment

Assessment for ICT will include coursework and a written examination

## Facilities and Equipment used

- A range of industry-standard computer software
- Access to a range of online resources and teaching tools
- Access to Revision Guides and exam preparation resources

## Outside Learning Opportunities

- Students are encouraged to develop their understanding of new technologies and how they impact on society by keeping up to date with current technology news
- Students may be given the opportunity to explore how local businesses use ICT
- Students will be encouraged to develop their research skills by conducting surveys or researching specific issues outside of lesson time

## Related Careers

- Web Designer
- Graphic Designer
- IT Consultant
- Business Owner
- Database Manager
- Researcher
- Office Manager

## For further information contact

Mr L Kelly: lkelly@sdcc.net

## Content

- Creating Media Products (Coursework)  
A media production produced in response to a choice of briefs. This will be in the form of a television production, pages from a magazine, film marketing, music marketing or website design.
- Exam One - Exploring the Media  
This exam will focus on video games, magazines, marketing, newspapers and radio.
- Exam Two - Understanding Media Forms and Products  
A study of television genres (crime drama or sitcom), music videos and online media.

## Assessment

30% coursework / controlled assessment. 70% examination.

## Facilities and Equipment used

- Hardware: Video cameras, DSLR (still image) cameras, lighting rig, lapel mics, boom mics, tripods, dolly tripods, Chroma Key (green screen)
- Software: Adobe Creative Cloud (including PhotoShop and Premiere)

## Outside Learning Opportunities

- Independent Cinema and local business trips.
- In the past we have visited New York and Paris; these have been organised according to demand.
- Filming/Photography sets have included Dartmoor, Cornish coastline, Tin Park stables, Royal William Yard, professional photography studios, Plymouth Hoe, urban environments etc.
- Plymouth University and Marjons Media Arts experience days.

## Related Careers

- Journalism
- Advertising
- Film, TV, Music Production
- Graphic Design, Multimedia Authoring, Web Design
- Gaming Industry

## For further information contact

Mr D Towers: dtowers@sdcc.net

## Content

In this course, students will be immersed in Music and Music Performance. They will be expected and encouraged to improve their own rehearsal and performance skills, leading to performing both solo and as part of a group in a number of different contexts. Students will also cover Music Theory in detail and will be involved in a number of exciting musical activities throughout Year 9, 10 and 11. Extra Curricular experiences include a recording studio visit to record a song and numerous performance opportunities in and out of the college.

This course is not suitable for those that do not play an instrument or dislike performing.

## Assessment

Currently 100% coursework spread across 3 modules. These will be completed across Year 10 and Year 11. This includes performances, listening and writing about Music, as well as using a computer to make digital music.

## Facilities and Equipment used

- Wide range of instruments and Musical Equipment
- Professional recording studio
- Professional concert venues
- School hall and Street for performances
- Music theory workbooks
- Various Revision guides

## Outside Learning Opportunities

- Performances at local events
- Visits to a professional recording studio
- Visits to performances
- Workshops with professional musicians

## Related Careers

- Performer
- Administration in the Music or Performing Arts business
- Teacher
- Sound or Lighting technician
- Front of House Manager
- Musical Director

## For further information contact

Mr G Allen: [gallen@sdcc.net](mailto:gallen@sdcc.net)

## Content

- Develop your skills in DSLR camera use
- Learn about a wide range of photographers and digital artists
- Be able to develop your own ideas to a starting point
- Learn how to edit and adjust images using Adobe Photoshop
- Develop your ideas and work in an artistically presented sketchbook

## Assessment

60% coursework / controlled assessment 40% examination

## Facilities and Equipment used

- Nikon DSLR cameras
- Adobe Photoshop
- On site studio flash equipment

## Outside Learning Opportunities

- Cameras available to book out
- Trips to shoot on location
- Visits to galleries
- Visits to photographic facilities such as darkrooms/professional studios

## Related Careers

- Professional photographer
- Digital artist
- Designer
- Curator
- Picture editor
- Journalism
- Graphic design

## For further information contact

Mr M Henley: [mhenley@sdcc.net](mailto:mhenley@sdcc.net)

## Content

- Family
- Education
- Studying Society
- Social Inequality
- Crime

## Assessment

100% examination – two exams taken at the end of the course

## Facilities and Equipment used

- Investigation and studies within College

## Outside Learning Opportunities

- Research opportunities
- Visits to the Court

## Related Careers

- Legal profession
- Police
- Teaching
- Social work
- Counselling
- Youth work
- Care industry
- Market research

## For further information contact

Miss S Sayer: [ssayer@sdcc.net](mailto:ssayer@sdcc.net)

## Content

- Unit 1 Fitness for sport and exercise
- Unit 2 Practical sports performance
- Unit 3 Applying the Principles of Personal Training
- Unit 5 The Sports Performer in Action

-To develop knowledge and skills that can be used to achieve success in a career in Sport.  
-To develop practical knowledge of a range of personal fitness levels for participation in all sports  
-To improve knowledge of anatomy and physiology of the body.  
-Here are some examples of the topics that we cover: rules, regulations of individual and team sports, effects of exercise on the different body systems, planning and delivery of fitness programmes.

## Assessment

Unit 1 – Fitness testing for sport and exercise is now externally assessed through examinations. Units 2, 3 and 5 are awarded through graded assignments and practical activities.

## Facilities and Equipment used

- Sports hall, astro, fitness suite, netball courts, field, gymnasium,
- Classroom based theory lessons.

## Outside Learning Opportunities

- Visits to local sports facilities
- Visits to local University establishments such as Marjon sports science laboratory
- Trips and tours to elite sports events
- Opportunities to be involved with Duke of Edinburgh

## Related Careers

- Physical education teacher
- Sports coach
- Personal trainer
- Sports therapist/physiotherapist

## For further information contact

Mr S Chapman: [schapman@sdcc.net](mailto:schapman@sdcc.net)

## Content

If you are successful in Travel and Tourism, you will be awarded a Level 2 BTEC qualification. You will learn a variety of different tourism matters and destinations and create your own holidays.

To develop knowledge and skills that can be used to achieve success in a career in Travel and Tourism industry or be used in any other industry. Travel and tourism is one of the UK's largest sectors, currently employing over 2.5 million people.

Enables students to acquire the knowledge, understanding and relevant skills which will equip students with what they need to start in work or go on to further education or training in the travel and business sectors.

## Assessment

Unit 1 – The UK Travel and Tourism Sector is externally assessed.

Units 2, 4 and 5 are awarded through graded assignments and practical activities and presented through coursework. There are no exams with these Units.

## Facilities and Equipment used

- Google Chrome books, online resources, IT rooms with Internet access to complete coursework
- Visual and text-based

## Outside Learning Opportunities

- Visits to local tourist venue
- Visits to local University
- Trips and tours to elite tourism destinations

## Related Careers

The Travel and Tourism sector offers a variety of careers, from cabin crew to customer assistant to operations officer in a travel agent. There is the opportunity to work abroad as a holiday rep, camp leader etc.

## For further information contact

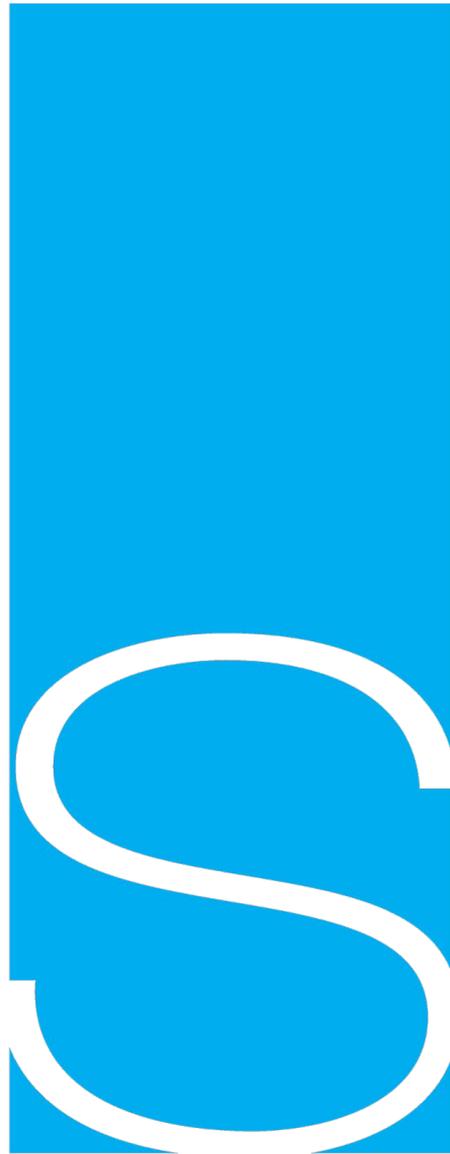
Mr A Beacham: [abeacham@sdcc.net](mailto:abeacham@sdcc.net)

## Pastoral Staff

<b>Vice Principal</b>	Mr C Follett	cfollett@sdcc.net
<b>SMT Link</b>	Mr S Kelly	skelly@sdcc.net
<b>Learning Manager</b>	Mr J Ward	jward@sdcc.net
<b>Assistant Learning Manager</b>	Miss V Taylor	vtaylor@sdcc.net
<b>Student Support Advisor</b>	Mrs T Jones	tjones@sdcc.net
<b>Attendance Outreach Officer</b>	Mrs C Mann	cmann@sdcc.net
<b>Student Welfare Director</b>	Mrs R Miller	rmiller@sdcc.net
<b>SENDCO</b>	Mrs T Skinner	tskinner@sdcc.net

## Tutors

<b>8.1</b>	Miss B Sayer	bsayer@sdcc.net
<b>8.2</b>	Miss K Freeman	kfreeman@sdcc.net
<b>8.3</b>	Miss E Tremellat	etremellat@sdcc.net
<b>8.4</b>	Miss R Turner	rturner@sdcc.net
<b>8.5</b>	Mr M Chiswell	mchiswell@sdcc.net
<b>8.6</b>	Miss J Trolley	jtrolley@sdcc.net
<b>8.7</b>	Mrs L Buckingham / Mr S Greenhough	lbuckingham@sdcc.net / sgreenhough@sdcc.net
<b>8.8</b>	Ms R Killen	rkillen@sdcc.net
<b>8.9</b>	Mrs A Clift / Miss R Oats	aclift@sdcc.net / roats@sdcc.net
<b>8.10</b>	Mr G Allen	gallen@sdcc.net



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