



Key Stage 4 Courses 2024 - 2026

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Welcome to the Key Stage 4 Courses Booklet



This booklet contains information about the compulsory and optional courses that comprise the KS4 (year 10 and 11) curriculum, and will help you and your parents / carers to make important decisions about the subjects you will study over the next two years. This is a particularly exciting phase of your education and we want you to make choices that suit your ability, interests and career aspirations, so that you will work hard to achieve the highest possible qualifications.

At Felpham Community College we offer a broad, balanced and flexible curriculum, designed to allow all students the opportunity to achieve at every level and fulfilling our commitment to provide effective progression to Key Stage 5 or employment with training.

For most of the subjects studied throughout years 10 and 11 students will achieve one of the following qualifications:

- GCSE (*General Certificate of Secondary Education*).
- BTEC (*Business and Technology Education Council*) Award / OCR (*Oxford, Cambridge and RSA Examinations*) Certificate is a Level 2 qualification (Pass equivalent to a 4, Merit a 5/6, Distinction an 7/8). There is also a level 1 Pass at BTEC (equivalent to a 3).

Grading

Students will be graded 9-1, with 9 being the highest grade in GCSE subjects. Please be aware this is a government change and applies to all schools. The Office of Qualifications and Examinations Regulation (Ofqual) new GCSE grading structure is at the back of this booklet.

English Baccalaureate

Students who achieve a strong pass (5-9 GCSE grades) in English, mathematics, science, a modern foreign language (French or Spanish), either geography or history or computer science will be recognised as achieving the English Baccalaureate. Whilst we cannot anticipate the future, it is possible that some universities and employers may decide to ask for this group of subjects. Therefore, we would encourage this group of subjects for those intending to study A level or go onto University.

Core subjects

All students will study the following compulsory core subjects:-

- Citizenship 2 periods (*non-examined*)
- English Language and Literature 9 periods
- Mathematics 9 periods
- Physical Education (Core) 4 periods (*non-examined*)
- Science 12 periods

Optional subjects

In addition to the core subjects, a range of optional subjects are available to choose from, including:

- GCSE courses 6 periods
- BTEC courses 6 periods
- OCR courses 6 periods

We require all students to study *at least* one of the following optional subjects: geography, history, computer science, French or Spanish.

If students wish to choose a language, it has to be the language they have been studying at key stage 3.

Qualifications – GCSEs and Vocational Courses



GCSEs are the main examinations taken by students to complete the first stage of their secondary education. At Felpham Community College we offer a broad and exciting range of GCSE subjects; some of these are compulsory and others are optional. Studying such a broad range of subjects will help you to decide what you are really interested in. You will also develop:

- Your ability to think critically
- Research and analysis skills
- Study techniques
- Team working ability

Vocational courses are established and recognised, both in the UK and internationally. They are available in a wide range of subjects and are designed to provide a specialist vocational experience. They will give you a thorough grounding in key concepts and practical skills.

Whatever subject area you study, all vocational courses involve a combination of external exams and work-based projects. This means that the skills you are learning are the ones that employers and tutors in further and higher education value.

All vocational courses will help you to develop some essential skills that you will use throughout your future career:

- Creative problem solving
- Planning and scheduling your work
- Working by yourself and as a team
- Applying theories to work-related challenges
- Multi-tasking different projects

Please be aware that the government is in the process of changing the qualifications that students can be accredited in. The Department for Education has been making significant changes to the subjects schools can offer. Should any change affect our students we will contact the parents / carers as appropriate.

We hope that the information in the booklet, together with opportunities for discussions with subject teachers and your form tutor, will help you to make an informed decision about the subjects you would like to study. We want you to make the best possible use of your next two years at school and will give you all the support you require during this important selection process.



**Key Stage 4 Courses
2024 – 2026
Compulsory Subjects**

Citizenship

Curriculum Leader: Miss Y Tetra



Course Content

If you are interested in the world and people around you, this is a subject that you are going to enjoy and find relevant. It helps you to make decisions for yourself on all sorts of issues. We are bombarded with information about things like the environment, fair trade and people's rights across the world, but most of us find it hard to work out what's right and wrong. Citizenship helps you to develop the skills you need to decide for yourself.

The course comprises of:

- Alcohol awareness
- Body image and the media
- Sexual health awareness
- Accepting differences
- Budgeting
- Drugs awareness
- CV writing and mock interviews

Teaching Methods

There are a variety of different teaching methods that help to develop student's opinions on different issues and topics. These include debating, discussions, presentations and group work.

Assessment

Students are assessed through class discussions, small group tasks, work carried out in lessons and debates.

Qualifications obtained

This is a non-examination course. It is, however, a compulsory element of Key Stage 4 under the requirements of the National Curriculum.

It is hoped that, by the end of the two year course, students will leave school with an understanding of the political, legal and economic functions of adult society, and with the social and moral awareness to thrive in it.

Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and their communities. It is not about trying to fit everyone into the same mould.

Career opportunities

Citizenship is not a subject that teaches students a specific set of skills but teaches about the world in which they live in; as a result they can make informed decisions. This will then complement any career choice undertaken.

English

Curriculum Leader: Ms J Constantine



Course Content

English in years 10 and 11 is vital, stimulating and wide-ranging. All students are provided with the opportunity to mature in their understanding, use and enjoyment of both English language and English literature.

The GCSE English course builds upon the varied work and approaches that students have enjoyed throughout Key Stage 3 and they are encouraged to maximise their individual potential in reading, writing, speaking and listening.

Students will encounter a variety of texts ranging from nineteenth century novels, plays and poetry to literary non-fiction and non-fiction. A wide range of writing styles will be practised alongside discussion activities and group work.

Teaching Methods

The nature of lessons varies across the two-year course. Some will, inevitably, be teacher-led whilst others draw on whole class or small group discussions, paired and independent work.

There will be opportunities for discussion, sustained reading and writing creatively, as well as developing skills essential for success under examination conditions. Students will be well prepared for examinations.

Assessment

Students' work is formatively marked in line with the criteria for reading, writing, speaking and listening, as outlined in the specification.

Students will be encouraged to use self and peer assessment in order to maximise their understanding of what is required for effective progress in English. Assessment is through terminal examination.

Qualifications obtained

The programme of study leads to two separate qualifications: GCSE English Language with an additional Spoken Language endorsement and GCSE English Literature.

Career opportunities

As a direct result of their GCSE experience, many students find themselves increasingly interested in literature, language and media. Having developed the ability to respond sensitively and perceptively, students achieving the required level are welcome to undertake the A Level English Language and / or English Literature courses, where many of the successful approaches to texts will be developed.

Both subjects can prove useful to those wishing to study at degree level such courses as literature, linguistics, journalism, law, medicine, psychology, social work, events management, business, research careers or teaching.

For those who enter the world of work or training, English has proved an essential skill for employers who value the students' ability to communicate effectively, and will benefit those who wish to become managers and employers themselves.

Mathematics

Curriculum Leader: Miss E Arnold



Course Content

GCSE Mathematics is a core subject and is studied by all students. Our students benefit from an expert team of maths teachers and our own Higher Level Teaching Assistant.

All our teaching rooms are equipped with interactive white boards which provide access to a wide range of ICT resources and software packages which are used to enhance learning.

Topics are taught using a range of appropriate and stimulating resources. Students are taught in ability sets and our regular assessments allow us to track their progress and change their set where appropriate.

Teaching Methods

A whole-class interactive teaching style is adopted to introduce new ideas. As students develop and explore new areas they are encouraged to work in a pair or small group to promote discussion and build mathematical confidence. Individual practice is also essential to consolidate learning and students are given access to a range of resources to help facilitate this. From the outset, resilience is built by tackling exam questions in one dedicated lesson each fortnight.

Assessment

Knowledge and understanding are assessed in four key areas: number, algebra, shape, handling data, with functional maths embedded in the assessment process.

Unlike other GCSEs, there are two tiers of entry for mathematics: Higher and Foundation, the Higher tier covering grades 9-4 and the Foundation tier covering grades 5-1.

Top set students may sit the AQA Further Maths level 2 qualifications in addition to maths GCSE. This syllabus affords them the best opportunity to prepare for A level.

Planned into the scheme of work there are opportunities for students to apply maths in practical contexts. Homework is set weekly and tasks range from text book exercises to online MathsWatch tasks. Regular end of topic homework tasks allow students to evaluate their progress and offer opportunities for reviewing understanding. Students will also benefit from the support offered by MethodMaths later in the course when they are ready to practise exam questions.

Qualifications obtained

GCSE Mathematics for all students. Top set students may also take GCSE Further Mathematics as an additional qualification.

Career opportunities

Actuary, accountant, engineer, teaching, physicist, construction; many careers are underpinned by mathematics so the list is extensive.

PE – Core

Curriculum Leader: Mr B Hauxwell



Course Content

During Key Stage 4 students follow a structured and balanced course that aims to cater for the interests and needs of all students.

Over the two years students will develop their knowledge, understanding and skills of one activity in depth, as well as experiencing a variety of other sporting options.

These will include individual and team games and a health related fitness element. Throughout the year, all Leisure Centre facilities, as well as the playing fields, swimming pool, 3G and the multi-use games area, are fully used.

Teaching Methods

The aim is to foster positive and enthusiastic participation. Students will be given the independence to show their skills and knowledge in sport. They will run their own tournaments, leagues and performances.

Students may even have the opportunity to coach their peers. To this end we offer opportunities for extra-curricular clubs and inter-school competitions.

Assessment

This is a non-examination course. It is, however, a compulsory element of Key Stage 4 under the requirements of the National Curriculum.

It is hoped that, by the end of the two year course, students will continue to participate in sport or leisure activities after they have left the school, so that they can lead a healthy lifestyle.

Qualifications obtained

Not applicable.

Career opportunities

This course can be used as a foundation for any future career. However, if you are interested in a career in sport, here are some possible options: professional sport, coaching, recreation management, groundsmanship, sports medicine, sports journalism, sports photography, etc.

Combined Science

Curriculum Leader: Mr M Vugler



Course Content

GCSE combined science is the equivalent of two GCSEs with six examinations that are all taken at the end of year 11. It provides an insight into how science works, is strongly linked to science in the world around us and includes new and developing technologies. This course also covers the key scientific principles required to pursue all science disciplines beyond GCSE. The course components are split equally between Biology, Chemistry and Physics.

Teaching Methods

Students are taught scientific knowledge through a variety of activities, including classroom based and practical.

They will use a range of sources of information to consider the benefits and drawbacks of scientific developments and will be practiced in data handling and interpretation. Independent work is integral to the course and students will carry out practical investigations on a regular basis.

Assessment

Assessment is in the form of 6 exams of 1 hour and 15 minutes per paper. Exams are taken at the end of year 11 and there is no coursework.

There are a variety of question styles from multiple choice to structured long answer questions. There are 21 required practicals that must be completed.

Qualifications obtained

Combined Science GCSE (2 GCSEs).

Career opportunities

All jobs require an understanding of science, for example support staff in laboratories, in chemical production, food, engineering and medical industries. Hairdressing and beauty therapy also require scientific knowledge.

Further study could lead to opportunities in medicine, veterinary work, research or dental work, teaching and many other careers.

Combined science can lead on to A level Biology, Chemistry and Physics.



Key Stage 4 Courses 2024 – 2026 Optional Subjects

Art and Design (Fine Art)

Curriculum Leader: Ms J Tompkins



Course Content

The Art and Design course is suited to students who are creative, enthusiastic and imaginative, with a love of exploring different approaches to art. Successful students develop their visual language skills and experiment with a wide range of ideas and materials, in 2D and 3D, in order to explore their strengths and preferences. They will also show a growing knowledge and understanding of past and contemporary art and design practice.

The GCSE comprises 2 units of assessed work:

Component 1 - Personal Portfolio. This consists of work completed throughout the GCSE course in years 10 and 11. Projects are set by the teacher, encouraging responses using a broad range of techniques and media. (60% of marks)

Component 2 - Externally set assignment. A theme is set by the exam board. Students have a period of several weeks to carry out preparatory studies, leading to a 10 hour period of sustained focus (40% of marks).

All students are required to provide evidence that they have covered the four assessment objectives.

Teaching Methods

Projects will be set over the two year course for the production of the personal portfolio. The projects will develop a variety of practical skills and techniques and deepen understanding of the use of many different materials.

Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home. Students should allow for time to be spent after school in the department working on projects.

Assessment

Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy.

At the end of the course all of the work is assessed, following the four assessment objectives, and moderated by an external examiner.

Qualifications obtained

The art and design GCSE is designed to suit the following groups of students:

- Those who enjoy art but do not intend to continue the study of art and design beyond GCSE.
- Those who will continue the study of art and design, for instance at A level and beyond.
- Those who will study subjects or take up careers where art and design skills and knowledge will be beneficial.

Career opportunities

Careers in art and design and related areas are very broad and include: fine artist, architect, illustrator, work in theatre, film and TV, animation, games design, teacher, ceramicist, furniture designer, metalworker, jeweller, textiles designer, photographer.

Business Studies

Curriculum Leader: Mrs S Ayres



Course Content

GCSE Business Studies aims to provide students with a full introduction to the world of Business, focusing on the four key areas of marketing, finance, production and human resources.

Students will start the course by looking at different businesses and their aims, and have the opportunity to investigate both local and national businesses of interest to them. This will also include a piece of controlled assessment which will focus on the activities of a local small business organisation.

Students learn about a variety of businesses through a series of visits, the use of external speakers, case studies, independent and group research and practical activities.

Teaching Methods

Students learn about a variety of businesses through a series of visits, case studies, independent and group research and practical activities.

Assessment

100% Examination.

Paper 1 – 50% - Business in the real world and People in organisations / Operations Management

Paper 2 – 50% - Influences of marketing and finance on business activity

Qualifications obtained

GCSE Business Studies New specification (First examination 2019).

Career opportunities

Past students have followed careers in management, accountancy, the law and marketing.

Students gaining a GCSE qualification in Business Studies can follow the A level route or study for an OCR Cambridge Technical Level 3 qualification.

Computer Science

Curriculum Leader: Mr A Connor



Course Content

Computer Science is about problem solving. Specifically, how can we solve problems using computers? To answer this, students will learn about computational thinking and develop a good understanding of how computers operate. The main skill learned is programming. The instructions we give to a computer telling it what we want it to do with different data. The ability to understand computers and specifically the ability to program them gives students a distinct advantage over many of their peers even in the digital age.

Students will learn the Python programming language and how to program in a functional paradigm. They will be given frequent challenges to develop their understanding and ability to solve problems using their programming skills. They will also learn about computer 'internals' CPU, RAM, HDD etc. along with networking principals and the fundamentals of data science.

Computer Science is a tool used by many other subjects. From medical models researching the human body, to scientific models understanding the origins of the universe; from 3D architectural designs to 3D computer game models. So, an understanding of the subject is an asset.

Teaching Methods

This course has both written elements as well as an emphasis on controlled assessment. There will be a significant amount of written work to be completed, especially for the higher grades.

Assessment

Two exams 50% each – Paper 1 and Paper 2
Exams are 1 hour 45 minutes each.

Qualifications obtained

GCSE in Computer Science.

Career opportunities

Many students choose to continue to study at A Level and on to degree level. Future careers include software development, database design, website design, network administration, games development, research and many other STEM related subjects.

Dance – Miss T Crocker

Curriculum Leader: Miss N Coney



Course Content

Dance is not just an art form; it is a powerful and empowering form of non-verbal communication. It develops creative, imaginative, emotional, and intellectual capacities, all while improving physical skills and fitness levels.

In practical lessons, students will complete warmups, centre work, corner work, improvisation tasks, performance rehearsal and choreographic exercises, all working towards having the skills and techniques needed to grow as a dancer.

The study of the anthology of professional works in theory lessons, will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks. Students will be fully engaged in the dance industry, immersing themselves in experiences of watching and analysing professional pieces.

Teaching Methods

This is mainly a practical course, focusing on technique and dance development. You will be taught choreography and will have the opportunity to develop your own. There is a written element to the course as well. You will study pre-existing repertoire and analyse how work is created within the dance industry.

Assessment

The course consists of 2 components and is 60% practical and 40% written exam.

Component 1: Performance and Choreography – practical assessment

Performance 30%

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography 30%

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2: Dance Appreciation 40% – written exam

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Qualifications obtained

The Dance GCSE is designed to suit the following groups of students:

- Those who will go on to higher education to study dance or other related subjects.
- Those who will continue the study of dance, for instance at A level and beyond.
- Those who have an interest but do not intend to continue the study of dance beyond GCSE.

Career opportunities

Dancer, choreographer, teacher, costume designer, set designer, film maker, movement therapy, journalist, dance science, fitness instructor, arts administrator.

Food Preparation & Nutrition – Mrs L Wise/Miss C Wickens

Curriculum Leader – Miss L Mepham



Course Content

In this course you will develop practical cooking skills and techniques whilst you explore the underlying knowledge of food science, nutrition, food traditions and food safety. The course will give you the knowledge, understanding and skills to be able to feed yourself and others; enabling you to lead a healthy and balanced lifestyle.

You will be required to write food science investigations and carry out research and planning for practical projects. These both count towards your final GCSE. Students are required to participate regularly in practical work and will be required to bring ingredients from home,

Students will need to complete 1500 – 2000 word projects in timed conditions for different tasks.

Teaching Methods

The coursework is broken down into projects on all of the topics mentioned above.

There is an emphasis on science and nutrition of ingredients. The teacher will help the students to acquire the skills to complete these tasks. Students will be encouraged to work in an increasingly independent manner to demonstrate they have the knowledge.

As well as practical work and learning food preparation skills, there is a considerable amount of theory work due to the written exam at the end of the course.

Assessment

Students complete projects for assessment and are also tested on theory throughout both years of the course. Students will receive regular feedback and have opportunities to improve grades further with additional work. Students have to complete science investigation work and there is a written exam paper.

Students do a written exam, a science investigation and a detailed food project involving planning, costing and nutritional analysis, food preparation and presentation and sensory analysis, for a set brief by the exam board.

Qualifications obtained

GCSE in OCR Food Preparation and Nutrition. This GCSE would suit students who:

- are interested in science and research
- wish to take up a career with or around food; food science, dietetics/medicine, nutrition and/or microbiology.

Career opportunities

A variety of paths to choose from in the catering industry, product development for big companies or become a food scientist. It is also a subject that gives you life skills and good knowledge of hygiene, which employers look for when starting a job in hospitality - as well as further education opportunities.

French

Curriculum Leader: Mr M Cauchy-Duval



Course Content

GCSE French is a lively and academically challenging course which builds on the foundations laid at Key Stage 3. Students continue to develop their skills in French and build on their grammatical understanding across a range of topics.

French also forms part of the English Baccalaureate

Common topic areas

- *Theme 1: People and lifestyle*
- *Theme 2: Popular culture*
- *Theme 3: Communication and the world around us*

Teaching Methods

A variety of teaching methods are used throughout the course. All four skills of listening, reading, writing and speaking are practised on a regular basis. There is a strong emphasis on grammatical understanding, so that students learn to manipulate the language themselves.

All KS4 students are also given the opportunity to use their language skills for real purposes with trips to France and visits from our penpals.

Assessment

This is in 4 exams:

Paper 1: Listening, a comprehension test (35- 45 minutes), tiered entry. 25%

Paper 2: Speaking, a conversation with the student's class teacher lasting between 7-12 minutes. Tiered entry. 25%

Paper 3: Reading, a comprehension test (45- 60 minutes), tiered entry. 25%

Paper 4: Writing, writing for a variety of purposes (60-75 minutes, tiered entry. 25%)

Qualifications obtained

AQA GCSE French

Career opportunities

A language is an excellent skill to include in your CV and can add to your future earning power by an average of 10%. It can open the door to a range of career possibilities including tourism, media, marketing, teaching, banking and the law.

Geography

Curriculum Leader: Mrs G Sloggett



Course Content

Geography is the subject that holds the key to your future Geography underpins a lifelong 'conversation' about the earth as the home of humankind. It is not a narrow academic subject for the few, it is fundamental to everyone. The specification we will study is AQA. This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

The course is divided into:

Living with the physical environment. This unit comprises the study of: The Challenge of Natural Hazards, The Living World and Physical Landscapes of the UK.

Challenges in the human environment. This unit comprises the study of: Urban Issues and Challenges; The Changing Economic World and The Challenge of Resource Management.

Fieldwork and enquiry: Geography is about the world around us, its features and how we interact with it. Therefore, we study a human and a physical environment; and there will be two separate field trips as part of the course:

One human geography field trip to Portsmouth and Gunwharf Quays

One physical geography trip to West Wittering Beach and East Head

Teaching Methods

We use a range of resources and methods to ensure that all students can engage with the learning. These range from: mysteries, group work, debates, essay writing techniques, fieldwork and so on.

We also rely on some solid resources such as: textbooks, DVDs, documentaries and exam questions, some of which can be accessed via the school's website.

Assessment

This is in 3 exams:

Paper 1 - Living with the physical environment

Paper 2 - Challenges in the human environment

Paper 3 - Geographical applications

Qualifications obtained

GCSE Geography

Career opportunities

The ability to view issues from a wider perspective is appropriate for working in many different career paths. The nature of people's working lives is changing. It is less likely that someone will spend all their life in one company or organisation. If your career path is to be varied you will need to develop transferable skills and be flexible. Geography fosters these qualities and provides a firm base for life-long learning.

Students gaining a GCSE in Geography will have access to a range of career and further education opportunities. These can be as varied as town planning, environmental surveying, geology, architecture and urban design.

History

Curriculum Leader: Ms B McAuley



Course Content

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future. You'll learn valuable skills too, including: excellent communication and writing skills, how to construct an argument, investigation and problem-solving skills as well as analytical and interpretation skills. GCSE History contains a range of fascinating topics across different countries and different eras.

The AQA course comprises:

Germany 1890-1945 Democracy and Dictatorship
Conflict and Tension between East and West 1945-1972
Health and the People 1200 – Present
Elizabethan England 1568-1603 plus Historic Environment

Teaching Methods

Investigation of primary and secondary source material, including photographs, political cartoons, film and documentary evidence.

There are plenty of opportunities for group work and discussion.

Assessment

There will be two examinations at the end of the two-year course.

Paper 1 = 2 hours

Worth 50% of the total assessment

- 2 parts (spend 1 hour on each)
- Section A: Germany 1890-1945
- Section B: Conflict and Tension between East and West 1945-1972

Paper 2 = 2 hours

Worth 50% of the total assessment

- 2 parts (spend 1 hour on each)
- Section A: Health and the people 1200- present
- Section B: Elizabethan England 1568-1603 plus Historic Environment

Qualifications obtained

GCSE History

Career opportunities

Archaeology, archivist, architecture, auctioneering, building conservation, civil service, genealogy, journalism, library work, leisure and tourism, law, market research and politics.

Media Studies

Curriculum Leader: Mr D Manning



Course Content

GCSE Media Studies is designed to allow students to develop their analysis skills across a wide and varied range of media products from a number of different media sectors including television, online and social media, advertising and marketing, music videos, film marketing and video games.

During your studies you will analyse how media products like TV programmes and music videos use images, sounds, language and representations to create meaning for the audience. You will learn about the media industry and how the industry affects how a wide range of media products are made. You will also get to explore and investigate media audiences – working to build an understanding of the different people who watch, read and consume the products you study; as well as ultimately considering what affect these media products will have on different audience members.

Teaching Methods

GCSE Media Studies is both a theory and practical based subject, you will apply what you have learned about the media in the creation of your own media products. While there are key set texts which will be studied, we will use a range of additional examples to provide a wider context to your studies and help you develop a greater understanding of the media. However, the most successful media students are those who consume a wide range of different media at home; you will be encouraged to expand your media consumption in certain media sectors.

Please note that the course may involve the study of content rated '15'.

Assessment

Component 1: Exploring the Media (Exam) – 40%
Component 2: Understanding Media Forms and Products (Exam) – 30%
Component 3: Creating Media Products (Coursework) – 30%

Qualifications obtained

GCSE Media Studies

Career opportunities

Studying media studies can help to provide many different opportunities after KS4, with the skills you have learnt helping to equip you for progression to A Level or OCR Cambridge Technical routes of study. Media can also help you in other subject areas such as English, humanities or social sciences. Beyond sixth form, you will find an exciting array of choices ahead of you whether that be continued study at university or investigating career opportunities, such as TV and film production, advertising or journalism, in the quickly growing media industry. Whether this is your ambition or not, graduates in media studies have an excellent record in securing full time jobs after higher education.

Photography – Lens and Light Based Media

Curriculum Leader: Mrs J Tompkins



Course Content

This course is suited to students with an aptitude and enthusiasm for photography. An adventurous and enquiring approach is encouraged, with successful students developing personal responses that cover a range of ideas. Students must use creative approaches that go beyond observation and recording and will be expected to respond to visual imagery that is from all areas of art and design. They will also show a growing knowledge and understanding of past and contemporary photography and art.

The GCSE comprises two units of assessed work:

Component 1 - Personal portfolio. This consists of work completed throughout the GCSE course. Projects are set by the teacher, and allow opportunities for practical work using a variety of approaches. There will be opportunities to use digital photographic techniques, moving image and animation. (60% of marks)

Component 2 - Externally set assignment. A theme is set by the exam board. Students have a period of several weeks to carry out preparatory studies, leading to a 10 hour period of sustained focus. (40% of marks)

All students are required to provide evidence that they have covered the assessment objectives.

Teaching Methods

At the start of the course students will learn something of the history of photography and making photographic images. Students will be taught to use their cameras to record images, learning to edit and manipulate their pictures using Affinity. Themed projects will be set for the production of the personal portfolio. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.

Assessment

Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy. At the end of the course all of the work is assessed following the four assessment objectives, and moderated by an external examiner.

Qualifications obtained

The photography GCSE is designed to suit the following groups of students:

- Those who have an interest but do not intend to continue the study of photography beyond GCSE.
- Those who will continue the study of photography, for instance at A level and beyond.
- Those who will study subjects or take up careers where photographic skills and knowledge will be beneficial.

Career opportunities

Careers in photography and related areas are growing with the massive interest in digital media that has developed in recent years.

Courses can lead to careers in professional photography, advertising, journalism, fashion, animation, film-making, graphic design, creative media.

Physical Education

Curriculum Leader: Mr B Hauxwell



Course Content

This popular course is designed to encourage students interested in sport to participate in and develop an understanding of physical education. The course is divided into two areas, practical and theoretical. The practical element will give students an opportunity to develop knowledge and skills in a variety of sports, as well as learning the rules, tactics, umpiring skills related to these sports. Students will also be able to study other theoretical aspects, including:

- Anatomy & physiology
- Physical training
- Socio-cultural influences
- Use of data.
- Movement analysis
- Sports psychology
- Health, fitness & well-being

The course consists of two areas:

Practical Performance in physical activity and sport

Students will study ten activities of which *three* (single) will be presented for their final assessment (1 team, 1 individual and 1 optional sport). Analysis and evaluation of performance to bring about improvement in one activity.

Theoretical Assessments - including study on:

Paper 1: The human body and movement in physical activity and sport. (1hr 15 mins)

Paper 2: Socio-cultural influences and well-being in physical activity and sport. (1hr 15mins)

Teaching Methods

Of the seven lessons in the two-week timetable, *two* lessons will be practical, with half a term spent on each sport, and *five* lessons will be theory, in classrooms, using discussion, video and note-taking. Regular homework will be once per fortnight on Microsoft Teams.

Assessment

This course is for any student who is interested in sport in all its different forms. Due to the weighting of 40% practical and 60% theory you must be **competent in at least two sports** and have an interest in developing your knowledge in sport and physical activity.

The exams will consist of multiple choice, short and extended answer questions.

Two examination papers will be sat in the final year of the course in May of year 11, amounting to 60% of the overall mark.

Qualifications obtained

AQA GCSE in Physical Education.

Following this GCSE, there is now an A level course in Physical Education available for those who would like to study the subject at a higher level. There is also an option to enroll on an OCR Technical (Level 3), a vocational diploma in sports and physical education in the sixth form.

Career opportunities

This course can be used as a foundation for any future career. However, if you are interested in a career in sport, here are some possible options: professional sport, coaching, recreation management, teaching, sports medicine, sports journalism, sports photography, sports psychology, personal training, physiotherapy, sports therapy etc.

Psychology

Curriculum Leader: Miss N Narburgh



Course Content

Paper 1

Topic 1: Development – How did you develop?

Topic 2: Memory – How does your memory work?

Topic 3: Psychological problems – How would psychological problems affect you?

Topic 4: The brain and neuropsychology – How does your brain affect you?

Topic 5: Social influence – How do others affect you?

Paper 2:

Topics 6 to 10 are optional; students must study two of them. Topic 11 is compulsory.

Topic 6: Criminal psychology – Why do people become criminals?

Topic 7: The self – What makes you who you are?

Topic 8: Perception – How do you interpret the world around you?

Topic 9: Sleep and dreaming – Why do you need to sleep and dream?

Topic 10: Language, thought and communication – How do you communicate with others?

Topic 11: Research methods – How do you carry out psychological research?

GCSE Psychology is a particularly challenging subject and students who choose this option should have strong literacy skills. In order to be successful following the Psychology GCSE course, students should be capable of achieving 5+ in GCSE English.

Teaching Methods

A few examples of the teaching and learning methods used in the department:

- Note taking
- After school catch-up and support
- Paired learning
- Exam practice
- Display work
- Differentiation of course content
- PADLET and ICT-based methods
- Teaching imaginative methods of revising course content
- Comprehension-based activities
- Practical application of research techniques

Assessment

Paper 1 Written examination: 1 hour and 45 minutes. 55% of the qualification 98 marks

Paper 2 Written examination: 1 hour and 20 minutes. 45% of the qualification 79 marks

Qualifications obtained

GCSE Psychology

Career opportunities

As the subject investigates the reasons why people think and behave the way they do through a wide range of social science focused techniques, the subject has real life applications. Also, GCSE Psychology furnishes students with a wide range of transferable skills such as developing higher order thinking, the organisation and management of information, the application of knowledge in a real world setting, how to conduct independent research and analyse the data produced and also how to work with other people effectively. All of these skills and qualities are much sought after in many careers, including the police force, education, accountancy, the health service such as neuroscience, legal service, the armed services and sports therapy to name but a few. Furthermore, it is a well-respected academic subject and is useful to have when applying to university to study for most degrees.

Religion, Philosophy & Ethics

Curriculum Leader: Mx H Aston-Rose



Course Content

GCSE Religious Studies offers students the opportunity to study the world religions of Sikhism and Christianity, focusing on their beliefs, practices and their role in the world today. Alongside this, students will study four contemporary ethical themes, covering issues such as human rights, euthanasia, relationships, crime and punishment and peace and conflict.

Students will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and engagement within the classroom.

The GCSE course has been designed to encourage students to:

- Develop their interest and enthusiasm for the study of religion and the relationship between religion and the wider world.
- Develop their knowledge, skills and understanding of religion by exploring the impact of beliefs, teachings, practices, ways of life and forms of expressing meaning.
- Express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values and commitments.

Teaching Methods

A variety of teaching techniques are used to ensure students receive an engaging and dynamic experience of religious studies.

These techniques include discussion and debate, the analysis of religious text, guest speakers, paired work, group presentations, documentaries, writing responses to the issues raised in lessons and applying religious attitudes, group and independent work.

Assessment

Students will sit two examinations.

Each component accounts for 50% of the full course marks.

Component 1: The study of religions: beliefs, teachings and practices

Component 2: Thematic studies (the study of religious philosophical and ethical studies themes)

Qualifications obtained

GCSE AQA Religious studies (Specification A).

Career opportunities

GCSE Religious Studies lays a solid foundation for further study of religious studies at A level and related A level subjects including philosophy, history, history of art, government and politics, sociology and English literature.

Our understanding of religion is more relevant than ever in the society and global community we live in. Religious studies opens careers in areas such as law, medicine, psychology, politics, journalism, advice worker, counsellor, social worker, teacher, librarian, youth and community worker, lecturer, and, of course, a minister of religion.

Science – Triple

Curriculum Leader: Mr M Vugler



Course Content

GCSE triple science aims to encourage learners to be inspired, motivated and challenged by a broad, worthwhile course of study. It will provide an insight into how science works; stimulating learners' curiosity about the world around them and encouraging them to engage with science in their everyday lives. It will enable them to make informed choices about further study and career choices.

The course is linear and requires students to learn and build on the fundamental principles that underpin all areas of scientific study. All assessments are undertaken at the end of year 11 and are designed to test the breadth of each subject.

Teaching Methods

Students are taught scientific knowledge through a variety of activities, including classroom-based and practical. They will use a range of sources of information to consider the benefits and drawbacks of scientific developments and will be practiced in data handling and interpretation. Independent work is integral to the course and students will carry out practical investigations on a regular basis.

Assessment

Each subject has 2 exam papers which are both 1 hour and 45 minutes long.

There is no coursework and the required practical are as follows:
Biology has 10 required practicals, Chemistry has 8 required practicals and Physics has 10 required practicals.

Qualifications obtained

Three separate GCSE grades in Biology, Chemistry and Physics are awarded.

Career opportunities

Many jobs require an understanding of science and the triple award course will give students the grounding to access higher level science courses, university courses and employment in the scientific field. Triple Science is an ideal stepping stone to Science at A level.

Spanish

Curriculum Leader: Mr M Cauchy-Duval

Course Content

GCSE Spanish is a lively and academically challenging course which builds on the foundations laid at Key Stage 3. It is not suitable for students who have not previously studied Spanish. Students continue to develop their skills in Spanish and build on their grammatical understanding across a range of topics.

Spanish also forms part of the English Baccalaureate.

Common topic areas

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Teaching Methods

A variety of teaching methods are used throughout the course. All four skills of listening, reading, writing and speaking are practised on a regular basis. There is a strong emphasis on grammatical understanding, so that students learn to manipulate the language themselves. All KS4 students are also given the opportunity to use their language skills for real purposes with trips to Spain and visits from our penpals.

Assessment

Assessment is in 4 exams:

Paper 1: Listening, a comprehension test (35- 45 minutes), tiered entry. 25%

Paper 2: Speaking, a conversation with the students' class teacher lasting between 7-12 minutes. Tiered entry. 25%

Paper 3: Reading, a comprehension test (45- 60 minutes), tiered entry. 25%

Paper 4: Writing, writing for a variety of purposes (60-75 minutes, tiered entry. 25%)

Qualifications obtained

GCSE Spanish

Career opportunities

A language is an excellent skill to add to your CV and can add to your future earning power by an average of 10%. It can open the door to a range of career possibilities, including tourism, media, marketing, teaching, banking and the law.

Textile Design – Miss R Tweed / Mrs H Cornell

Curriculum Leader: Miss L Mepham



Course Content

This course is suited to students with an aptitude and enthusiasm for textile design. A creative and adventurous approach is encouraged, with successful students developing personal responses that cover a range of ideas. The students will gain experience in fashion design, costume design, constructed textiles, printed and dyed textiles and art textiles. They will also show a growing knowledge and understanding of the work of past and contemporary textile and fashion designers.

Teaching Methods

There are four assessment objectives which must be covered:

- Development of ideas through investigations.
- Experimentation with materials and techniques.
- Recording of ideas and observations.
- Creation of a personal and meaningful outcome.

The teacher will help the students to acquire the skills to fulfil these objectives. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.

Assessment

The GCSE course consists of a personal portfolio, and an externally set assignment that includes a final two day practical exam. The personal portfolio consists of project work completed throughout the course. (60% of total marks).

A themed externally-set exam is completed at the end of the course. (40% of total marks).

Throughout the GCSE course students will receive regular feedback from their teacher, in verbal and written form. Formal assessment will also take place in line with college policy. At the end of the course the personal portfolio and final exam is assessed by the teachers and moderated by an external examiner.

Qualifications obtained

The Textile Design GCSE is designed to suit the following groups of students:

- Those who will go on to higher education to study textile design or other related subjects.
- Those who will continue the study of textile design, for instance at AS level and beyond.
- Those who have an interest but do not intend to continue the study of textiles beyond GCSE.

Career opportunities

Careers using textile design skills include: fashion design, costume design, textile design, interior design, fashion merchandising, fashion buyer, teaching, window dressing.

Three-dimensional Design

Curriculum Leader: Miss L Mepham



Course Content

The course is best suited to those students who are keen and enthusiastic in the studies of resistant materials and design. Three dimensional design provides the opportunity to work with a wide range of materials and produce creative and experimental outcomes. Students will be working in a workshop environment and will gain experience of working with materials such as, wood, metals, plastics, boards and clay.

The course provides opportunities to practise working in the areas of: architectural design, sculpture, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, 3D digital design and designs for theatre, film and television.

Teaching Methods

There are four assessment objectives which must be covered:

- Development of ideas through investigations into existing designers and sources.
- Experimentation with a wide range of materials and techniques.
- Recording of ideas and observations.
- Creation of a personal and meaningful three-dimensional outcome.

The teacher will help the students to acquire the skills to fulfil these objectives. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.

Assessment

The GCSE course consists of a personal portfolio, and an externally set assignment that includes a final two day practical exam. The personal portfolio consists of project work completed throughout the course. (60% of total marks).

A themed externally-set exam is completed at the end of the course. (40% of total marks).

Throughout the GCSE course students will receive regular feedback from their teacher, in verbal and written form. Formal assessment will also take place in line with college policy.

Qualifications obtained

The three-dimensional design GCSE is a course that suits students who are interested in the design and production process. The ability to come up with new, creative and innovative ideas is becoming increasingly important in a fast developing consumer market.

Career opportunities

Careers which a course in three dimensional design could lead on to: furniture design, product design and development, interior design, architecture, jewellery design, graphic design. The course can lead on to A level and university courses.



Key Stage 4 Courses 2024 – 2026 Vocational Courses

BTEC Technical Award Health & Social Care Level 2

Curriculum Leader: Mrs S Ayres



Course Content

The Level 2 BTEC Health and social care course offers a wide range of topics which include a variety of practical experiences. Students will visit Downview Primary School and carry out practical work with the younger children, which will be assessed as part of the communication unit.

There are 3 components to the course:

Human Lifespan Development

Including exploring how individuals develop physically, emotionally, socially and intellectually over time (course work).

Health and Social Care Services and Values

Including learning which health and social care services are available, exploring what might stop people from accessing the services they need and looking at the care values the sector provides to make sure people get the care and protection they need. This includes working with Downview Primary School (course work).

Health and Wellbeing

Including exploring the different factors that might influence health and wellbeing, identifying key health indicators and how to interpret them, creating a health and wellbeing improvement plan for that person and reflecting on the potential challenges the person may face (examination).

A range of creative and therapeutic activities will be carried out in the classroom, developing skills that can be utilised by those wishing to pursue a career working with children or vulnerable adults.

Teaching Methods

Students learn about a variety of health care settings through a series of visits, case studies, independent and group research and practical activities.

Assessment

60% continual assessment (NEA Assessment conditions). 40% external examination.

Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report or produce promotional materials, for example.

Qualifications obtained

BTEC Level 2 Tech Award is a nationally recognised and well-respected qualification.

The grades below equate to GCSEs

Level 2 Pass = GCSE at grade 4 / 5

Level 2 Merit = GCSE at grade 6 / 7

Level 2 Distinction = GCSE at grade 8

Level 2 Distinctions* = GCSE at grade 9

Level 1 Pass = GCSE at grade 1 / Level 1 Merit = GCSE at grade 2 / Level 1 Distinction = GCSE at grade 3

Career opportunities

Past students have followed careers in early years education, care work, nursing and the emergency services. Students gaining an OCR Level 2 can move on to OCR Cambridge Technical Level 3 in the sixth form or follow a traditional A level route.

BTEC Technical Award Music Practice Level 2

Curriculum Leader: Mr C Harrington



Course Content

This course is suited to all students with a passion for music. The course can be tailored to learner strengths. There are three units completed over the two years, covering the following content:

- **Exploring Music Products and Styles** - investigation of the key features of different musical styles and the pioneers of performance, composition and production from different genres.
- **Music Skills Development** - development of two musical disciplines (these could be performance, composition, sequencing, recording) through engagement in practical tasks, while documenting their progress and planning for further improvement.
- **Responding to a Music Brief** - developing and presenting music in response to a given music brief. This final brief is externally set and marked by the exam board.

Learners will develop their skills in their chosen areas of specialism across performance, composition, production and recording.

Teaching Method

The course will develop students' imaginative and creative powers. The self-discipline of learning an instrument / using voice and developing sequencing skills is combined with group work, research tasks and theory and music appreciation. The course will fully prepare students for higher study in music and music technology, as well as providing skills and knowledge applicable to a wide range of other disciplines.

Assessment

This tech award is a fully accredited GCSE-level equivalent qualification. In line with regulations for accredited courses, the award contains 2 controlled assessments marked internally (one in year 10, one in year 11) and the final controlled assessment is set and marked externally by the exam board (in year 11). Students will complete set tasks for each of the three units, producing portfolios of evidence to show their skills and understanding. This evidence will include written work, as well as audio and video files of rehearsals, performances and composition.

Qualifications obtained

Students will achieve a grade as listed below (alongside GCSE equivalents):

The grades below equate to GCSEs

Level 2 Pass = GCSE at grade 4 / 5

Level 2 Merit = GCSE at grade 6 / 7

Level 2 Distinction = GCSE at grade 8

Level 2 Distinctions* = GCSE at grade 9

Level 1 Pass = GCSE at grade 1 / Level 1 Merit = GCSE at grade 2 / Level 1 Distinction = GCSE at grade 3

Career opportunities

Career choices include performing, composing, conducting and teaching. Others involve broadcasting and TV, music libraries, music publishing and music therapy. This course teaches vocational skills that could lead to studio sound engineering, producing, project management and event management. Time management, self-evaluation and project planning are some of the varied skills you will develop that are transferable to many professions. Outside of music other careers look favourably on musicians. The British Medical Association and the Law Society have both stated that the ways in which we learn music are important for medical and law students. Self-discipline is needed to learn an instrument, and this is widely recognised by employers, who see music as an indication of commitment and loyalty.

BTEC Technical Award Performing Arts Level 2

Curriculum Leader: Miss N Coney



Course Content

This course is for students who want to acquire technical knowledge and technical skills through vocational contexts by studying acting, dance or musical theatre as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The course is also ideal for those wanting to specialise in production, there is a technical pathway available which means that instead of performing you could specialise in lighting or sound design.

Assessment

You can decide which discipline you would like to be assessed in out of acting, dance, musical theatre, technical theatre or a combination of your choice. The course consists of 3 units which are:

- Exploring the Performing Arts – internally assessed
- Developing Skills and Techniques in the Performing Arts – internally assessed
- Responding to a Brief – external

Teaching Methods

The award gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the Performing Arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

Qualifications obtained

BTEC Level 2 Tech Award is a nationally recognised and well-respected qualification.

The grades below equate to GCSEs

Level 2 Pass = GCSE at grade 4 / 5

Level 2 Merit = GCSE at grade 6 / 7

Level 2 Distinction = GCSE at grade 8

Level 2 Distinctions* = GCSE at grade 9

Level 1 Pass = GCSE at grade 1 / Level 1 Merit = GCSE at grade 2 / Level 1 Distinction = GCSE at grade 3

Each unit requires an element of practical exploration and written investigation. There is no written exam at the end of the 2 years.

Careers opportunities

Actor, choreographer, singer, stage manager, lighting /sound technician, costume designer, director. In the ever-changing world of today, social, personal and communication skills are of an increasing value within any workplace. Therefore, drama nurtures and develops the life skills necessary to carry out any role within virtually all employment scenarios.

OCR Technical Award Sport Studies Level 2

Curriculum Leader: Mr B Hauxwell



Course Content

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector. Students will follow mandatory units:

R184: Contemporary issues in sport (external exam January of Yr11) By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. 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.

R185: Performance and leadership in sports activities (48GLH) In this unit you will have an opportunity to develop your skills both as a performer in **two** different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform.

R186: Sport and the media (24GLH) In this unit you will understand the different sides of a range of **media sources** and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid **development in technology** is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants.

Please email Mr Hauxwell for more information bhauxwell@felpham.org.uk

Assessment

Assessment takes the form of coursework and is modular in its approach. This involves continual assessment. Essays or project-based assessment will take place across years 10, with regular feedback on the student's current progress.

Unit:	When?
R184 Contemporary issues in sport (Exam)	January of Yr11 (earliest entry)
R185: Performance & leadership in sport	Year 10
R186: Sports and media	Year 10

Qualification obtained

This Vocational Level 2 in sport is a nationally recognised and vocational based qualification. All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

Career opportunities

This course can be used as a foundation for any future career. However, if you are interested in a career in sport, here are some possible options: professional sport, coaching, recreation management, groundsmanship, sports medicine, sports journalism, sports photography etc.

Cambridge National in Enterprise & Marketing Level 2

Curriculum Leader: Mrs S Ayres



Course Content

- Applying real life business techniques to understand your customers and develop a product
- How businesses attract and keep their customers
- Researching and designing your own business proposal – complete with facts and figures
- How to research potential customers, present data and act on feedback
- Preparing a business proposal and pitching your idea
- How to develop a brand identity and promote your product

Building futures through practical skills.

You'll develop a range of skills which will help you succeed in other subjects too. These skills include:

- Analytical skills
- Creative thinking
- Digital presentation skills
- Research and planning
- Problem solving
- Verbal communication and presentation skills.

Assessment

60% continual assessment (NEA assessment conditions). 40% external examination.

Unit:	When	Assessment type
R068 Design a business proposal	Year 10 (Oct – April)	NEA
R069 Market and pitch a business proposal	Year 11 (Sept – Dec)	NEA
R067 Enterprise and marketing concepts	Year 11	Exam

These assignments will require learners to give a presentation, write a report or produce promotional materials, for a scenario provided by the exam board.

Qualifications obtained

OCR Marketing and Enterprise Level 2 is a nationally recognised and well- respected qualification.

- Level 1 Pass is aligned to GCSE grade 1
- Level 1 Distinction is aligned to GCSE grade 3
- Level 2 Pass is aligned to GCSE grade 4
- Level 2 Distinction is aligned to GCSE grade 7

Career opportunities

OCR Cambridge Technical Level 3 in the sixth form or A level Business.



Key Stage 4 Courses 2024 – 2026 Curriculum Support

Options Support and Community Language with ASDAN

Curriculum Leader: Mrs A Purcell



Course Content

This course is by invitation only.

Common skills covered –

- Subject specific writing and reading
- Formal letter / application / CV writing
- Using English as an international language for different purposes
- Introduction to translating and interpreting
- Support with taking an exam in GCSE Community Language
- Elements of the ASDAN course and Life in the UK

Teaching Methods

A variety of teaching methods are used throughout the course.

All four skills of listening, reading, writing and speaking are practised on a regular basis.

There is a strong emphasis on grammatical understanding, so that students learn to manipulate the language themselves. Pair and group work are an integral part of the course, alongside use of websites and other new technologies.

Practical skills support with every subject, depending on individual needs.

Assessment

Assessment – Ongoing assessment of four skills:

Listening

Reading, writing, speaking

Regular assessment of grammar and vocabulary.

Based on IELTS (International English Language Testing System) criteria.

Qualifications obtained

GCSE in Community Language

Career opportunities

English is an international language, therefore many career opportunities are possible worldwide.

Curriculum Support

Curriculum Leader: Mr D Foster



Course Content

This course is by invitation only.

Common skills covered –

- Literacy
- Numeracy

Teaching Methods

A variety of teaching methods are used throughout the course.

There is a strong emphasis on literacy and numeracy, alongside reading and research to improve literacy and numeracy and support students in their other subjects

Practical skills support with every subject, depending on individual needs.

Assessment

Assessment – Ongoing assessment.

ASDAN

Curriculum Leader: Mr Whiffin

Course Content

This course is by invitation only.

Common skills covered –

- Subject specific writing and reading
- Formal letter / application / CV writing

Elements of the ASDAN course and Life in the UK

Teaching Methods

A variety of teaching methods are used throughout the course.

There is a strong emphasis on literacy and numeracy, alongside problem solving, IT and teamwork.

Students can select challenges from 12 different modules including: Communication • My community • Sport and leisure • Independent living • My environment • Number handling • Health and wellbeing • World of work • Science and technology • The wider world • Expressive arts • Beliefs and values

Assessment

Student will achieve Bronze, Silver or Gold award based on a portfolio of evidence that they collect throughout the course.



Key Stage 4 Courses

2024 – 2026

Completing the Options Form

The wide range of subjects detailed in the options booklet represents the broad and balanced curriculum that Felpham Community College offers to students entering Key Stage 4. We acknowledge that all students have individual interests, aptitudes, abilities and career aspirations, and aim to provide a curriculum that can be tailored to meet every student's needs, whilst also adhering to legal requirements and government recommendations.

We recognise the importance of providing an appropriate educational and career pathway for students of all levels of ability and seek to ensure that the courses they choose suit their preferred learning styles and methods of working.

Some subjects are bold – *Computer science, geography, history, French and Spanish*. Combined with *English, mathematics and science*, these form part of the English Baccalaureate (see page 3).

For most students it will be appropriate to select a broad and balanced range of courses from the optional subjects available. Having completed Key Stage 4 these students will have achieved a range of Level 2 qualifications and have the opportunity to continue their education post-16, progressing to Level 3 courses such as the A Level and BTEC / OCR subjects that are available to students who elect to join FCC's successful sixth form.

How do I choose?

You may already have an idea of what you might like to do in the future, perhaps in terms of a subject to study at university or the career that you wish to follow. With this in mind you may wish to select subjects that will support your future aspirations. On the other hand, you may, at this stage, not be sure what you will want to do when you have finished the two years of Key Stage 4 study. If this applies to you there is plenty of help and guidance available.

- Use the information in this booklet to find out what is included within each subject, what forms of assessment there are, what qualifications you may achieve and what career opportunities these will lead to.
- In your lessons over the next few weeks teachers will be happy to talk to you about what is involved in their particular subject and how the subject links with other subjects and future careers.
- Mrs Woodman, our careers leader, will be available to answer your questions and give you guidance.
- On Thursday 1st February it is the year 9 consultation and KS4 options evening, held at FCC. There will be presentations to all students and their parents / carers, in which the importance of the Key Stage 4 years and the options available will be explained. There will also be presentations from the subjects which are only offered at Key Stage 4 / 5. There will also be appointments, with subject staff, during which you can discuss progress at Key Stage 3 and Key Stage 4 courses.

It is important to choose subjects that you enjoy and are good at. Try not to choose an option just because your best friend has! Remember - you will be studying these subjects for two years, so think carefully before you make your final decisions.

If, for any reason, we are unable to offer you one of your first choices, we will try to ensure that you are offered one of your reserve subjects. Please note that the offer of all courses is subject to a sufficient number of students selecting each subject, in order to provide viable group numbers.

Students will complete the options in their BROMCOM App, to be completed by Thursday 8th February. Form Tutors will be able to assist students completing the form if they are unable to do it at home.

Please be aware that we cannot guarantee that a student who misses the deadline will be allocated to his/her chosen subject choices.

Guidance for completing the options' form (continued)



How do I choose? (continued)

Options subjects available:

Block A	Block B	Block C	Block D
Geography	Art & Design	*BTEC Health & Social Care	Art & Design
History	*BTEC Health & Social Care	Computer Science	*BTEC Music
French	*BTEC Performing Arts	French	Business Studies
Spanish	Business Studies	Geography	History
Computer Science	Computer Science	History	Media
Triple Science	Food Preparation & Nutrition	Business Studies	*Cambridge National in Enterprise and Marketing
EAL / ASDAN	Geography	Photography	Psychology
Curriculum Support / ASDAN	History	PE	Textiles
	*Cambridge National in Enterprise and Marketing	Spanish	3D Design
	Psychology	3D Design	PE
	Photography	Religion, Philosophy & Ethics	*OCR Sport
		Dance	

When completing the options form you will be asked to select a **subject in each column**. These are detailed in the table above and you will be asked to choose a subject and a reserve subject in each option block.

Notes regarding main options subjects:

- You must choose **at least one** from the compulsory subjects **which are in bold**. If you wish to choose more then choose these in the other columns.
- You can only choose either: Textiles **or** 3D Design **or** Art and Design (Fine Art)
- You can only choose either: Business Studies **or** Cambridge National in Enterprise and Marketing
- You can only choose either: OCR Sport Studies **or** GCSE PE
- You can only choose either: Dance **or** Performing Arts
- You can only choose a maximum of **two** * (Vocational) courses.
- **You can only choose Triple Science, EAL or Curriculum Support if you have been invited to do so (coloured boxes above).**

New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above