



St Edward's
School

Unity - Achievement - Faith

Key Stage 4 Pathways 2021 - 2023

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Letter from the Deputy Headteacher

Dear Parents and Carers,

This KS4 Pathways booklet sets out the courses available to all students in Years 10 and 11 (Key Stage 4) and is designed to help students make the right decisions.

As students look forward to joining Year 10 and beginning their examination courses, it is important that they choose the courses which are right for them. They must think very carefully about choosing which route would best enable them to progress to the next stage of their education or training beyond Year 11. Having a genuine interest and enthusiasm in a subject is always a sound basis from which to start their selection. The choices are for students, parents and carers to make decisions together. Students should not choose a particular course because they get on well with a teacher or because a friend chooses it. The chances are that they will have different teachers and may not be in the same class as their friends.

As you may be aware the English education system has undergone a period of dramatic change. However, we remain focussed on providing a broad and balanced curriculum offer that allows personalisation for individual aspirations. The KS4 curriculum continues to provide vital skills and abilities preparing our students for adult life. It instils the expectations of high standards for all.

As part of the options process we have given guidance by allocating specific pathways to all students. This is aimed at ensuring students are following an appropriate curriculum as they start to plan their journey into life beyond GCSEs. Information regarding the pathway can be found in a personalised letter which also includes the appropriate pathways form. I hope that you will find it useful as you make these important decisions.

Please remember that our independent careers advisor is available to your child for advice and support. I do hope you find the information in this booklet helpful. If you need to seek clarification from me, subject staff or any of my colleagues, please do not hesitate in approaching any of us.

Mr Chris Barnett
Deputy Headteacher

Pathways 2021

Y9 Parent and Carer Consultation Evening

Thursday 28th January 2021

An opportunity to meet with subject teachers

Pathways Request Form Deadline

Friday 14th February 2021

Individual student's pathway request forms to be submitted to the student office.

Final Confirmation of Subject Allocations

Easter 2021

Letter sent to parents and carers confirming KS4 subject choices for their child.

Useful information

GCSE Qualifications

GCSEs (General Certificate of Secondary Education) are the main qualifications taken by 14-16-year olds. The qualification mainly involves studying the theory of a subject, although some GCSEs are more practically based than others. GCSE subjects are now examined at the end of Year 11 following the removal of the modular exam system testing through a two-year course. For GCSEs we are now in the fifth year of a new grading system of 1 to 9 that replaced the A*-G grades.

BTEC and Technical Qualifications

BTEC and other vocational qualifications are recognised by both employers and Universities. They are different to GCSEs because less of the final grade is based on written examinations and there is more emphasis on assignments completed during the course, but they are equally demanding and carry the same weighting as GCSE subjects.

English Baccalaureate

The English Baccalaureate is the name given to a particular combination of subjects, representing the "gold standard" of qualifications. The government has now stated that by 2022, 75% of students should be studying it, and that in future, 90% of students should be. So, should your son or daughter be studying it? If you want to keep open the option of applying to a university to study a degree in any subject that is not based in design technology or the creative/performing arts, then you need to consider the EBacc curriculum. Now that there are no AS exams in Year 12 the only grades you will have on your university application form would be your GCSE grades and these will therefore have a greater significance than previously in persuading universities to offer you a place. They will expect to see the range of academic qualifications that constitutes the EBacc, and the other students who are applying for the same place that you are will have them. Similarly, employers may take a similar view when assessing applicants for apprenticeships. If you choose not to do the EBacc you may therefore narrow your options later on, and as a result many schools have made the EBacc compulsory; either for all their students or for some of them.

The Importance of Studying a Language

We've noticed that some students would like to drop studying a language. Please think very carefully about this decision. Some universities expect their students to study a unit of their degree in a foreign language, whilst others offer the opportunity for students to complete part of their degree abroad. In surveys on skills shortages, employers said they lacked workers who can speak a foreign language (with German and French in highest demand). Therefore, studying a language will increase future employability. On the whole it won't close down future options if students don't take a particular subject in Years 10-11 but languages are perhaps the one exception. As such our advice is this: just as you need to have a good reason for doing your other options, you need to have a good reason for not doing a language.

Group Sizes

If an option does not attract enough students (a minimum of 15 is required) it may not be viable to run. If this happens, the reserve choices chosen by your son or daughter will be automatically inserted to replace a withdrawn subject. Equally, a subject in a block may attract more students than the class can accommodate (30 for most subjects but 18 for Dance and 20 for Technology subjects). Where possible we will put on another class if we can both accommodate and staff it. If we cannot create an extra group for an oversubscribed option, then the limited places that are available will be allocated according to students' behaviour records. In other words, if your son or daughter are a student who works hard and behaves well they will be given priority over students that have chosen to make poor choices. We will of course consider a student's aptitude in particular subjects. We can, will and do refuse students access to a course or withdraw them from it if their behaviour creates a health and safety risk.

Whilst it is our aim to ensure as many students as possible can study their first choices, the school cannot guarantee this.

Curriculum Overview

In Year 10 and 11, all students study a core curriculum:

Subject	Leading to ...	Number of Teaching Hours per Fortnight
English	GCSE English Language and GCSE English Literature	10
Mathematics	GCSE Mathematics	8
Combined Science	Two GCSEs in Combined Science	10
Core PE		2
RE	GCSE in Religious Education	5

Students then have choices dependant on the allocated pathway.

In line with the increased national focus on the EBacc, we are keen to ensure that as many students as possible take a foreign language to GCSE level. As a result, we have allocated Pathways which meet this requirement.

Please bear in mind that the decision for your son or daughter to take a language in Year 10 and 11 has been made in conjunction with MFL staff and is based on current projections, and is often marginal; so, if you have any questions at all regarding the pathway please do not hesitate to contact a member of staff.

For a small number of students, we have suggested a personalised pathway which includes ASDAN, Food, additional literacy, numeracy or our BTEC in personal and social development. Each of these choices would also take up one option block.

**CORE
GCSE**

English Language and English Literature

Course Description

In Years 10 and 11, students work towards completing two GCSEs: English language and English literature. All examinations in the subject will be taken at the end of Year 11. Students should also be aware that examinations are closed text (they will not be allowed any of the books in the exam with them) and that they are un-tiered i.e. all students will sit the same paper; differentiation will be by outcome.

During the course, students will study a series of topics which integrate the skills of, reading, writing and speaking and listening. They should develop in accuracy, detail and appropriateness in these areas. They particularly need to consider the implications of words they use and read.

Reading

Students are helped to read accurately and fluently, understand and respond to literature and analyse and evaluate a range of other texts. Students will read:

- One Shakespeare play and a C19th novel ('Macbeth' 'Dr Jekyll and Mr Hyde' for example.)
- One modern text (An Inspector Calls)
- A range of poetry by both heritage and modern poets on the theme such of power and conflict.
- A range of media, fiction and non-fiction texts from the C19th- present day.

Writing

The emphasis at this stage is on:

- Writing in a wide variety of forms for different purposes.
- Developing and communicating ideas, using a wide vocabulary and effective style, structuring sentences grammatically.
- Accurate punctuation, correct spelling and legible handwriting.

Speaking and Listening

- Students will prepare and deliver a speech on a topic of their choice.

Method of Assessment

Exam Board: AQA

External Assessment in the form of 4 exams

Course Contact

Mrs J Mottaghi

Subject Leader

jmottaghi@st-edwards.poole.sch.uk

Pathways after Year 11

GCSE English language and English literature form the basis for all education or employment pathways after Year 11 as they contain the elements of reading, writing, speaking and listening which underpin all further education qualifications and employment.

In the Sixth Form, a large number of students choose to continue studying English language and English literature at A Level. A good qualification in GCSE English language and literature as two of the core subjects, will definitely open doors, illuminate pathways and offer opportunities to explore other subjects and qualifications.

CORE GCSE	Mathematics
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Course Description	
<p>GCSE mathematics allows you to develop your skills and understanding across number, algebra, geometry, measures, statistics and probability. You will learn about the relationships between these areas of maths and where and how they apply to real-life situations.</p> <p>Existing maths knowledge will be expanded and applied to new and more in-depth challenges. You will learn to make informed mathematical assumptions and prove or disprove them yourself. Your problem-solving skills will be honed and improved; skills that are applicable and valuable in many other subjects within school and careers in the future.</p>	
Method of Assessment	Course Contact
Exam Board: Edexcel External Assessment 100% Examination One – Non-calculator Examination Two – Calculator Examination Three - Calculator	Mr M Hegarty Subject Leader mhegarty@st-edwards.poole.sch.uk Mrs L Newton KS4 Coordinator lnewton@st-edwards.poole.sch.uk
Pathways after Year 11	
<p>Mathematics GCSE is a requirement for a huge number of Post 16 courses and for all University degree level courses. It is highly valued by employers, not only for showing your numerical ability, but also to show your ability to learn new skills and processes.</p> <p>At St Edward's a large number of students choose to study A level mathematics. This is a challenging, yet rewarding course for both gifted and hardworking Mathematicians. A number of students every year go on to read mathematics at university. However, A Level mathematics is also valued by admission tutors of other degree subjects.</p>	

CORE GCSE	Combined Science
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Course Description	
<p>Science is a compulsory core subject at KS4. Students will follow the AQA GCSE specification for combined science which assesses across biology, chemistry and physics. Students will have the opportunity to learn about how living organisms grow, change and control their internal conditions. They will discover how and why chemicals react. They will learn about the fundamental forces that control the way objects move and the way in which electricity is used.</p> <p>Students will be able to develop their practical skills and complete experiments to further develop their understanding of the key concepts that underpin the subjects. Students will also complete compulsory practical work which will be assessed across all examination papers in the summer of Year 11.</p> <p>As each course is comprised of topics from biology, chemistry and physics, students will gain a broad foundation in science. Students will need to display a similar ability in each subject as the two GCSE grades awarded at the end of the course contain marks from each subject area. The course can be followed at either foundation or higher tier and the suitability for a student to follow a particular route will be made based upon the evidence gathered in Year 10 and finalised in Year 11.</p>	
Method of Assessment	Course Contact
<p>Exam board – AQA</p> <p>Assessment structure – 100% written examination</p> <p>Exam structure – 6 x 1 hour 15-minute written exams each of 70 marks in the summer of Year 11 (two papers from each of biology, chemistry and physics.) Exams completed at either Higher or Foundation tier.</p>	<p>Stuart Keene</p> <p>Subject Leader</p> <p>skeene@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Science qualifications are a central part of the EBacc and attainment 8 measures. The grades students attain will support further study at A level and access to other education programmes. Students can progress onto A levels in sciences from these two science qualifications including biology, chemistry, physics and psychology. Students will need to sit all examinations at higher tier to gain the entry requirements for A level study in the sciences.</p>	

CORE GCSE	Religious Education
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Course Description	
<p>GCSE RE is a vibrant subject that helps prepare students for modern life in a rapidly changing world. It teaches students about different belief systems and how these have an impact upon peoples' lives and the decisions they make. GCSE RE at St Edward's is a very successful subject with many students consistently achieving their target grade or higher.</p> <p>The GCSE course is rigorous and engaging. Students learn about the beliefs, teachings and practices of two main religions; Christianity and Judaism. They also examine how these religions respond to a range of contemporary moral issues.</p> <p>RE helps students to develop and refine a number of key transferable skills such as evaluation and critical thinking. The philosophical and theological elements help students to think in abstract ways and the ethical and moral dimensions encourage empathy and respect for the views of others. There is a focus on the use of scripture which encourages students to engage with original texts and be selective in their use of evidence to support an argument. These skills will help students in their studies for other subjects and help to prepare them for many KS5 (Sixth Form) courses too.</p>	
Method of Assessment	Course Contact
<p>Exam Board: WJEC Eduqas</p> <p>External Assessment in the form of two 2-hour examinations.</p>	<p>Trevor Willis</p> <p>Subject Leader</p> <p>twillis@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>RE is widely recognised and valued as a rigorous academic subject, but it is much more than that. It provides students with another qualification to help them take their next steps into education, training or employment, but GCSE RE will also help them to explore their own beliefs and values so that they can consider more deeply what direction they want their life to take. It is a subject that will challenge them in many ways and help to prepare them for life in a changing and challenging world.</p> <p>In the Sixth Form, students can continue their study and the A Level course allows for further exploration of some of the ideas touched upon at GCSE as well as introducing exciting new concepts. The main areas of study are Philosophy of Religion, Religious Ethics and Developments in Christian thought. The A Level is usually very popular with many students opting to study it.</p>	

Option GCSE	Art & Design
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Course Description	
<p>A student selecting art and design requires a motivated and enthusiastic approach and should show a genuine involvement in this subject. An independent approach to learning enables students to make full use of their class time and a motivated attitude to homework is essential in a practical subject where a portfolio of work is selected from all work produced during the GCSE course. During the course it is hoped that students will have the opportunity to experience a wide range of materials and techniques such as drawing and painting, printmaking, photography and three-dimensional work. An important requirement of the course is that the student demonstrates an awareness of Art outside the classroom in its historical, cultural and contemporary contexts. Therefore, it is hoped that a student will have the opportunity to visit an art gallery during the course.</p> <p>The GCSE course in art & design is assessed on a portfolio of coursework completed during Years 10 and 11 and a final externally set assignment in Year 11:</p> <p><u>Portfolio of work</u> – 60% of total marks</p> <p>A portfolio of coursework will be selected from work undertaken during the course and will show the development of at least two themes from observational studies and sketches through to concluding pieces of work. There is no limit to the number of pieces of work the portfolio may contain.</p> <p><u>Externally set assignment</u> – 40% of total marks</p> <p>Assignment papers are issued in the spring term of Year 11 and students select one question to explore. Students will have a period of preparation time to prepare preliminary studies. A ten-hour period of supervised time will be allocated in which to produce their concluding piece of work.</p>	
Method of Assessment	Course Contact
<p>Exam Board: AQA</p> <p>Unit 1: Portfolio of Work</p> <p>Unit 2: Externally Set Assignment</p>	<p>Melanie Biggs and Cathy Morris</p> <p>Joint Subject Leaders</p> <p>mbiggs@st-edwards.poole.sch.uk</p> <p>cmorris@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>A GCSE in art & design can lead on to A level art & design and is also an excellent foundation for A level photography. Many of our students then go on to a one-year foundation course which leads on to a wide range of creative degrees and industries such as illustration, model making, fashion, make up for film or television, architecture, fine art or photography.</p>	

OPTION GCSE	Business
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Course Description	
<p>The study of business is a dynamic and fascinating one. We will be using contemporary business contexts to provide a real and relevant insight into the running of a business in an ever-changing world. The course will provide students with the opportunity to study local business examples in theme 1 through to the study of international brands students recognise in theme 2.</p>	
<p>Theme 1 - Investigating Small Business</p> <p>Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Many young people will be thinking about setting up their own business in the future and this unit will provide an excellent insight into the skills and qualities required. It provides a framework for students to explore concepts through the lens of an entrepreneur setting up a business.</p>	
<p>Theme 2 - Building a Business</p> <p>This unit builds on the first unit and examines how a business develops beyond the start-up phase. It explores topics such as marketing, operations, finance and human resources. It uses these key business concepts to explore the issues and decisions required to help grow a business. It also considers the impact of the wider world on the decisions a business makes as it grows. This will include the ethical and social decisions international businesses have to make in a complex globalised economy.</p>	
Method of Assessment	Course Contact
<p>Exam Board - Edexcel</p> <p>2 external examinations (50% each at end of Year 11)</p>	<p>Colin Kilpatrick</p> <p>Subject Leader</p> <p>ckilpatrick@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>GCSE Business aims to develop students' understanding of many concepts and situations that will be encountered after leaving school. It is an excellent foundation for Advanced level courses in Business and Economics, or simply to develop some of the key skills and knowledge required to set up your own business.</p> <p>Such is the real and relevant use of case studies that students will be more informed of the globalised nature of business and the economy. This will be important knowledge when pursuing any career in a dynamic economy such as the UK. The course can also act as a catalyst to pursue careers in areas such as accountancy, marketing, human resources and public relations.</p>	

**OPTION
GCSE**
Computer Science
Course Description

Computer Science is an exciting and forward-thinking subject that examines not only how a computer works and communicates with other computers, but also what this means for a number of other 'smart-devices' and how they fit into the technological world.

The course has two sides to it: a theory side which is primarily examined in Paper 1 and a practical side which is primarily examined in Paper 2, but is learnt through practical programming lessons in Python alongside traditional lessons. As part of the course students will carry out a number of programming tasks, which develop logical thinking, resilience and problem-solving, especially when things aren't quite working as they expect!

The following topics are covered in the course:

Paper 1: Systems Architecture, Memory and Storage, Computer Networks, Network Security, Systems Software and Ethical Impacts of Technology.

Paper 2: Algorithms, Programming Fundamentals, Producing Robust Programs, Boolean Logic, Programming Languages and IDEs.

With computer systems becoming such an integral part of everything we do, this course is not only relevant to the future but also interesting, engaging and rewarding for students who enjoy problem-solving, looking at how things work and are resilient when things get challenging.

Method of Assessment
Course Contact

Exam Board: OCR
Subject Code: J277 (new 2020 spec)

2 Exams:
Paper 1 – Computer Systems (50%)

Paper 2 - Computational thinking,
algorithms and
Programming (50%)

Mr C Prince

Computer Science Subject Leader

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Pathways after Year 11

Studying GCSE Computer Science can lead to a number of pathways. Further study could be done by A Level Computer Science or an Applied or Vocational course such as a BTEC Level 3. It can also lead to apprenticeships in any technology-based industry and is a highly regarded qualification in its own right.

OPTION GCSE	Drama
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Course Description

Is this the right subject for me?

Do you enjoy:

- ✓ expressing yourself in an active and innovative way
- ✓ analysing and performing in published plays
- ✓ exploring social, cultural and historical contexts of plays and playwrights
- ✓ developing your own pieces of drama from stimulus
- ✓ working in a group contributing your ideas and evolving those of others
- ✓ understanding and developing empathy
- ✓ acting a wide range of roles
- ✓ visiting the theatre?

If the answer is **YES**, then GCSE Drama is the perfect subject choice for you.

During the course you will learn how Drama is created, both from an acting and technical perspective, and how it transfers from 'page to stage'. You will learn about the historical and cultural context of our set plays and the playwrights. You will use themes, issues and stimulus to create your own pieces of drama and employ the techniques of a range of practitioners including Stanislavski and Brecht. You will also have the opportunity to see productions in both local and West End theatres.

Units of Study

Component 01/02 Devising Drama: using stimulus, students devise and perform a piece of Drama, or take the role of a designer, and create a written portfolio **30%**

Component 03/04 Presenting and Performing Texts Students explore a text and perform two scenes to a visiting examiner. Students can work as either performers or designers completing a pro forma and a final performance showcase. **30%**

Component 05 Drama: Performance and Response, Written examination: Students will answer questions on a set text and write an evaluation of a play they have been to see. **40%**

Method of Assessment

Examination Board	Practical	Written Examination
OCR	60%	40%

Course Contact

Giselle Sinnott
Subject Leader
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Pathways after Year 11

Drama is a subject that is celebrated and appreciated in all walks of life and proves advantageous to an eclectic range of careers. Universities and employees widely acknowledge that Drama is the unification of both an academic and practical subject, and one which helps empower people by improving their written and oral communication, self-confidence and empathetic skills. Successful Drama students have gone on to use their skills in acting and technical theatre, law, medicine and health service, public relations, teaching, the police, tourism, journalism, presenting, management to name but a few.

OPTION GCSE	Food Preparation & Nutrition
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Course Description	
<p>This course focuses on both practical cooking skills and the science of nutrition. Your lessons will be made up of a mixture of 50% practical and 50% theory work. You will need to bring ingredients into school to cook approximately once a fortnight. You will learn a wide range of practical food and presentation skills. The five theory units you will study are:</p> <ul style="list-style-type: none"> • Food, Nutrition and Health • Food Science • Food Safety • Food Choice • Food Provenance <p>To be successful on this course you need to love cooking and be willing to practice and experiment with dishes at home. You need to be well organised and have creative ideas.</p>	
Method of Assessment	Course Contact
<p>50% Final exam end of Year 11</p> <p>50% NEA. Two tasks are completed in Year 11;</p> <p>NEA 1, a Food Science assessment in the autumn term.</p> <p>NEA 2 Food Preparation assessment where you will cook 3 dishes in 3 hours in the spring term.</p>	<p>Jane Kynaston Teacher jkynaston@st-edwards.poole.sch.uk</p> <p>Jane Morris Subject Leader jmorris@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>The course provides a pathway into further education courses such as Food Technology, Food, Nutrition and Health, Professional Cookery Studies, and Hospitality and Catering as well as apprenticeships.</p> <p>Students will develop transferable skills that they can use in all areas of their life. This course provides a solid foundation in food with links to Sports studies, Science and Health studies.</p>	

OPTION GCSE	Geography
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Course Description	
<p>In our modern, globally interconnected society, it is more important than ever that people understand the world around them. This new specification gives you the chance to learn about those changes.</p> <p>Paper 1: Living with the physical environment will give you a sound understanding of the natural world processes such as earthquakes and volcanoes, ecosystems, the atmosphere and climate and the water cycle.</p> <p>Paper 2: Challenges in the human environment focuses on human geography. You will study how populations grow and change, where people live and work and how they exploit and use resources.</p> <p>Paper 3: Geographical applications focuses on practical geography. This requires field study skills and techniques.</p>	
Method of Assessment	Course Contact
<p>AQA</p> <p style="text-align: center;">Exam based - No coursework</p> <p>Paper 1 & 2, each worth 35% of GCSE. Exam papers are resource based. You will have maps, photographs and diagrams to help you answer the questions. Questions will range from short questions up to larger extended writing questions.</p> <p>Paper 3, worth 30% of the GCSE geographical applications, is a decision-making exercise based on resources given. These will consist of a colour resource booklet on a geographical issue or location. Questions will assess your understanding of the resources in relation to environmental issues and sustainability. You will also be expected to apply your fieldwork knowledge and skills to respond to a range of questions.</p> <p>In GCSE geography there is no controlled assessment (coursework) unit. Instead you will complete two fieldwork and data collection enquiries for knowledge and skills experience, to aid preparation for Paper 3.</p>	<p>Craig Major</p> <p>Subject Leader</p> <p>cmajor@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Geography is a broad-based academic subject which is well respected by employers and educational establishments. GCSE geography may well be the first step to further education. Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas, the main benefit of studying geography is that the investigation focus will allow young people to develop an incredible range of transferable skills as well as important transferable attributes such as communication, presentation and team-working. Some of the well-paid job's geographers go into include; engineering, planning, researching and sciences, travel and tourism, banking and insurance, law, journalism, government, marketing, presenting, health services and management.</p>	

OPTION GCSE	History
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Course Description	
<p>History is a subject that gives us the opportunity to delve into the past, to study rulers and regimes seemingly far removed from the world we live in today. However, by learning about what has come before, we develop a much clearer understanding of the present and are able to identify patterns and themes that are both consistent and contrasting. This GCSE course enables students to study a wide range of fascinating topics which set the scene for the modern world. It celebrates the highs and reflects on the lows of humanity over the last thousand years with units on British and global historical events. We also hope to take students to Belgium and France to study the First World War battlefields which forms a core part of the course.</p>	
Method of Assessment	Course Contact
<p>AQA – GCSE History (Code: 8145) has 2 external exams (2hours each)</p> <p>Paper 1: Understanding the modern world</p> <ul style="list-style-type: none"> • Conflict and Tension: 1894-1918 • Germany: democracy and Nazi dictatorship: 1890-1945 <p>Paper 2: Shaping Britain</p> <ul style="list-style-type: none"> • Power and the people 1170 to the present day, a thematic study of major events and movements in Britain including the Magna Carta, Pilgrimage of Grace, Civil War, Suffragettes, trade unions, multiculturalism, Brixton Riots. • Elizabethan England 1568-1603, looking in depth at religion, exploration and politics. This unit includes an historic environment study, previous years being Hardwick Hall, the Globe Theatre and the Spanish Armada and Kenilworth Castle. 	<p>Sara Sinaguglia</p> <p>Subject Leader</p> <p>ssinaguglia@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Historians are welcomed into a broad range of careers requiring an inquisitive, creative mind, self-discipline, creativity, analytical thinking and an evaluative understanding of the world. An essay-based subject, history is highly thought of by top universities offering competitive courses such as international relations, law, politics and more. GCSE history prepares students well for both A level study and apprenticeship and job interviews by honing their speaking and listening skills. Potential career opportunities are varied from journalism, law, media, politics and business to the art world, civil service and teaching.</p>	

**CORE / OPTION
GCSE**
Modern Languages – French and German
Course Description

Learning a foreign language will open doors to you in a way that most other subjects can't. It is this fact that drives our decision to make languages a core subject for many of our students, and it is why the government have made clear that the vast majority of students should study a language to at least GCSE level. Their target is for at least 75%, and ideally 90%, of all students nationally to take GCSEs in languages.

The reason why languages are pushed so strongly is that in our increasingly globalised society employers consistently identify a lack of language skills as a key barrier to their ability to recruit young people in this country, with German and French the languages most in demand. Studying a language at GCSE will increase your future employability and ensure that options are not closed to you.

But the fact that languages are important is far from the only reason to study them; GCSE courses in languages are also enjoyable, interesting and challenging, and lay a firm foundation for those wishing to progress to fluency at A-level. As well as opening doors, languages also open our eyes and minds to other cultures, giving students an enhanced understanding of the world. As the famous Czech proverb states: "He who learns a new language acquires a new soul".

The GCSE course is designed to develop students' cultural understanding, as well as their language skills, and unlike previous specifications focuses on language use in real-world situations. Assessment at the end of Year 11 is through 4 exams in listening, reading, writing and speaking.

Topics studied include; holidays and travel, the world of work, school life, social issues, technology, the environment, traditions in German and French-speaking countries and towns and cities.

As well as the learning that takes place in the classroom, we are one of very few schools in Dorset to offer students the opportunity to take part in full foreign exchange visits to France or Germany. Far more than a normal school trip abroad, our exchanges provide an opportunity for students to make new friends, use their language skills in context, and to experience life in France or Germany for themselves.

Method of Assessment

Exam Board: AQA

Unit Assessment:

All assessment is by final external exam with an even 25% split between 4 assessed skills: Listening, Reading, Speaking and Writing

Course Contact

Matthew Lenarduzzi

Subject Leader

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Pathways after Year 11

One of the great things about learning a language is that it is so much more than a subject - you will be acquiring a skill which, with practice, you can retain for the rest of your life. After Year 11 you will have the opportunity to continue studying your chosen language to A level. This enables you to achieve a high level of fluency in the language and, with languages so highly regarded by top universities, can be a ticket for entry to a range of courses. Languages give students a clear edge in their future lives and careers.

OPTION GCSE	Music
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Course Description	
<p>GCSE music is an exciting and enjoyable course about making and listening to music. It covers performing, composing and listening to a wide variety of musical styles – popular music, world music and classical music. There are also opportunities to use music technology to create your own compositions, as well as rehearsing and performing on your instrument/voice individually and in a group.</p> <p>You will enjoy this course if you want to study a subject that:</p> <ul style="list-style-type: none"> • Involves performing on your own and with others. • Involves listening to and understanding a wide range of music. • Involves composing or arranging music on your own and with others e.g. in a rock group, band or orchestra. • Will broaden your knowledge of music theory. 	
Method of Assessment	Course Contact
<p>There is one exam in the summer worth 40% of the final grade. You will listen to a CD and answer questions on different pieces you have studied, as well as unfamiliar pieces.</p> <p>Coursework consists of two compositions (15% each) and two performances (one solo and one ensemble both 15% of final grade) which are worth 60% of the total mark.</p>	<p>Justin Sloan</p> <p>Subject Leader</p> <p>jsloan@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>GCSE music develops a wide range of vital skills including confidence to perform in front of others, the ability to work effectively in a team, analysis skills, essay writing, target setting and creativity. The skills are essential for further study in music or any career you choose to pursue after Key Stage 4.</p> <p>GCSE music is highly regarded by universities and leads on perfectly to A level music as well as BTEC Level 3 music.</p>	

OPTION GCSE	PE Studies
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Course Description	
<p>The GCSE in physical education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.</p> <p>The aims and objectives of the course are</p> <ul style="list-style-type: none"> - To develop theoretical knowledge and understanding of the factors that underpin physical activity - Understand how the physiological and psychological state affects performance in physical activity and sport - Perform effectively in at least 3 different sports - Develop the ability to analyse and evaluate to improve performance in physical activity 	
Method of Assessment	Course Contact
<p>Written Paper – 1 hour 45 minutes (Externally Assessed) 36%</p> <p>Written paper 2- 1 hour 15minutes (Externally assessed) 24%</p> <p>Practical performance (30%)</p> <p>Personal exercise programme (10%)</p>	<p>Sam Pope</p> <p>Subject Leader</p> <p>spope@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>A Level options: AS/A level PE studies, OCR Technical Level 3 Single or Double Award</p> <p>Progression routes: Degree level – teaching, coaching and physiology courses.</p> <p>Careers: PE teacher, coach, management in the leisure industry, sports events organiser, participant as an athlete, physiotherapist, sports psychologist, sports nutritionist, sports development and coaching manager within the City Council, working with disabled performers and young people.</p>	

OPTION NCFE Level 2 Technical Award	Graphic Design
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Course Description

Graphic design is a form of visual communication. It is the process by which visual information is given form and structure to communicate a message. Being a graphic designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication or a website.

This course is suitable for anyone who are interested in any aspect of graphic design, including sourcing ideas and design. This qualification focuses on an applied study of the graphic design sector and learners will gain a broad understanding and knowledge of working in the sector. It is for learners who are motivated and challenged by learning through hands-on experiences.

This qualification consists of:

Unit 01 Introduction to graphic design 30 GLH Internally and externally assessed

Learners will develop an understanding of the components of graphic design, such as colour, tone, line, composition, typography and imagery). They will do this by working with physical and/or digital materials and techniques. The learner will be introduced to graphic design components through personal experimental work.

Unit 02 Graphic design practice 30 GLH Internally and externally assessed

Learners will explore design disciplines, examine the work of recognised designers and use their understanding of design components to identify successful design practice. They will choose one discipline, select some work by a recognised designer in that discipline and create their own piece of graphic design, taking inspiration from their research and using components found in the work of their chosen designer.

Unit 03 Responding to a graphic design brief 30 GLH Internally and externally assessed

Learners will analyse the requirement of a graphic design brief. They will understand the requirements and develop some possible ideas to meet the brief. The learner will further develop an idea and present their final graphic design. Finally, the learner will analyse their work and review how they have met the brief.

Unit 04 Graphic design portfolio 30 GLH Internally assessed

Learners will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. They will then design and create their own portfolio and review how the portfolio presents their skills as a graphic designer.

Method of Assessment	Course Contact
<p>Exam Board: NCFE</p> <p>Each unit of this qualification is graded using a structure of Pass, Merit and Distinction.</p> <p>4 units are internally assessed and externally quality assured portfolio of evidence.</p> <p>Plus, an externally set task-based assessment (10 hours practical exam)</p>	<p>S Samuel Teacher ssamuel@st-edwards.poole.sch.uk</p> <p>J Morris Subject Leader jmorris@st-edwards.poole.sch.uk</p>

Pathways after Year 11

Learners who achieve this V Cert qualification could progress onto level 3 qualifications and A Levels, such as the Level 3 Applied General Certificate in Art & Design and A Level Design and Technology.

It may also be useful to those studying qualifications in the following sectors: Design and Technology, Art and Design, and Creative Media.

**OPTION
GCSE**
Design & Technology
Course Description

The course enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities while also helping to develop a functional understanding of the world.

Throughout the course students will experience the range of material areas within Technology and have the autonomy to specialise in a particular area, whether that be wood, metal or plastic.

In Year 10, students will complete a series of short projects where they will develop practical skills and knowledge in designing and fabrication techniques.

In Year 11 students will independently complete a design and make project which is assessed in four key areas;

- Investigate - This includes investigation of needs and research, and a product specification
- Design - This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design
- Make - This includes manufacture, and quality and accuracy
- Evaluate - This includes testing and evaluation.

Method of Assessment
Course Contact

Exam Board: Edexcel

Component 1: Written exam worth 50% of the GCSE. The exam tests students on their core and specialist knowledge.

Component 2: Portfolio and final product worth 50% of the GCSE. Students will be assessed on four areas; investigation, design, make and evaluate.

J Morris

Subject Leader

jmorris@st-edwards.poole.sch.uk

Pathways after Year 11

A Level Design and Technology and Level 3 Technical Award in Engineering at St Edward's are ideal courses for students who intend to pursue a career in architecture, graphic design, product design, engineering, surveying and design linked courses such as animation.

Apprenticeships at either Year 11 or Year 13 in engineering or construction are also clear progression routes from this course.

OPTION GCSE	Triple Science
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Course Description	
<p>Nationally the Triple Science programme is regarded as being a very demanding course which comprises the Combined Science content along with extension content. The Biology extension material looks in more detail at the way our bodies are regulated and the way humans interact with the environment. The Chemistry material includes greater focus on energy changes in chemical reactions and using the periodic properties to describe trends and patterns in chemical reactions. The Physics extension material includes using light and the natural phenomena of how light behaves along with describing electrical transfer in more detail.</p> <p>Students that are invited to select the Triple Science option (based upon their prior attainment in Science) will follow all three sciences so that the GCSEs awarded recognise achievement in each of Biology, Chemistry and Physics. Students cannot drop any one subject; each must be followed throughout Years 10 and 11.</p> <p>Students that select this course as an option will need to be prepared for a significant part of the timetable to be filled by science subjects (20% of all lessons, 15 lessons per fortnight) and they should display both a strong aptitude and passion for the subject.</p>	
Method of Assessment	Course Contact
<p>Exam Board: AQA</p> <p>Assessment structure- 100% written examination Exam structure- 6x 1 hour 45 minutes written exams each comprised of 100 marks in the summer of Year 11 (two papers from each of Biology, Chemistry and Physics.)</p>	<p>Stuart Keene</p> <p>Subject Leader</p> <p>skeene@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Students that follow this course will no doubt want to continue to study sciences at A Level. The course supports the transition from GCSE to A Level in Biology, Chemistry and Physics as the extension topics are all seen again in the first topics of A Level study. Students that wish to follow careers in Medicine, Engineering, Conservation and Ecology, Marine Studies and Chemical Engineering or similar professions should consider selecting this option should their prior attainment indicate they will cope with the demand of this challenging course.</p>	

OPTION BTEC	BTEC Tech Award in Performing Arts (Dance) Level 1/2
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Course Description	
<p>The Award gives learners 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:</p> <ul style="list-style-type: none"> • 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. <p>The course is made up of <u>three components</u>: Two that are internally assessed and one that's externally assessed. The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.</p>	
Method of Assessment	Course Contact
<p><u>Component 1: Exploring the Performing Arts</u> <i>Weighting: 30% of total course</i></p> <p>Students will: explore performance styles, creative intentions and purpose; investigate how practitioners create and influence what's performed; discover performance roles, skills, techniques and processes</p> <p><u>Component 2: Developing skills and techniques in the performing arts</u> <i>Weighting: 30% of total course</i></p> <p>Students will: take part in workshops, classes and rehearsals; gain physical, interpretative, vocal and rehearsal skills; apply these skills in performance; reflect on their progress, their performance and how they could improve</p> <p><u>Component 3: Performing to a brief</u> <i>Weighting: 40% of total course</i></p> <p>Students will: use the brief and previous learnings to come up with ideas; build on their skills in classes, workshops and rehearsals; review the process using an ideas and skills log; perform a piece to their chosen audience; reflect on their performance in an evaluation report.</p>	<p>Mrs Z Hodges</p> <p>Subject Teacher</p> <p>zhodges@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>After completing their BTEC Tech Award, students will be in a great position to continue in the performing arts sector. This qualification prepares students for both practical and academic routes.</p> <p>Completing a level 2 in performing arts will allow students to progress onto a level 3 vocational qualification or entry for an A-level with a performing art focus at higher education.</p>	

OPTION BTEC	BTEC First Award in Music
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Course Description	
<p>Do you love making music? Do you have an interest in the music industry? Would you like to learn how to record and produce your own music? BTEC first in music, which is a level 2 qualification (equivalent to one GCSE grade 9-5) is ideal for students who have a keen interest in music performance and production, but are perhaps less interested in western classical music and traditional music theory. This BTEC first in music will allow you to:</p> <ul style="list-style-type: none"> • Enhance your performing solo and group performing skills. • Develop a broad knowledge and understanding of, and develop skills in the music industry, e.g. the live sound industry, solo or group performance, or music promotion and publicity. • Have the opportunity to use music technology facilities to record, edit and produce your own music. • Work with industry specialists on creative music projects and visit recording studios and other relevant music venues to gain an insight into the music business. 	
Method of Assessment	Course Contact
<p>The qualification consists of four units each worth 25% of the final grade. Three of the projects are coursework based:</p> <ul style="list-style-type: none"> • Introducing music performance • Introducing music composing • Managing a musical product <p>The fourth project is an in-depth study into the music industry and is assessed through a 1-hour exam.</p>	<p>Justin Sloan Subject Leader jsloan@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>The music BTEC is an excellent foundation for any student that has an interest in or would like to work in the music industry. You will gain a solid understanding of how each area of the industry works and will have developed a range of vocational skills such as planning a performance, monitoring rehearsal schedule, working in an ensemble, composing to a brief, writing up reports, taking part in production meetings and promoting a musical product.</p> <p>The course leads perfectly onto the Level 3 BTEC which builds on what has been taught at Level 2.</p>	

Option OCR	OCR National Level 2 in Sport
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Course Description	
<p>The new OCR Nationals are a level 2 qualification (equivalent to one GCSE) graded at pass, merit, distinction and distinction*. There is also an opportunity for learners to gain a level 1 qualification.</p> <p>This new OCR National qualification will offer learners:</p> <ul style="list-style-type: none"> • an understanding of how organisations in sport operate. • the key skills required to work in the industry. • and key concepts and principles related to the world of sport. <p>Whilst some of the course is practically based there is a requirement that students present their ongoing assessment material in electronic form, so access to ICT at home and in school is essential.</p> <p>Internal assessment can be in a variety of forms, from projects, portfolios, planning, recording and evaluating evidence, completion of activity/practical diaries, refereeing/coaching qualifications, first aid qualification, written reports, witness testimony and observation records to name but a few.</p> <p>It is a course that is designed to create pathways for a variety of students that have a passion for sport and are possibly looking to pursue their involvement beyond the age of 16.</p>	
Method of Assessment	Course Contact
<p>Exam Board: OCR</p> <p>Paper Based Exam: 25% - mandatory unit</p> <p>Internal assessment: 75% split across 3 units.</p>	<p>Sam Pope</p> <p>Subject Leader</p> <p>spope@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>A Level options: AS/A level PE studies, OCR Technical Level 3 single or double award.</p> <p>Progression routes: Degree level – teaching, coaching and physiology courses.</p> <p>Careers: PE teacher, coach, management in the leisure industry, sports events organiser, participant as an athlete, physiotherapist, sports psychologist, sports nutritionist, sports development and coaching manager within the City Council, working with disabled performers and young people.</p>	

Award	Functional Skills Maths (Level 1/2)
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Course Description	
<p>The intent of this course is to equip students with the essential math skills they will need for everyday life. This spans everything from being able to budget your money to working out proportions for a recipe or discount prices when shopping.</p> <p>The Mathematics department implement a two-year structure, where students will cover Functional skills Level 1 in Year 10, and Functional Mathematics Level 2 through Edexcel in Year 11.</p> <p>The impact of this course is to help students in developing and refining their problem-solving strategies and building the confidence and skills required to tackle unfamiliar challenges that they will face post school.</p> <p>The course would be suitable for students targeting a grade 1-4 at GCSE. On successful completion of both Level one and Level 2, students will receive a BTEC Level 2 pass, which is equivalent to a 4 at GCSE, providing additional security that students leave school with the qualifications they need to secure apprenticeships and college courses.</p>	
Method of Assessment	Course Contact
<p>Functional Maths - Edexcel</p> <p>Level 1 – Year 11 Written Paper (calculator allowed) 1 hour 30 minutes' duration 60 marks</p> <p>Level 2 – Year 11 Written Paper (calculator allowed) 1 hour 30 minutes' duration 60 Marks</p>	<p>Head of Maths</p> <p>Mr M. Hegarty mhegarty@st-edwards.poole.sch.uk</p> <p>KS4 coordinator of Maths</p> <p>Mrs L. Newton lnewton@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>In this course pupils will gain an additional, valuable qualification that will be a great foundation to their further studies due to functional elements being included in GCSE Mathematics.</p> <p>Level 2 Functional Skills level 2 is equivalent to a GCSE grade 4. As such colleges and apprenticeships can accept this qualification over GCSE Mathematics if pupils don't get a grade 4 or above.</p>	

Award	Functional Skills Literacy (Level1/2)
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Course Description	
<p>Functional Literacy Level 1 and Level 2 aims to promote functional reading and writing skills for life.</p> <ul style="list-style-type: none"> English that is useful in everyday situations and the world of work Contextual material which emphasises the importance of clear and accurate communication <p>The Level 1 qualification in Functional Literacy provides a good basis for progression to Level 2 in Functional Literacy and GCSE in the second year of the course.</p>	
Method of Assessment	Course Contact
<p>Level 1 Each component has equal weighting. Assessment is throughout Year 10 and 11.</p> <p>Speaking and listening Formal and informal discussions; internally assessed</p> <p>Reading 45-minute exam; questions on two unseen texts</p> <p>Writing 45-minute exam; two writing tasks</p> <p>Level 2</p> <p>Speaking and listening Individual presentation</p> <p>Reading 1-hour exam; questions on three unseen texts</p> <p>Writing 1 hour exam; two writing tasks</p>	<p>Head of English</p> <p>Ms J Mottaghi</p> <p>jmottaghi@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>The course helps students in developing and refining their communication skills and building the confidence and skills required to tackle unfamiliar challenges that they will face post school.</p> <p>Students will gain an additional, valuable qualification that will be a great foundation to their further studies due to functional elements being included in GCSE English.</p>	

Award	ASDAN (CoPE – Certificate of Personal Effectiveness Level 1 & 2)
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Course Description	
<p>The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification available at Levels 1-3. The qualification offers imaginative ways of accrediting young people's activities. It promotes, and allows centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.</p> <p>The CoPE curriculum comprises 13 modules. The modules are divided into three sections; section A, B and C. Each section is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness.</p> <p>The module titles are: Communication; Citizenship and community; Sport and leisure; Independent living; The environment; Vocational preparation; Health and fitness; Work-related learning and enterprise; Science and technology; International links; Expressive arts; Beliefs and values; Combined studies (this module allows you to mix and match a combination of challenges from other modules).</p> <p>Students will produce a portfolio of evidence to demonstrate their achievements. Students must also demonstrate competence at Level 1 or 2 in the six CoPE skills units:</p> <ul style="list-style-type: none"> • Introduction to Working with Others • Introduction to Improving Own Learning and Performance • Introduction to Problem Solving • Planning and Carrying out a Piece of Research • Communication through Discussion • Planning and Giving an Oral Presentation 	
Method of Assessment	Course Contact
<p>Level 1 Portfolio of evidence – external moderation</p> <p>Level 2 Portfolio of evidence – external moderation</p>	<p>Mrs N Cannings ncannings@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>The ASDAN Level 1 & 2 Certificate of Personal Effectiveness (CoPE) is a substantial and wide-ranging qualification the purpose of which is to enable candidates to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real-life contexts. It therefore aims to teach candidates to understand, take responsibility for and learn from rich activities, rather than simply to experience them.</p> <p>This quantifies and formalises their preparedness to progress into further education, employment, or vocational training and apprenticeships.</p>	

Award	BTEC PSD (Personal and Social Development)
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Course Description	
<p>Personal and Social Development qualifications are designed to help prepare learners for employment. They allow students to learn about communication, reading and writing, mathematics, independent living, skills for the workplace and engaging with the world around them, both in and out of the classroom.</p> <p>Personal and Social Development qualifications enable learners to develop their skills and improve their confidence and self-esteem. Learners will develop skills such as communications, mathematics and ICT, as well as the personal skills and knowledge required for everyday life and work.</p>	
Method of Assessment	Course Contact
<p>All units are internally assessed. Each unit within the qualification has specified assessment criteria which must be satisfied for a learner to achieve a pass.</p>	<p>Mrs N Cannings ncannings@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Learners who successfully achieve the Personal and Social Development qualifications can progress to:</p> <ul style="list-style-type: none"> GCSEs and/or A level Diplomas Apprenticeships Supported employment Independent living 	

Award	BTEC Level 1 Home Cooking Skills
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Course Description	
<p>If you have an interest in food, would like to learn to cook and develop a wide range of practical food skills to use at home or in a future career, this could well be the course for you.</p> <p>This one-year course will allow you to gain the Level 1 qualification in Home Cooking skills. Developing your food skills will empower you to make the right food choices for you and your family and will benefit your health and wellbeing. It could also open the door to a future career in the food industry.</p> <p>The course will consist of mainly practical work. You will need to be able to regularly bring ingredients in from home. You will develop a wide range of practical skills. There is no exam, you will be assessed by planning, preparing and evaluating practical tasks, for example a well-balanced meal for a family. This will involve some research and written work. Your completed assessments will be sent to the exam board.</p> <p>You will study nutrition, hygiene, food safety, equipment, budgeting, food sources, food labelling, methods of food presentation and how to share your new abilities with others. Producing PLUS.</p>	
Method of Assessment	Course Contact
<p>Practical assessments completed in school. These are supported by written research and planning work and sent to exam board.</p>	<p>J Kynaston Teacher jkynaston@st-edwards.poole.sch.uk</p> <p>J Morris Subject Leader jmorris@st-edwards.poole.sch.uk</p>
Pathways after Year 11	
<p>Careers in;</p> <ul style="list-style-type: none"> • Hotels & café's • Catering at food functions • Working in a school or hospital kitchen • Working in a shop • Food production in a factory or on a farm 	