



South Dartmoor Community College

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**Options Booklet 2024**

# Welcome

Welcome to South Dartmoor Community College's Options Process.

The decisions that are made now will determine a significant proportion of students' study in Years 10 and 11 and will begin to furrow pathways for further and higher education, training and employment. Some students will know exactly what they want to choose and will find this process relatively easy. But for others, they will not yet know what they want to do in the future, which is completely normal, and this process may be challenging. My advice to all students is threefold:

1. Keep options open – make sensible choices that are not limiting.
2. Choose subjects you enjoy – we are all far more likely to succeed when we are doing things that make us happy.
3. Keep talking to us – contact teachers, Heads of department, Tutors, Mr Jaber (Head of Year) and seek their opinions and thoughts. They have years of experience in delivering subjects and their knowledge of students will help inform your decisions.

I hope that you will find all the information you need in this prospectus, but if you have any questions, please do not hesitate to contact us.

Best wishes



**Jen Veal**  
Executive Head Teacher



# student choice content

## Welcome

The options process  
with key dates and timeline

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# The Options Process

Thank you for investing the time to read, understand and support your son/daughter with the important process of choosing their option subjects at South Dartmoor Community College. We believe that enabling students to study the right courses, which engage, challenge and inspire, will provide them with a secure foundation on which to build the next stage in their educational journey.

The curriculum at South Dartmoor is broad and balanced with the aspirations of all students at its core. We value well-being, in terms of both happiness and health, building trusting relationships and working hard together. It is rooted in our core values of Truth, Respect, Equality and Excellence with every student being challenged to meet and exceed their own personal expectations.

Throughout the options process students will be supported to make informed choices about the subjects that they will study via videos, assemblies, individual careers advice and guidance meetings as well as an information evening enabling parents to discuss subject participation in greater depth.

However, each student is considered unique and will be supported to access a suite of qualifications that meets their individual needs, with most students studying 9 GCSE's. All students are actively encouraged to pursue all the opportunities available to them via our "super curriculum" - setting themselves personal targets to experience all there is on offer over and above that which is offered as part of our core curriculum provision.

All students will study the core subjects of English Language, English Literature, Mathematics and either Combined or Triple Science. Supporting the core subjects, and also part of the core curriculum, is PE, Religious Studies and PSHE, which all students pursue. These are non-examined. Students then also choose between Geography or History before having a free choice over the remaining three option subjects, making up their curriculum at KS4 (Year 10 and 11).

We would strongly encourage any students considering going to university to study a language as one of their remaining option choices. Languages are considered extremely favourably and it is important to remember students will be competing for places and/or jobs against international fields.

Please use this booklet, the videos and the information evening to inform the decision-making process with your son/daughter. If you have specific subject queries at any time, then please do not hesitate to contact the Head of Department.

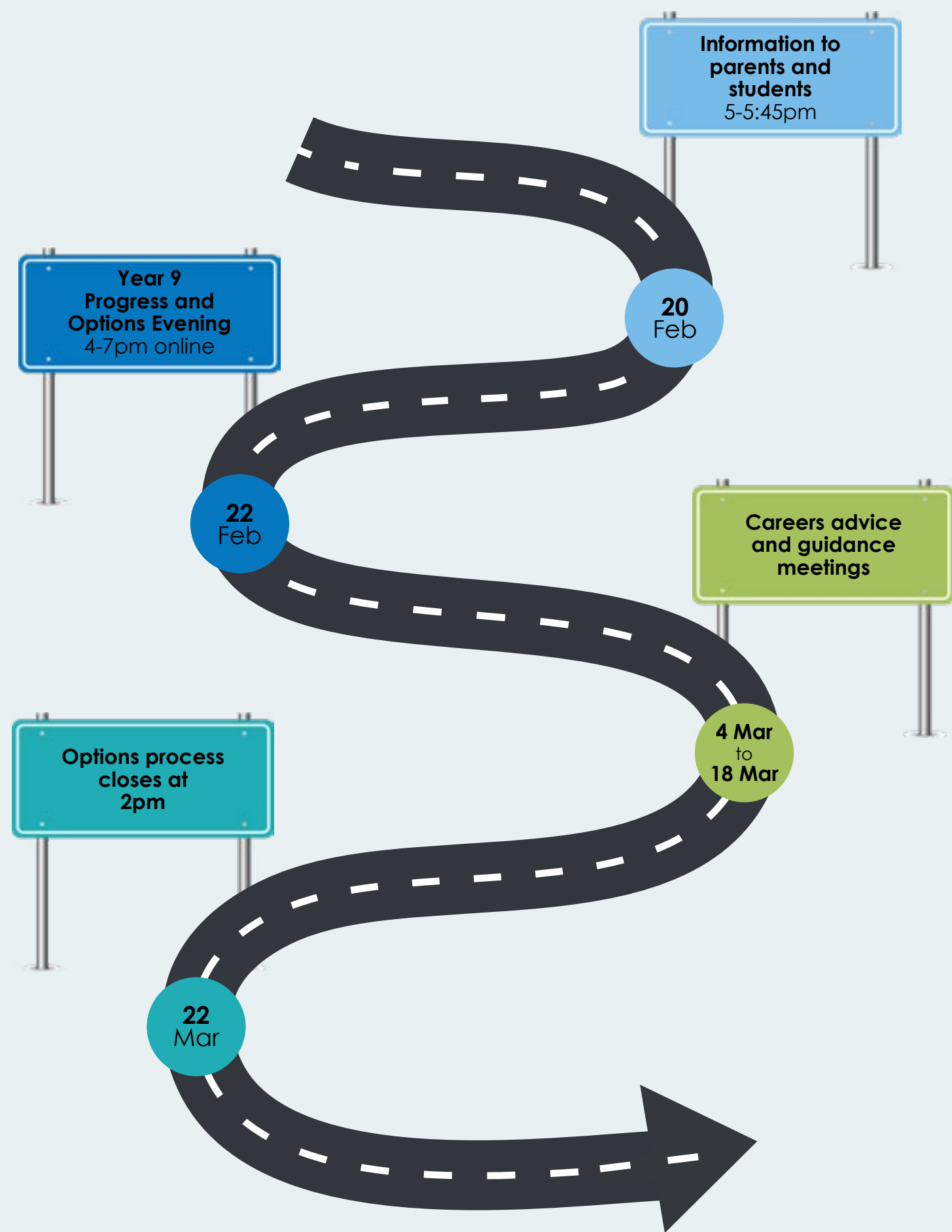
Once you have discussed with your son/daughter the subjects that they are interested in studying, please ask them to **complete the Options Form and return by 22nd March 2024**. It is important that this deadline is met, as we cannot guarantee students will get any options they request thereafter due to the formation of option groups and timetabling arrangements.

Best wishes

**Emma Gallagher**  
Deputy Head Teacher

“  
*If you are  
not willing to learn,  
no one can help you.  
If you are determined to learn,  
no one can stop you.*

# Key dates



**CORE**  
SUBJECTS





# English Language and Literature

## Faculty Lead

Mrs J French

### Aims of the course

Our aim in English Language is to equip every student with the literacy skills they need for success in daily life and the wider world. We will give you opportunities to engage with different forms of language and help you to develop your communication skills. We aspire for every student to be able to articulate their views and we will help you to gain the confidence that you need to express your ideas, challenge others and become critical thinkers.

In English Literature students will study a wide range of literary texts that are taken from a variety of backgrounds. It is through the different mediums of Literature that we will help you to consider how we can learn from the past and how we can use this to better ourselves and the world around us.

### Vision statement

Knowledge, Creativity, Aspiration.

### What will I study?

#### English Language:

You will study a range of fiction and non-fiction texts. You will have the opportunity to consider the writer's use of language and structure, whilst developing your analytical skills. In addition to this, we will provide you with opportunities to develop and demonstrate your creative writing and transactional writing skills.

Paper 1: Explorations in Creative Writing

Paper 2: Developing viewpoints through non-fiction

#### English Literature:

You will study unseen poetry, a collection of poems that feature in the AQA 'Power and Conflict' Anthology, as well as exploring the murderous thoughts of William Shakespeare's 'Macbeth'. In addition to this, you will revisit the idea of social injustice in J.B. Priestley's 'An Inspector Calls' and consider how this is reflected in your reading of Charles Dickens' 'A Christmas Carol'.

Paper 1: Shakespeare's 'Macbeth' and Dickens' 'A Christmas Carol'.

Paper 2: 'Power and Conflict' Poetry, Unseen Poetry and Priestley's 'An Inspector Calls'.

### Enrichment opportunities

Our SDCC Debate club is a fantastic platform for students who wish to develop their public speaking, debating and critical thinking skills. It enhances and hones your self-confidence and social skills.

The English Laureate is a challenge which has been designed to develop your experience of English above and beyond the National Curriculum. There are a range of tasks that will challenge and test your skills in all three areas of English: Speaking and Listening, Reading and Writing.

### Where could this take me?

English Language and English Literature A Levels are offered at Sixth Form. Possible careers include Teaching, Advertising, Publishing, Marketing, Law, Broadcasting and many more.

### Exam board AQA

#### Qualification and syllabus

GCSE English Language 8700

GCSE English Literature 8702

#### Controlled assessment

0%

#### Written exam

100%

#### Number of exams and weighting

English Language: 2 exams

Paper 1: 50%

Paper 2: 50%

English Literature: 2 exams

Paper 1: 40%

Paper 2: 60%

#### Specialist equipment requirements

None



# Mathematics

## Faculty Lead

Mrs K Holt

### Aims of the course

Galileo said, 'The universe is written in the language of mathematics.'

Studying maths enables students to develop fluent knowledge, skills and understanding of mathematical methods and concepts which, in turn, enables them to be able to select and apply mathematical techniques to solve problems. Students will be able to reason mathematically, make deductions and inferences and draw conclusions, allowing them to make informed decisions by being able to interpret and communicate mathematical information in a variety of forms appropriate to the information and context they find themselves working in.

This course aims to develop your knowledge and understanding of mathematical concepts and techniques to provide a foundation of mathematical skills for further study. Through studying this course, you will become more confident in applying mathematical techniques and concepts to solve problems and you will develop an understanding of the importance of maths in everyday life.

### Vision statement

Learn Maths, Love Maths, Live Maths

### What will I study?

**Number:** Integers, Fractions, Decimals, Powers and roots, Ratio and Proportion, Percentages, Degree of accuracy, Standard form, Applying number, Electronic calculators.

**Algebra:** Use of symbols, Algebraic manipulation, Expressions and formulae, Linear equations, Proportion, Simultaneous linear equations, Quadratic equations, Inequalities, Sequences, Functional notation, Graphs.

Ratio, proportion and rates of change.

**Geometry and measures:** Angles, lines and triangles, Polygons and Symmetry, Measures, Construction, Circle properties, Geometrical reasoning, Trigonometry and Pythagoras' Theorem, 3-D shapes and volume, Similarity, Vectors, Transformation geometry.

**Probability and Statistics:** Graphical representation of data, Statistical measures, Probability.

### Enrichment opportunities

Students are exposed to a range of in-class rich activities, National Math's Challenges, university visits and masterclasses from both the University of Plymouth and Exeter.

### Where could this take me?

The maths department offers both A Level Maths and A Level Further Maths.

These courses give students a solid and broad understanding which will support further study at degree level and supports other subjects and careers. It is also good to know that students who have studied A Level Maths earn on average 20% more than those who have not.

### Exam board EDEXCEL

#### Qualification and syllabus

GCSE Mathematics 1MA1

#### Controlled assessment

0%

#### Written exam

100%

#### Number of exams and weighting

3 exams:

Paper 1 (non-calculator)

Paper 2 (calculator)

Paper 3 (calculator)

evenly weighted.

Each paper is 90 minutes long

#### Specialist equipment requirements

Scientific calculator, protractor and compass.

#### Specialist Facilities

Specialist subject teachers and newly refurbished maths classrooms and block. Sparx home learning site which provides personalised tasks with a dedicated ICT suite and teacher support to help during breaks.



**Faculty Lead**

Mrs K McCarthy

**Aims of the course**

Science is an important part of the world today, whether it is solving global pandemics and producing new vaccines, developing new ways of generating electricity that does not contribute towards climate change or designing new devices that can make our lives more comfortable, and a bit easier.

A skilful scientist is someone who can apply their knowledge of scientific concepts to solve problems, and design ways of gathering practical measurements. GCSE Science will develop your ability to do this, as well as building a solid foundation of knowledge about scientific ideas and explanations for the workings of the world.

**Vision statement**

Developing knowledgeable, skillful, inquisitive scientists

**What will I study?**

**Combined Science**

This is a double qualification, meaning you will be working towards two GCSE qualifications. The course is a mixture of Biology, Chemistry and Physics topics. You will also learn about new scientific concepts including the structure and function of DNA, electrolysis, and nuclear radiation. The course includes Required Practicals, which are a set of experiments that you will carry out in detail in lessons and be expected to write about in exams.

**Triple Science**

Triple Science aims to encourage you to explore, explain, theorise, and model in Science, develops a critical approach to scientific evidence and helps to prepare you for further studies in Science. The course will include all the elements from Combined Science (Trilogy) as well as a handful of additional units that are studied alongside leading to separate Biology, Chemistry and Physics GCSEs.

**Enrichment opportunities**

Your learning will be further enriched by events and trips such as 'Science week' and 'Science live' workshops which have some of the UK's leading Scientists such as Prof Alice Roberts and Prof Robert Winston, giving presentations about topics that you will be examined on.

**Where could this take me?**

Both Combined and Triple Science qualifications enable you to study A Levels in Biology, Chemistry and Physics at the SDCC Sixth Form.

GCSEs in Science are valuable no matter what you plan to do next, as it demonstrates that you are competent at learning new practical skills and applying knowledge of tricky concepts to new situations.

**Exam board AQA**

**Qualification and syllabus**

GCSE Combined Science 8464  
GCSE Biology 8461  
GCSE Chemistry 8462  
GCSE Physics 8463

**Controlled assessment**

0%

**Written exam**

100%

**Number of exams and weighting**

6 exams:  
2 in Biology  
2 in Chemistry  
2 in Physics  
evenly weighted

**Specialist equipment requirements**

Scientific calculator (as for Maths)

**Specialist facilities**

We have nine dedicated laboratories, with equipment needed to carry out a vast range of practical work in Biology, Chemistry and Physics.

# Other Core Subjects

In addition to the core subjects of English, Maths and Science, students also experience four lessons of Physical Education, one of Religious Studies (RS) and one of Personal, Social and Health Education (PSHE) per fortnight. We consider the physical and emotional wellbeing of students of the utmost importance and have placed their physical, religious, and personal, social and health education at the heart of our core curriculum entitlement.

As part of the National Curriculum all students must have access to PE, RS and PSHE throughout their time at secondary school and we value the breadth and depth to a student's education that these subjects offer.

## Physical Education

All students will experience four hours of core PE a fortnight and will opt into a 'pathway' which suits their personality and physical activity preferences. In each activity block, students will be taught and their progress supported, through 'developing skills and competencies' and one further strand. Over the course of the year students will experience a variety of sports and physical activities which cover each additional strand at least twice, so they are sure to develop all facets of Physical Education.

## Religious Studies

Religious Studies encourages philosophical thought and collaboration whilst developing decision making and independent working skills, whilst in the pursuit for compromise and conflict resolutions that work. It creates opportunities for young people to develop their skills of dialogue, interpretation and analysis in a coherent context, and all these are vital skills in a modern workforce where communication and cooperation are key. Students will gain a greater understanding of their own identity, to respect each other and to understand their own and others' rights and responsibilities. Religious Studies plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest.

## PSHE

PSHE is a subject through which students develop the knowledge, skills and attributes they need to manage their lives now and in the future. A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps students to develop skills and aptitudes - like teamwork, communication and resilience - that are crucial to navigating the challenges and opportunities of the modern world and are increasingly valued by employers.





WHAT NEXT?

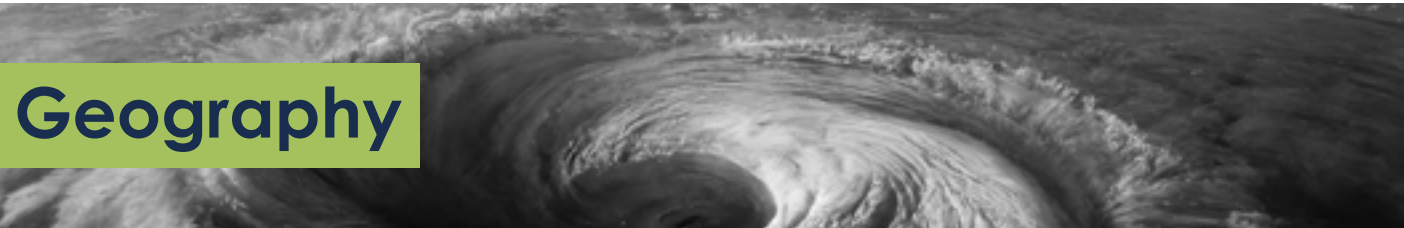
FRENCH  
DRAMA  
DESIGN AND TECHNOLOGY  
PSHE  
ANCIENT HISTORY  
RELIGIOUS STUDIES  
COMBINED SCIENCE  
ENGLISH LANGUAGE  
HISTORY  
DANCE  
PHYSICAL EDUCATION  
CHILD CARE  
CORE SUBJECTS  
PSYCHOLOGY  
PERFORMING ARTS  
MOTOR VEHICLE STUDIES  
COMPUTER SCIENCE  
MATHEMATICS  
HOSPITALITY AND CATERING  
TRIPLE SCIENCE  
GEOGRAPHY  
SPORTS STUDIES  
FINE ART  
ENGLISH LITERATURE  
MUSIC  
SPANISH  
PHOTOGRAPHY  
BUSINESS STUDIES  
HUMANITIES



# HUMANITIES

CHOICES





# Geography

**Faculty Lead**

Mr C Hodges

**Why choose this subject?**

Geography will open your eyes to the world you inhabit. Through the course, you will get to see beneath the surface of all the patterns and processes that make our planet work. To know is to understand and to understand gives you the ability to make decisions wisely. You will see how the rest of the curriculum subjects interlink to influence each other. Industrial history has harnessed science to exploit resources that have led to the economies of superpowers to push the boundaries of computing technology to create a globalized village of have and have-nots represented for us in post-apocalyptic dystopian literature and media.

Geography pulls together all this knowledge and generates sustainable solutions, which propel us forward into a socially and environmentally equitable future. Geography shows how processes link to create systems; how systems work to create patterns and those patterns constantly interact. All those interactions have impacts which need to be managed sustainably. This management will always create opinions based on personal values and perspectives. These values and perspectives will steer our futures on all scales, from personal to global, to create places of differing character in spaces made unique by all of the above.

Being able to think like a geographer throughout the rest of your lives will fill the world with citizens such as yourselves, who are able to have a great impact through everyday decisions. Decisions on what foods or clothes or energy supply to buy, what cars to drive and homes to make, where holidays should be spent and which charities to be supported. This planet needs a future packed with bright, creative and strategically intelligent minds aware of how every element of what we do has an impact on something or someone else. Little actions create bright hope-filled futures. We need to behave not apart from the world's system but as part of the world's system. We all need to be geographers!

**Vision statement**

To enable students to thrive in a world they understand by opening their eyes to the world, shaping tomorrow's environmental conscience, creating ethically and socially aware agents of change.

**What will I study?**

**Unit 1: Living with the physical environment**

The challenge of natural hazards, the living world, physical landscapes in the UK.

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

Urban issues and challenges, the changing economic world, the challenge of resource management.

**Unit 3: Geographical applications**

Issues evaluation: this section contributes critical thinking and problem solving and is synoptic bringing all of the units together.

Fieldwork - focus is on the enquiry process of research in a coastal and an urban location.

**Enrichment opportunities**

Field trips (compulsory but enriching too!) to Exeter and Dawlish Warren. Visiting speakers/visits to speakers. Pure Enrichment potential trips to Iceland/Alps/India – all dependent on student uptake and enthusiasm.

**Where could this take me?**

A Level Geography is offered at SDCC Sixth Form. Possible careers include: Charity Worker, International Aid Worker, Teacher, Landscape Architect, Meteorologist, Climate Change Analyst, Weather Forecaster, Tour Guide, Environmental Manager and Conservation Officer.

**Exam board AQA**

**Qualification and syllabus**

GCSE Geography 8035

**Controlled assessment**

0%

**Written exam**

100%

**Number of exams and weighting**

3 Exams:

Paper 1:

35% - 1 hour 30 mins

Paper 2:

35% - 1 hour 30 mins

Paper 3:

30% - 1 hour 15 mins

**Specialist equipment requirements**

A good set of willing eyes, mind and heart



# History

**Faculty Lead**

Mr C Axford

**Why choose this subject?**

GCSE History will help you make sense of the world. We live in an age of information overload, and history will give you some of the tools you need to navigate the complex world we live in, separating fact from fiction, and learning to think critically about the world around you. History is different for different people; for some it helps them to feel connected to the world around them; for others it's about bringing the strange yet familiar world of the past to life.

Over the two years you will develop the ability to select the relevant points from a wide range of historical information and evidence. You will weigh up the causes and consequences of key events, the significance of key individuals and moments in history. You will assess whether key themes have changed across time, and you will analyse the similarities and differences between time periods. You will learn to evaluate the usefulness and credibility of historical sources. You will learn to appreciate that there is one more than one interpretation of the past and historians do not always agree – in the words of Terry Pratchett, "history is what gets written down." You will learn how to debate, discuss and develop your own opinions, and you will improve your reading and writing and not only become an effective scholar of history but a more effective scholar overall.

Lessons are an enjoyable mix of reading, discussion and debate. You will be supported to develop your skills of analysis and evaluation, both written and verbal.

**Vision statement**

To develop great scholars with a lifelong love of history.

**What will I study?**

You will study a wide range of historical periods: Weimar and Nazi Germany 1918-1939, the American West c1835-c1895, early Elizabethan England 1558-1588, Migrants in Britain c800-present, and Notting Hill c1948, c1970.

Some of the famous characters you will meet along the way include Elizabeth I, Billy the Kid, Mary Queen of Scots, Crazy Horse, Kaiser Wilhelm and Sir Walter Raleigh.

**Enrichment opportunities**

We will look to visit the Imperial War Museum and/or the British Museum in London to see some of the most famous historic galleries in the world. We also have links to Exeter University and will look for opportunities to either visit or have a speaker visit us, and there will be opportunities to be involved in the organisation of Remembrance Assemblies for the college.

**Where could this take me?**

After studying GCSE History you could progress on to A Level History, Classical Civilisations, or other Humanities subjects such as Psychology, Sociology, Politics, and Philosophy and Ethics. Previous GCSE History students have also moved on to study A Level Sciences, Languages and Arts. Many of our students will progress to university to study History in more depth or other related degrees.

History is also fantastic preparation for a wide range of careers including Law, Politics, Journalism, Museums and Heritage, Archaeology, Teaching or any career that requires an excellent standard of communication and critical thinking.

**Exam board Edexcel**

**Qualification and syllabus**

GCSE History 1H10

**Controlled assessment**

0%

**Written exam**

100%

**Number of exams and weighting**

3 exams:

Paper 1: 30%

Paper 2: 40%

Paper 3: 30%

**Specialist equipment requirements**

None

“

*You are unique.  
Create your own story,  
decide on your path and  
work towards what is  
right for you.*

”



OPTIONS

CHOICES



# Ancient History

## Faculty Lead

Mr C Axford

### Why choose this subject?

For anyone who has an interest in the ancient world, this is the course for you. In Ancient History you journey back 2500 years and study some of the earliest stories ever written down. You study the mythical origins of some of the most famous cultures in history, and also some of the most famous people and events of all time. Ancient History is like a jigsaw puzzle with most of the pieces missing. It is thought that only 10% of the evidence from the ancient world has survived. The key is to draw your own conclusions from the evidence that remains.

### Vision statement

To develop great scholars with a lifelong love of the ancient world.

### What will I study?

During the two years you will study a mixture of Roman (including Roman Egypt), Greek and Persian history. You will study; The Foundations of Rome 753-440BC, Cleopatra - Rome and Egypt 69-30BC, The Persian Empire 559-465BC and Alexander the Great 356-323BC.

You will gain a real insight into the famous stories of the Ancient World. At the heart of this course is the study of the ancient sources themselves, from 2,500 year old written sources to archaeological evidence such as ancient cities, monuments, and coins. You will learn to think critically about evidence and you will learn to evaluate source evidence in the context of the time in which it was created. You will weigh up the causes and consequences of key events, the significance of key individuals and moments in history. You will learn to effectively compare various individuals and time periods. You will learn how to debate, discuss and develop your own opinions, and you will improve your reading and writing and not only become an effective scholar of Ancient History but a more effective scholar overall.

Lessons are an enjoyable mix of reading, discussion and debate. You will be supported to develop your skills of analysis and evaluation, both written and verbal. At the heart of our lessons will be the use of ancient sources which you will be taught to interpret effectively.

Exam papers are a mixture of source questions and essay style questions which we will practise regularly.

### Enrichment opportunities

A trip to the British Museum in London to study some of the most famous ancient artefacts in the world. We also have links to Exeter University and will look for opportunities to either visit or have a speaker visit us.

### Where could this take me?

After studying GCSE Ancient History you could progress on to A Level History, Classical Civilisations or other Humanities subjects such as Psychology, Sociology, Politics, and Philosophy and Ethics. Previous GCSE Ancient History students have also moved on to study A Level Sciences, Languages and Arts. Many of our students will progress to university to study Ancient or Modern History in more depth, or other related degrees.

Ancient History is also fantastic preparation for a wide range of careers including Museums and Heritage, Archaeology, Law, Politics, Journalism, Teaching, or any career that requires an excellent standard of communication and critical thinking. Very few state schools in the country offer the course, so it will really help you stand out on your CV.

## Exam board OCR

### Qualification and syllabus

GCSE Ancient History J198

### Controlled assessment

0%

### Written exam

100%

### Number of exams and weighting

2 exams - 50% each

### Specialist equipment requirements

None



# Business Studies

## Faculty Lead

Mrs K Holt

### Why choose this subject?

Business Studies is a dynamic and multifaceted academic discipline that offers a plethora of benefits to students, equipping them with essential skills and knowledge for success in the ever-evolving world of business. Whether one aspires to become an entrepreneur, work in a corporate setting or delve into the intricacies of the global market, studying Business Studies provides a solid foundation for understanding the complexities of the business world.

One of the key advantages of studying Business Studies is the development of critical thinking and problem-solving skills. Business environments are often characterised by uncertainty and rapidly changing conditions. Students in Business Studies learn to analyse information, evaluate different perspectives and make informed decisions. These skills are not only valuable in the business realm but are also applicable to various aspects of life, fostering a mindset of adaptability and resilience.

### Vision statement

Empowering future leaders through innovative education, our Business Studies department envisions cultivating agile minds, ethical decision-makers and global contributors who drive positive change whilst preparing to thrive in the dynamic business landscape of tomorrow.

### What will I study?

The course is split into two themes:

Business 1: Business activity, marketing and people (01)	Business 2: Operations, finance and influences on business (02)
1 – Business activity	4 – Operations
2 – Marketing	5 – Finance
3 – People	6 – Influences on business

### Enrichment opportunities

We explore opportunities to visit successful businesses and invite guest speakers into college. We have taken groups to Cadbury World in the past, giving students an opportunity to explore the attributes that have made the business such a success.

### Where could this take me?

We offer A Levels in Business and Economics. These are two subjects that offer natural progression and the opportunity to study in more depth.

Obtaining a Business GCSE can open up various opportunities and pathways for individuals interested in pursuing a career in the business world. Business Studies as a qualification is useful in a wide range of professions such as business management, accountancy, financial advisory services, management consultancy, project management and investment analysis.

## Exam board Edexcel

### Qualification and Syllabus

GCSE Business Studies 1BS0

### Controlled assessment

Not applicable

### Written exam

100%

### Number of exams and weighting

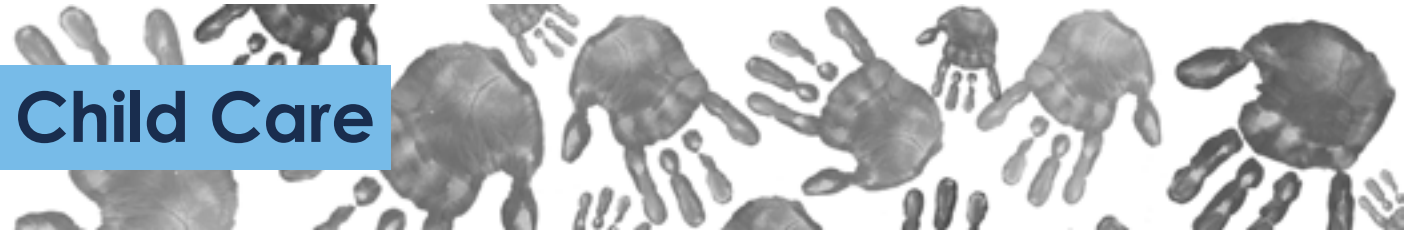
Paper 1 50%

Paper 2 50%

### Specialist equipment requirements

None





# Child Care

## Faculty Lead

Mr D Murray

## Why choose this subject?

Child Care gives you an opportunity to learn about working with children in different environments. This course is ideal if you want a career working with others, as you will look at how to be a professional, including how to safeguard others and meet their individual needs. You will look at interesting case studies including Baby P, Holly Wells and Jessica Chapman and Shannon Matthews.

In order to link theory and practice you will complete practical activities which look at how to support children with additional needs and disabilities, the importance of play and supporting diversity. You will also make learning resources for children aged 0-5 years. The outcomes in Child Care are consistently very high and we support all students to achieve their very best.

## Vision statement

**Respect:** respect others by listening to their opinions and not making judgement.

**Understanding:** develop an understanding of child development and things which can impact on this. **Discuss:** feel safe to share ideas.

**Empowerment:** empower all learners to have the belief to develop on their own ideas and help them to understand misconceptions.

## What will I study?

The Level 1/2 Technical Award in Child Development and Care in the Early Years has been designed to meet the needs of learners from the age of 14 years. This qualification is designed to match the rigour and challenge of GCSE study. It includes the knowledge and understanding of child development and well-being necessary when preparing to work with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years.

This qualification will promote the learners' understanding of children and will focus on:

- holistic child development
- factors that influence a child's development
- care routines and activities to support a child
- roles and responsibilities within early years child care

## Enrichment opportunities

Students will plan and implement activities at the local pre-school, and we also host a number of visiting speakers.

## Where could this take me?

Progression onto Level 3 programmes of study including Early Years and Child Care, or apprenticeship routes in Early Years or Child Care at either Level 2, Level 3 or A Levels.

Careers linked to child care include: Teaching, Nursing, Social Work, Childminding, Working with children with additional needs and Working in a nursery.

## Exam board NCFE

### Qualification and syllabus

Level 1/2 Technical Award in Child Development and Care in the Early Years

### Controlled Assessment

50% of grade

### Written exam

50% of grade

### Number of exams and weighting

1 exam - 50%

### Specialist equipment requirements

None



# Computer Science

## Faculty Lead

Mrs K Holt

## Why choose this subject?

As the 4th Science, Computer Science is the one which will give you the foundation of skills and understanding that will enable you to be a part of the technology revolution that is taking place.

By the time Year 9 students are in employment, the use of technology will have grown in every field whatever your career choices are, and well paid jobs in all sectors will require technical knowledge. Having that knowledge will give you a key advantage.

Choose Computer Science if you can solve problems and want to be ahead of the game in whatever industry you want to go into. Be the person who is ready and knows how stuff works, or be a part of the next big breakthrough.

## Vision statement

To encourage and equip students with the computational thinking and creativity to understand and change the world.

## What will I study?

We look at the internals of a computer, what do all the difference pieces do? We cover system security (or 'hacking' and how to prevent it). Then we look at how computers store data, and the legal, ethical and environmental concerns about technology. Of course a key part of Computer Science is programming and we will learn how to write programs in the real world, including your own small project.

There are two exams:

**Paper 1:** Computer Systems worth 80 marks (50%)

**Paper 2:** Computational thinking, algorithms and programming worth 80 marks (50%) of which 30 marks will assess practical programming skills and the ability to design, write, test and refine programs.

There is no controlled assessment. However, practical programming activities are mandatory and will include individual projects.

## Enrichment opportunities

Cyber Discovery - an online competition exploring how people exploit computer systems and how to stop them. Bebras Computational Thinking Challenge, Oxford Computing Challenge, Sololearn Python qualification.

## Where could this take me?

Computer Science provides the algorithmic thinking and problem solving skills required for success in a wide range of jobs. After GCSE students have gone on to study Computer Science at A Level, and degree courses such as Big Data, Robotics, Games Development and Computer Science. Career choices include Financial Services, Media, Programming, Research, Artificial Intelligence, and many more.

## Exam board OCR

### Qualification and syllabus

GCSE Computer Science J277

### Controlled Assessment

0%

### Written exam

100%

### Number of exams and weighting

2 exams:

Paper 1: 50%

Paper 2: 50%

### Specialist equipment requirements

Access to a computer or chromebook that will allow you to complete work online at home is a definite advantage. We do have some devices which can be loaned to students where there is a need. The best way to become good at programming is regular practice, and there is an expectation that you will complete some programming work at home.

### Specialist facilities

We have a wide range of computer suites available.



**Faculty Lead**

Mr M Slater

The Examination Dance option at South Dartmoor has been founded to ensure that every student wishing to study Dance at examination level follows a pathway that best suits the individual. We are delighted to offer two complimentary Examination Dance pathways; GCSE Dance or BTEC Technical Award (Level 2) in Performing Arts with a Dance Pathway. These courses are regarded as equivalent qualifications and both specifications provide great opportunities for all students to consistently experience success and challenge, regardless of their previous dance experience or future ambition.

**How will I be directed on to the most suitable assessment pathway?**

In Year 10, all students will study a bespoke introductory programme in order to secure a strong foundation of Examination Dance knowledge at an intricate level; building on their knowledge and experiences from KS3 Dance and leading them to a secure and independent understanding of performance, choreographic and appreciative skills.

In the Spring Term of Year 10, each student will be placed on an assessment pathway that is best suited to them individually. This enables teaching staff to empower every student with the most appropriate assessment methods that will celebrate their passion, knowledge and understanding of Dance.

**Why choose this subject?**

Examination Dance enables our young people to embrace creativity, enhance their critical mind and it encourages them to challenge and appreciate professional dance work that is shaping the dance world today. Both courses support the development and mastery of important life skills such as independence, collaboration and critical analysis whilst also offering a springboard for developing physical, emotional, imaginative and intellectual capacities.

**Vision statement**

Develop learners who embrace the challenge to perform, Create and appreciate.

**What will I study?**

AQA GCSE Dance	BTEC Technical Award (Level 2) Performing Arts
<b>Performance and Choreography:</b> Two solo set phrases Duet/trio performance piece Solo/group choreography. <b>Written exam:</b> Performance and choreographic skills, dance appreciation, dance anthology.	<b>Component 1:</b> Exploring the Performing Arts <b>Component 2:</b> Developing Skills and Techniques in the Performing Arts <b>Component 3:</b> Responding to a brief

**Enrichment opportunities**

Theatre trips to experience professional dance and practical/written workshops. Extra-curricular dance opportunities as both participants and Dance Leaders. Annual performance platforms such as Body Language, Summer Dance Gala and the College Production.

**Where could this take me?**

AQA A Level Dance (Linear course) & BTECH Level 3 Performing Arts at SDCC 6th Form. SDCC Dance Alumni's have gone on to study a range of subjects at Post 16 and Further Education as well as embarking on exciting careers both in and out of the Dance world.

**Exam board** GCSE AQA/  
Pearson BTEC

**Qualification and syllabus**

GCSE Dance  
Technical Award (Level 2)  
Performing Arts with a Dance Pathway

**Controlled assessment**

GCSE: 60%  
BTEC: 100% (60% Internally assessed, 40% externally assessed)

**Written exam**

GCSE: 40%  
BTEC: 0%

**Number of exams and weighting**

GCSE: One written examination:  
1 hour 30 minutes - 40%  
BTEC: Not applicable

**Specialist equipment requirements**

Examination Dance kit.

**Specialist facilities**

A purpose built dance studio fully fitted with mirrors, barre, sound system and a sprung floor. All performances and practical assessments will take place in our theatre space (Main Hall) where we have access to professional lighting, sound and filming.



**Faculty Lead**

Mr R Wickenden

**Why choose this subject?**

GCSE Design and Technology provides a creative and practical course that can enhance and extend a student's curiosity into the world of design and technology and product design. The course offers genuine 'skills for life'.

**Vision statement**

All students will develop into highly creative and expressive learners by being encouraged to explore their creativity and flair: being imaginative, reflective, confident and independent in their approaches.

**What will I study?**

The course content includes a 'core' which focuses on aspects such as: the impact of new technologies, materials, mechanisms, electronic systems, energy production and investigating the work of past and present designers and companies.

One specific materials area is then selected and investigated in greater depth. In this instance 'timbers' are the area of focus. The knowledge, skills and experience gained during the course will then be highlighted through the final 'design and make' project the students will undertake. This element contributes 50% towards the final GCSE grade.

Throughout the course students will actively engage in design and practical activities that allow them to experience and develop a full range of practical skills. This will include an extensive range of tools, equipment and machinery including aspects such as wood/metal turning, power tools, 3-D printing and CNC CAD/CAM processes.

**Enrichment opportunities**

Access to superbly equipped college workshops to explore and develop practical and technical skills. When opportunity allows the D&T department encourages students to participate in national competitions such as the Design Ventura Award which is organized in conjunction with the design Museum in London.

**Where could this take me?**

The GCSE course would provide an excellent progression into GCE Product Design at A Level. It would also provide an excellent foundation for a wide range of engineering, design and technical apprenticeships.

**Exam board** Eduqas

**Qualification and syllabus**

GCSE Design and Technology

**Controlled assessment**

50%

**Written exam**

50%

**Number of exams and weighting**

One written examination  
50%

Non-examined assessment (NEA) 50%

**Specialist equipment requirements**

Access to a home PC/laptop would be an advantage (support can be given to ensure access to the necessary technology)

**Specialist facilities**

Specialist workshops with an extensive range of tools, equipment and machinery including computer aided design & manufacturing capability





# Drama

### Faculty Lead

Mr R Wickenden

The Drama option at South Dartmoor follows the EDQUAS specification. This qualification offers learners the opportunity to be assessed as performers or designers.

### Why choose this subject?

GCSE Drama provides students with the opportunity to explore and develop their performance skills whilst also understanding more about the world of theatre. Students have the opportunity to develop as performers, directors and designers and critically evaluate the work of others; the perfect stepping stone for A Level. By studying Drama, students build upon important transferable skills such as self-discipline, time management, leadership skills, collaboration, adaptability and creativity.

### Vision statement

To enable choice, personal responsibility and change through a curriculum which connects reasoning, exploration, engagement and collaboration to understand and participate in the creative process.

### What will I study?

Throughout the course you will study and experience the different roles within the theatre; you will practically explore multiple texts in performance as well as devise your own work. You will also experience live theatre and develop your ability to respond critically to this.

### Enrichment opportunities

Theatre trips to local (and national) theatres to watch performances, trips and links to local venues (TR2 Plymouth, Ashburton Arts Centre), workshops with theatre companies/practitioners.

### Where could this take me?

A Level Drama or any other A Level course (particularly strong links with English Literature, History, Philosophy and Ethics).  
Working within the performance industry: Actor, Director, Props/Costume/Lighting Designer, Writer, Playwright, Producer, Editor.  
Various career options: Education, Management, Community Theatre, Drama Therapy.

### Exam board Eduqas

### Qualification and syllabus

WJEC Eduqas GCSE 9-1 in Drama

### Controlled assessment

Component 1 - Devising: performance or design and written portfolio. Internally assessed, then moderated by Eduqas.  
Component 2 - Scripted: Externally assessed by visiting examiner from Eduqas.

### Written exam

Component 3:  
Written exam - 40%

### Number of exams and weighting

Component 1: 40%  
Component 2: 20%  
Component 3: 40%

### Specialist equipment requirements

None

### Specialist facilities

Specialist, purpose built drama studios and the use of lighting and sound boards. Wide range of props, costumes and set materials.



# Fine Art

### Faculty Lead

Mr J Bradford

### Why choose this subject?

Learning through and about the visual arts enriches your experience of studying while at school, as well as preparing you for life after school. Fine Art encourages self-expression and creativity and can build confidence as well as a sense of individual identity. Creativity can also help with wellbeing and improving health and happiness. Studying fine art supports the development of critical thinking and the ability to interpret the world around us using a developed, personal visual language.

### Vision statement

In Creative Arts we aim to nurture student's ability to engage with personal experiences and global questions with creativity and confidence.  
To develop mastery in a range of thinking and making skills.  
To engage with big ideas and sustain creative investigation  
To instill and promote resilience and curiosity.

### What will I study?

GCSE Fine Art is an evidence-based course in which you will explore a range of materials and processes to create responses to themes or issues of personal significance, and explore how art movements and artists have responded to the world around them throughout history. The areas of study are expansive and cover drawing, painting, print making, sculpture, installation and mixed media.

**Component 1:** Coursework Portfolio (60% of overall grade)

- Portfolio of different techniques and processes from a range of workshops.

**Component 2:** Externally Set Assessment (40% of overall grade)

- A preparatory period of up to 12 weeks to prepare for ten hours of supervised time (over two days). During this supervised time, you will work to produce a final outcome.

You will sit a full single day mock exam in the Autumn term in preparation for this exam.

### Enrichment opportunities

Where possible, each project in the Fine Art curriculum will include a trip or visit. These are bespoke and aim to give students an experience which they can use to deepen their response to the project theme. Visiting lecturers and taking part in exhibitions and workshop opportunities also support wider practice.

### Where could this take me?

All GCSE art courses lead directly onto A Level art courses. Fine Art can lead onto the following careers: Fashion Design, Graphic Design, Theatre Designer, Animator, Video Game Designer, Illustrator, Museum Curator, Photographer, Architecture, Product Design, Textiles Design, Ceramics, Advertising, Publishing, Interior design, Fashion and Media Journalism, Hair and Make-Up Design, Retail Design, Exhibition Design, Jewellery Design, Artist, Visual Media, Teaching.

### Exam board AQA

### Qualification and syllabus

GCSE Fine Art 8202

### Coursework

Coursework Portfolio:  
60% of overall grade

### Controlled assessment

Externally Set Assessment:  
40% of overall grade

### Written exam

0%

### Number of exams and weighting

Not applicable

### Specialist equipment requirements

Work is to be presented in a sketchbook, folder or portfolio. Specialist materials are provided, although it is advisable to have basic art materials so independent practice can continue outside of lessons.

### Specialist facilities

In the department we have screen printing carousels, two digital suites with 50 computers which are installed with Adobe software, digital and film cameras and a fully equipped dark room.





## Faculty Lead

Mrs A Wickham

### Why choose this subject?

French will open doors to your future and improve your job prospects. It is the only language, together with English, that is spoken on all continents, with more than 300 million speakers worldwide. Learning French gives you a different perspective and an alternative view of the interconnected world in which we live. French provides a springboard for learning other languages as you are able to apply the skills and linguistic understanding you have gained.

The ability to speak French is a huge advantage on the international job market and you could earn on average 12% more than someone who doesn't speak a language. The need for languages in the workplace has in fact increased since Brexit. French is an official language of organisations such as the United Nations, European Union, NATO, the International Red Cross and the International Olympic Committee. France has one of the world's largest economies but French is also known as the international language of cooking, fashion, the visual arts and so much more.

A French GCSE will enable you to qualify for the English Baccalaureate. This allows you to keep your options for the future wide open and the qualification is well-regarded by universities and employers. Learning a language is good for your brain, improving your memory and providing you with a range of cross-curricular skills including communication, cultural awareness, problem-solving and literacy.

### Vision statement

To nurture confident communicators for the modern world.

### What will I study?

The course covers six themes which include topics such as my world, lifestyle and wellbeing, travel and tourism and media and technology. You will continue to develop your grammatical understanding and pronunciation. You will develop your ability to listen to, read, speak and write in French. You will need to be committed to widening your vocabulary outside of the classroom.

### Enrichment opportunities

It is easy to immerse yourself in French as music, film and television from French-speaking countries is widely available. There will be opportunities to liaise with French speakers outside of the classroom, and we will look to run a trip to France if we have sufficient interest.

### Where could this take me?

With the skills you gain during French GCSE, there are a huge range of careers options in sectors such as translating and interpreting, publishing, travel and tourism, science and technology, education, international development and many more.

You are a more competitive candidate for any role with a language qualification on your CV. A Level French is a possible next step and French can be linked to the study of nearly any other subject at degree level.

## Exam board Eduquas

### Qualification and syllabus

GCSE French: 1FR0

### Controlled assessment

0%

### Written exam

75% Written  
25% Spoken

### Number of exams and weighting

4 exams:

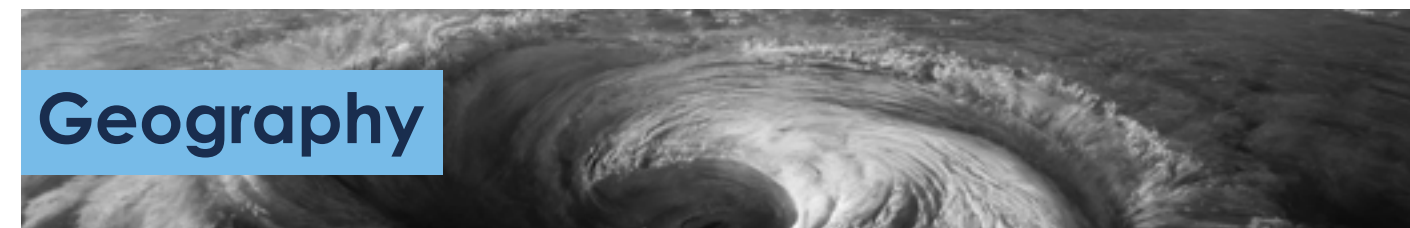
Listening 25%  
Reading 25%  
Speaking 25%  
Writing 25%

### Specialist equipment requirements

No specialist equipment is required but there are a range of language learning apps which will be useful.

### Specialist facilities

None



## Faculty Lead

Mr C Hodges

### Why choose this subject?

Geography will open your eyes to the world you inhabit. Through the course, you will get to see beneath the surface of all the patterns and processes that make our planet work. To know is to understand and to understand gives you the ability to make decisions wisely. You will see how the rest of the curriculum subjects interlink to influence each other. Industrial history has harnessed science to exploit resources that have led to the economies of superpowers to push the boundaries of computing technology to create a globalized village of have and have-nots represented for us in post-apocalyptic dystopian literature and media.

Geography pulls together all this knowledge and generates sustainable solutions, which propel us forward into a socially and environmentally equitable future. Geography shows how processes link to create systems; how systems work to create patterns and those patterns constantly interact. All those interactions have impacts which need to be managed sustainably. This management will always create opinions based on personal values and perspectives. These values and perspectives will steer our futures on all scales, from personal to global, to create places of differing character in spaces made unique by all of the above.

Being able to think like a geographer throughout the rest of your lives will fill the world with citizens such as yourselves, who are able to have a great impact through everyday decisions. Decisions on what foods or clothes or energy supply to buy, what cars to drive and homes to make, where holidays should be spent and which charities to be supported. This planet needs a future packed with bright, creative and strategically intelligent minds aware of how every element of what we do has an impact on something or someone else. Little actions create bright hope-filled futures. We need to behave not apart from the world's system but as part of the world's system. We all need to be geographers!

### Vision statement

To enable students to thrive in a world they understand by opening their eyes to the world, shaping tomorrow's environmental conscience, creating ethically and socially aware agents of change.

### What will I study?

#### Unit 1: Living with the physical environment

The challenge of natural hazards, the living world, physical landscapes in the UK.

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

Urban issues and challenges, the changing economic world, the challenge of resource management.

#### Unit 3: Geographical applications

Issues evaluation: this section contributes critical thinking and problem solving and is synoptic bringing all of the units together.

Fieldwork - focus is on the enquiry process of research in a coastal and an urban location.

### Enrichment opportunities

Field trips (compulsory but enriching too!) to Exeter and Dawlish Warren. Visiting speakers/visits to speakers. Pure Enrichment potential trips to Iceland/Alps/India – all dependent on student uptake and enthusiasm.

### Where could this take me?

A Level Geography is offered at SDCC Sixth Form. Possible careers include: Charity Worker, International Aid Worker, Teacher, Landscape Architect, Meteorologist, Climate Change Analyst, Weather Forecaster, Tour Guide, Environmental Manager and Conservation Officer.

## Exam board AQA

### Qualification and syllabus

GCSE Geography 8035

### Controlled assessment

0%

### Written exam

100%

### Number of exams and weighting

3 Exams:

Paper 1:  
35% - 1 hour 30 mins  
Paper 2:  
35% - 1 hour 30 mins  
Paper 3:  
30% - 1 hour 15 mins

### Specialist equipment requirements

A good set of willing eyes, mind and heart!



**Faculty Lead**

Mr C Axford

**Why choose this subject?**

GCSE History will help you make sense of the world. We live in an age of information overload, and history will give you some of the tools you need to navigate the complex world we live in, separating fact from fiction, and learning to think critically about the world around you. History is different for different people; for some it helps them to feel connected to the world around them; for others it's about bringing the strange yet familiar world of the past to life.

Over the two years you will develop the ability to select the relevant points from a wide range of historical information and evidence. You will weigh up the causes and consequences of key events, the significance of key individuals and moments in history. You will assess whether key themes have changed across time, and you will analyse the similarities and differences between time periods. You will learn to evaluate the usefulness and credibility of historical sources. You will learn to appreciate that there is one more than one interpretation of the past and historians do not always agree – in the words of Terry Pratchett, "history is what gets written down." You will learn how to debate, discuss and develop your own opinions, and you will improve your reading and writing and not only become an effective scholar of history but a more effective scholar overall.

Lessons are an enjoyable mix of reading, discussion and debate. You will be supported to develop your skills of analysis and evaluation, both written and verbal.

**Vision statement**

To develop great scholars with a lifelong love of history.

**What will I study?**

You will study a wide range of historical periods: Weimar and Nazi Germany 1918-1939, the American West c1835-c1895, early Elizabethan England 1558-1588, Migrants in Britain c800-present, and Notting Hill c1948, c1970.

Some of the famous characters you will meet along the way include Elizabeth I, Billy the Kid, Mary Queen of Scots, Crazy Horse, Kaiser Wilhelm and Sir Walter Raleigh.

**Enrichment opportunities**

We will look to visit the Imperial War Museum and/or the British Museum in London to see some of the most famous historic galleries in the world. We also have links to Exeter University and will look for opportunities to either visit or have a speaker visit us, and there will be opportunities to be involved in the organisation of Remembrance Assemblies for the college.

**Where could this take me?**

After studying GCSE History you could progress on to A Level History, Classical Civilisations, or other Humanities subjects such as Psychology, Sociology, Politics, and Philosophy and Ethics. Previous GCSE History students have also moved on to study A Level Sciences, Languages and Arts. Many of our students will progress to university to study History in more depth or other related degrees.

History is also fantastic preparation for a wide range of careers including Law, Politics, Journalism, Museums and Heritage, Archaeology, Teaching or any career that requires an excellent standard of communication and critical thinking.

**Exam board** Edexcel

**Qualification and syllabus**

GCSE History 1H10

**Controlled assessment**

0%

**Written exam**

100%

**Number of exams and weighting**

3 exams:

Paper 1: 30%

Paper 2: 40%

Paper 3: 30%

**Specialist equipment requirements**

None



**Faculty Lead**

Mr R Wickenden

Hospitality and Catering is the country's fifth largest industry in the UK, employing over 2.5 million people. The industry contributes over £90 billion a year to the economy and offers those joining exciting and rewarding career paths. There are a diverse range of employment options within the thriving UK sector. Currently all employers are clearly stating that the main limiting factor to expansion is a lack of skilled staff!

As an industry hospitality and catering provide clear pathways into local employment, where the demand for skilled staff is acute. Opportunities also exist nationally and internationally. It is an excellent entry qualification for college, where you could specialise into areas such as baking or patisserie. This course provides the knowledge and skills for effective career progression within the industry.

**Why choose this subject?**

1. The catering industry is fast paced and exciting.
2. Transferable skills enable you to travel and work anywhere in the world.
3. Your catering experience is in very high demand.
4. If you have a passion for creativity the scope is vast.
5. You impact on peoples' daily life.
6. It provides the option to specialise.
7. It develops teamwork and organisation, and therefore opens doors into other sectors.

**Vision statement**

All students will develop into highly creative and expressive learners by being encouraged to explore their creativity and flair: being imaginative, reflective, confident and independent in their approaches.

**What will I study?**

- Cooking dishes
- Planning menus
- The function of nutrients on the human body
- How dishes on a menu address environmental issues
- How cooking methods impact on nutritional value
- The importance of nutrition when planning menus
- Propose a hospitality and catering provision to meet specific requirements
- How food can cause ill health
- How hospitality and catering provision meets health and safety requirements
- The environment in which hospitality and catering providers operate

**Enrichment opportunities**

When opportunity allows, guest chefs and food related educational visits are an integral part of the course. These are used to both inspire student's passion for the subject and develop their personal experience and insight.

**Where could this take me?**

The course will provide an excellent foundation for post 16 courses in catering and food science. The course will also provide progression into hospitality and catering based apprenticeships. Restaurant management, Catering manager, Food Manufacturing, Event manager, Food and beverage manager, General manager, Hotel property project manager, Revenue manager, Sales and marketing manager, Chef, Waiting staff.

**Exam board** Eduqas

**Qualification and syllabus**

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) 5409

**Controlled assessment**

12 hours: 60%

**Written exam**

40%

**Number of exams and weighting**

1 exam: 1hr 20 minutes - 40% of overall grade

**Specialist equipment requirements**

None specifically, although access to a home kitchen and an expectation that recipes and dishes will need to be practiced at home on a regular basis.

**Specialist facilities**

Two kitchens with multiple catering and cooking facilities are available in the department.





# Motor Vehicle Studies

## Faculty Lead

Mr R Wickenden

## Why choose this subject?

Choose this subject if you are interested in a career in the automotive industry. The overall aim is to provide a basic level of knowledge and skills to start a career working within the sector or for progression into further education. You might also just want to know a bit more about how cars work!

The ABC Level 1 Award in Automotive Studies aims to:

- develop work-related skills in the area of automotive studies
- develop generic employability skills
- prepare for further training within the automotive sector
- give an insight into the core activities within the automotive sector in order to allow learners to make informed career decisions
- encourages learners to apply their literacy, numeracy and science knowledge

## Vision statement

Embrace new ideas and technologies. Become an innovative problem solver. Acquire skills for life.

## What will I study?

You will be working in an automotive industry environment using engineering materials and skills. You will learn how to remove and re-fit mechanical components and receive an introduction to basic automotive electrical principles.

Learners will be assessed in two ways:

The first method is via a Portfolio of Evidence which learners will work towards throughout the duration of their course that meets the necessary assessment criteria, and this will contribute towards 60% of the overall grade. Each portfolio component will be internally assessed by tutors and externally moderated.

The second method is via an invigilated on-line Multiple Choice Test which will synoptically assess the knowledge that learners have developed during the course. This will contribute to 40% of the overall grade.

## Enrichment opportunities

Garage visits.

## Where could this take me?

Level 2/3 courses in Automotive Studies, apprenticeships, a career within the industry.

## Exam board ABC

### Qualification and syllabus

ABC Awards Level 1 in Automotive Studies 601/7542/4

### Coursework

Portfolio of practical evidence: 60% of overall grade

### Controlled assessment

Not applicable

### Written exam

Online multiple choice theory test

### Number of exams and weighting

1 multiple choice theory test: 40% of overall grade

### Specialist equipment requirements

Overalls and steel toe-capped boots.

### Specialist facilities

Fully fitted-out workshop/garage.



# Music

## Faculty Lead

Mr R Wickenden

## Why choose this subject?

GCSE Music provides the opportunity to study a wide range of musical genres. The course brings listening and composition to life and links to the world around us. The GCSE values all music styles, skills and instruments and is an opportunity to broaden minds and foster a love of all music with a qualification that students of all abilities will enjoy.

## Vision statement

Participation and commitment to learning within the classroom and beyond. Every student gaining confidence, developing their musical ability, identity and understanding.

## What will I study?

The GCSE Music course is designed and delivered to:

- Broaden musical experience and interests, develop imagination and foster creativity.
- Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians.
- Develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing.

Component 1 - Performing Music

Component 2 - Composing Music

Component 3 - Appraising Music

The course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.

The Western Classical Tradition forms the basis of **Musical Forms and Devices** (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. **Music for Ensemble** (area of study 2) allows learners to look more closely at texture and sonority. **Film Music** (area of study 3) and **Popular Music** (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

## Enrichment opportunities

Extra-curricular opportunities, annual concert programme, specialist resources and facilities, trips to local (and national) venues to watch performances, and workshops with music practitioners.

## Where could this take me?

A Level Music, BTEC Performing Arts, BTEC Music Performance, BTEC Music Technology, BTEC Music Production, working within the music and performance industry.

Various career options include: Education, Management, Community Music, Music Therapy, Sound Recording/Engineering, Performance, Composition, Musicology.

## Exam board Eduqas

### Qualification and syllabus

GCSE Music: 601/8131/X

### Controlled assessment

Component 1: 30%

Component 2: 30%

### Written exam

Component 3: 40%

### Number of exams and weighting

1 exam - 40%

### Specialist equipment requirements

None

### Specialist facilities

2 specialist rooms, recording studio and associated equipment, practice rooms, specialist IT and music software.





# Photography

**Faculty Lead**  
Mr J Bradford

**Why choose this subject?**

Learning through and about the visual arts enriches your experience of studying while at school as well as preparing you for life after school. Photography is an art form that allows you a form of self-expression and creativity that helps build confidence as well as a sense of individual identity. Studying Photography helps to develop critical thinking and the ability to interpret the world around you. Emphasis is placed on learning this visual, universal language of Photography in order to communicate your ideas.

**Vision statement**

In Creative Arts we aim to nurture student's ability to engage with personal experiences and global questions with creativity and confidence.  
To develop mastery in a range of thinking and making skills.  
To engage with big ideas and sustain creative investigation  
To instill and promote resilience and curiosity.

**What will I study?**

GCSE Photography is an evidence-based course and you will produce portfolios and log-books showcasing your development as a Photographer. You will be guided through workshops in traditional and digital photography before having the opportunity to explore and experiment with the styles of Photography you enjoy most! You will be introduced to inspirational artists and photographers who have shaped the visual world around us.

**Component 1:** Coursework Portfolio (60% of overall grade)

- Log-book of traditional and digital workshops (Year 10).
- At least one major coursework project developed in a personal way (Year 11).

**Component 2:** Externally Set Assessment (40% of overall grade)

- This consists of six to twelve weeks to prepare for ten hours of supervised time (over two days). During this supervised time, you will work to produce a final outcome.

You will sit a full single day mock exam in the Autumn term in preparation for this exam.

**Enrichment opportunities**

Where possible we take students on shoots to various local locations and visits to galleries. Visiting lecturers and taking part in local exhibitions also support wider practice.

**Where could this take me?**

Photography forms an important part of many Art & Design related careers, as well as careers in the media and advertising. There are many careers that use Photography at their core such as Photojournalism, Fashion Photography, Wildlife Photography etc. Students can progress to A Level, which can then be taken onto foundation or degree level study.

**Exam board AQA**

**Qualification and syllabus**

GCSE Photography 8206

**Coursework**

Coursework Portfolio:  
60% of overall grade

**Controlled assessment**

Externally Set Assessment:  
40% of overall grade

**Written exam**

0%

**Number of exams and weighting**

Not applicable

**Specialist equipment requirements**

The college does provide specialist cameras and equipment, although it is an advantage to own your own camera.

**Specialist facilities**

In the department we have a fully equipped dark room and a film processing room in addition to two digital suites with computers that support Adobe Photoshop for your digital editing. We have a range of digital cameras from point and shoot to DSLR that students have access to. We also have a professionally equipped lighting studio.



# Physical Education GCSE and Sport Studies CNAT

**Faculty Lead**  
Mr M Slater

The Physical Education options at South Dartmoor have been founded to ensure that every student wishing to study PE at examination level follows a pathway that best suits the individual. We are delighted to offer two complimentary Examination pathways; GCSE PE **or** CNAT Sport Studies. These courses are regarded as equivalent qualifications and both specifications provide great opportunities for all students to consistently experience success and challenge.

**Why choose this subject?**

Sport is a high profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. GCSE PE is a linear course that allows the department to not only realise our vision for the students development but to put them in a favourable position to gain employment in the sports industry.

The CNAT Sport Studies course offers an alternative to the traditional GCSE PE route at KS4, with the same teaching expertise, enrichment opportunities and use of facilities. Students will develop different types of skills through largely practical means, and centre assessed tasks (CATs) form 60% of the overall course.

Both courses develop a wide range of highly desirable, transferable leadership skills such as communication, problem solving, team working and performing under pressure, evaluation and analysis and formulating written findings from practical investigation.

**Vision statement**

Inclusion - Confidence – Resilience - Performance

**What will I study?**

GCSE Physical Education	CNAT Sport Studies
Health, fitness and wellbeing. Socio-cultural influences. Movement analysis. Physical Training. Applied Anatomy and Physiology. Sports psychology Use of data	Contemporary issues in sport. Performance and leadership in sports activities. Developing skills in outdoor and adventurous activities.

**Enrichment opportunities**

Students will have access to the PE department's extensive extra-curricular physical activities programme throughout the year, and are encouraged to access these clubs. They are also supported in forging links with community clubs in order to accelerate their progress.

GCSE PE students and CNAT students within the **developing sport skills** and **sport leadership** unit will have additional practical PE lessons, applying their knowledge in a physical activity setting. Sports Leaders will have the opportunity to apply their skills in the numerous primary school sports partnership festivals hosted at SDCC.

**Where could this take me?**

GCSE PE forms a seamless transition into A Level PE, and both the GCSE and CNAT courses naturally progress onto the Cambridge Technical Level 3 Diploma in Sport and Physical Activity at SDCC Sixth Form.

Careers in Sport: Sports Professional, Personal Trainer, Emergency Services, Sports Journalist, Coaching, Sport and Exercise Psychologist, Armed Forces, Sports Marketing, Outdoor Activities Instructor, Teacher, Nutritionist, Fitness Instructor.

**Exam board GCSE:** AQA/  
**CNAT:** OCR

**Qualification and syllabus**

GCSE: 8582 CNAT: J829

**Controlled assessment**

GCSE: Non-Examined  
Assessment 40%  
of which:

Written coursework 10%  
Practical performance 30%

CNAT: Assignments are Centre Assessed (teacher) and moderated externally by OCR

**Written exam**

GCSE: 60%  
CNAT: 25%

**Number of exams and weighting**

GCSE: 2 exams:  
Paper 1: 1 hour 15 mins - 30%  
Paper 2: 1 hour 15 mins - 30%

CNAT: 1 exam  
1 hour 15 minutes - 40% of overall grade

**Specialist equipment requirements**

Students will have the option to purchase an additional GCSE PE/CNAT Sports Studies top.

**Specialist facilities**

3G artificial turf pitch, climbing wall, trampolines, fitness testing equipment, fully furnished fitness suite, cardiovascular trainers, resistance machines, free weights, Olympic weight lifting, sports specific teaching rooms, performance analysis software.

# Psychology

## Faculty Lead

Mr D Murray

### Why choose this subject?

The GCSE Psychology course takes you to that most fascinating of places – the human mind. Psychology GCSE is brought to life in an interesting and engaging way, looking at questions like why you like one person and not another, whether you can improve your memory, and how you can overcome a fear of spiders!

Psychology is the scientific study of mental processes and behaviour.

Psychologists attempt to answer questions such as: Why do people act in a certain way when in groups? Why are some people more obedient to authority figures than others? What are the best techniques for remembering? How can you apply these to revision techniques?

In order to answer such questions, psychologists are always conducting research. You will be given the opportunity to conduct many research studies where you will develop your skills in terms of writing hypotheses, creating field/lab studies and evaluating your studies (looking at the advantages and disadvantages of your research).

Some of the topics that you will cover include: psychological problems, research methods, individual differences, social psychology, memory and attachment. We use varied teaching methods to enable each student to achieve the very best outcomes. These methods include teacher talk, some note-taking, lots of debate, discussion, argument, role-play, analysing television programmes and newspaper articles, group work, pair work, individual work, and presentations. You will be encouraged to be proactive and to take responsibility for your own learning by doing independent research using the Internet, books and sociological magazines.

### Vision Statement

Psychology is about respecting one another and nurturing good understanding, and through articulate discussion we empower young people.

### What will I study?

**Paper 1** Memory, perception, brain development and research methods

**Paper 2** Psychological problems, social influence, the brain and neuropsychology and language, thought and communication

### Enrichment opportunities

We regularly invite outside speakers to help expand and deepen subject knowledge and content.

### Where could this take me?

The study of Psychology, of the ways we think and feel, can give you an insight into behaviour and help you to develop skills that will be useful in fields as diverse as personnel management, communications, health care and education. The insights you gain through Psychology study will be relevant, no matter what you go on to do.

Psychology complements Sociology, English, History, Maths, Biology and Philosophy.

Many of our students go on to study Psychology in the Sixth Form at SDCC as well as continuing on to degree level and some choose to specify in one aspect of Psychology, for example: Clinical, Health, Forensic or Education.

### Exam board AQA

#### Qualification and syllabus

GCSE Psychology 8182

#### Controlled assessment

0%

#### Written exam

100%

#### Number of exams and weighting

2 exams - 50% each

#### Specialist equipment requirements

None

# Religious Studies

## Faculty Lead

Mr D Murray

### Why choose this subject?

Religious Studies opens doors to limitless possibilities in every sixth form, college, university and job in the country. Class discussions will stimulate and open your mind to opinions you have not considered before, through lively and engaging debate. It is not important whether you have a faith or you are an atheist or you simply don't know, we care about your views and your opinions and want to nurture them further.

Have you ever heard of the phrase "an eye for an eye and a tooth for a tooth"? Is the taking of life ever justified? We are keen to hear your views on animal cruelty and where the lines are – maybe you think animals are a means to an end and can be treated however we feel fit.

We are a very successful department and consistently achieve excellent outcomes for all our students. The sky is the limit on what you can achieve and we invite you to be part of our journey.

### Vision Statement

Religious Studies is about respecting one another and nurturing good understanding, and through articulate discussion we empower young people.

### What will I study?

**Beliefs and Practices** 50%

**Christian** – Beliefs and Practices 25%

**Buddhism** – Beliefs and Practices 25%

**Thematic Studies** 50%

**Relationship & Families** – homosexuality, contraception, annulment, divorce

**Matters of Life** – euthanasia, abortion, animal cruelty and testing

**Crime and Punishment** – capital punishment, prison, restorative justice

**Social Justice** – racism, sexism, human rights

### Enrichment Opportunities

We aim to visit both National and even International sites of religious importance which (Covid willing) include the Buddhist Centre in Bristol and a potential trip to Rome.

### Where could this take me?

Religious Studies opens doors and the possibilities are limitless in terms of where this subject can take you. Possible career pathways after completing a degree in Religious Studies include:

Counsellor, Anthropologist, Blogger, Child Care Worker, Doctor, Medicine, Customer Service Representative, Secondary/primary School Teacher, Foreign Diplomat, International Aid Worker, International Development Project Director, Journalist, Lobbyist, MP/Politician, Media Manager, Paralegal, Parole Officer, Political Scientist.

Many students go on to study Social Sciences at South Dartmoor Sixth Form.

### Exam board AQA

#### Qualification and syllabus

GCSE in Religious Studies

#### Controlled assessment

0%

#### Written exam

100%

#### Number of exams and weighting

2 exams of 1 hour and 45 minutes

Both exams are equally balanced and each are worth 50%

#### Specialist equipment requirements

None





**Faculty Lead**  
Mrs A Wickham

**Why choose this subject?**

Spanish is the second most spoken language in the world with over 400 million speakers. It is spoken not only in Spain but is an official language in 20 countries spanning Central and South America and the Caribbean. The cultures and history of these countries are diverse and fascinating. Learning Spanish gives you a better understanding of our world and fosters a greater respect for others.

The ability to understand and communicate in Spanish will allow you to travel, meet new people and get a better paid job. People that speak a language earn on average 12% more than those who don't. Trade with Latin American countries is increasing and by speaking Spanish you are well-placed to work for an international company.

A Spanish GCSE allows you to qualify for the English Baccalaureate. You will keep your options for the future wide open and the qualification is well-regarded by universities and employers. Learning a language is good for your brain, improving your memory and providing you with a range of cross-curricular skills including communication, cultural awareness, problem-solving and literacy.

**Vision statement**

To nurture confident communicators for the modern world.

**What will I study?**

The course covers six themes with topics such as my world, lifestyle and wellbeing, travel and tourism and media and technology. You will gain grammatical understanding and focus on pronunciation. You will develop your ability to listen to, read, speak and write in Spanish. You will need to be committed to widening your vocabulary outside of the classroom.

**Enrichment opportunities**

It is easy to immerse yourself in Spanish as music, film and television from Spanish-speaking countries is widely available. There will be opportunities to liaise with Spanish speakers outside of the classroom and we will look to run a trip to Spain if we have sufficient interest.

**Where could this take me?**

With the skills you gain during Spanish GCSE, there are a huge range of careers options in sectors such as translating and interpreting, publishing, travel and tourism, education, international development and many more. You are a more competitive candidate for any role with a language qualification on your CV. A Level Spanish is a possible next step and Spanish can be linked to the study of nearly any other subject at degree level.

**Exam board EDEXCEL**

**Qualification and syllabus**

GCSE Spanish: 1SP0

**Controlled assessment**

0%

**Written exam**

75% Written  
25% Spoken

**Number of exams and weighting**

4 exams:

Listening 25%  
Reading 25%  
Speaking 25%  
Writing 25%

**Specialist equipment requirements**

No specialist equipment is required but there are a range of language learning apps recommended.

**Specialist facilities**

None.



WHAT  
NEXT?



# Options at a glance...

Core GCSE Subjects			
English Language	English Literature	Mathematics	Combined <b>or</b> Triple Science

Other Core Subjects <i>(non-examined)</i>		
Physical Education	Religious Studies	PSHE

Humanities Choices <i>(choose one)</i>	
Geography	History

Options Choices <i>(choose three, plus two reserves)</i>		
GCSE		BTEC
Ancient History	Geography	Dance
Business Studies	History	<b>CAMBRIDGE NATIONAL</b>
Computer Science	Music	Sport Studies
Dance	Photography	<b>TECHNICAL AWARD</b>
Design and Technology	Physical Education	Child Care Level 2
Drama	Psychology	Hospitality & Catering Level 1/2
Fine Art	Religious Studies	Motor Vehicle Studies Level 1
French	Spanish	

# Things to do

- Read the information in the booklet carefully
- Discuss your thoughts and ideas with family or your tutor/teachers

Remember all the opportunities that you have available to you to help answer any questions that you might have:

- Tutor and individual careers advice and guidance meetings
- Subjects teachers / Heads of Department / Head of Year
- Information evening on Tuesday 20th February
- Progress and options evening on Thursday 22nd February - book online.

When you have made your decision, complete the Options form to indicate:

- Your first choice - **Geography or History**
- Your other **three choices** in order of preference (you should seriously consider a language as one choice)
- Finally your **two reserve choices**

**This needs to be completed and handed in by Thursday 22nd March, 2024 at 2pm**

Once we have your option choices we will begin to schedule all the student choices and we will then be in contact to confirm finalised options. We will try wherever possible to enable students to study their first choices. However in some instances it may not be possible and this is when we would use the reserve subjects.

Enjoy taking time to consider what interests and inspires you and what will support your aspirations and ambitions for the future.

**Scan this QR code on your phone to access the Options Form or, alternatively, click [here](#).**



FRENCH  
DRAMA  
PSHE  
ANCIENT HISTORY  
RELIGIOUS STUDIES  
COMBINED SCIENCE  
ENGLISH LANGUAGE  
HISTORY  
DANCE  
PHYSICAL EDUCATION  
CHILD CARE  
CORE SUBJECTS  
PSYCHOLOGY  
PERFORMING ARTS  
WHAT NEXT?  
DESIGN AND TECHNOLOGY  
MOTOR VEHICLE STUDIES  
TRIPLE SCIENCE  
COMPUTER SCIENCE  
HOSPITALITY AND CATERING  
MATHEMATICS  
GEOGRAPHY  
SPORTS STUDIES  
FINE ART  
ENGLISH LITERATURE  
MUSIC  
SPANISH  
PHOTOGRAPHY  
BUSINESS STUDIES  
HUMANITIES

## SOUTH DARTMOOR COMMUNITY COLLEGE

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