

# Key Stage 4 & Beyond

Year 11 Cohort 2022/23



PENAIR  
SCHOOL



# Key Stage 4 & Beyond

In calling this booklet **Key Stage 4 & Beyond**, we are encouraging students to take a long term view of their future and to recognise that any decisions they make now may have an important influence on their lives and careers after they have left our school in Summer 2023.

Please note that we have tried to include the most up to date specifications for subjects. However, these may change during the year due to changes in Department for Education (DfE) policy.

At Penair School, we firmly believe in equality and opportunity throughout a student's education. To support this, we offer all students access to a Full English Baccalaureate (EBacc). However, there is no expectation for students to commit to this. We have structured our curriculum around a progress and attainment offer that supports students in securing breadth within their suite of qualifications.

In September 2021, students entering Year 10 will begin their final two year courses with us. Studying for them will culminate in public examinations that will give them valuable qualifications for further education, training or apprenticeships. All students will continue in some form of education or training until they are 18 and many beyond this. It is important that we make sure that students do not make a premature commitment to one route now and thereby cut off important options for the future. At the same time, we want students to develop their distinctive and emerging talents.

Teaching staff will help students and their parents make the most appropriate choices, bearing in mind the student's interests, aptitude and aspirations. Each course should be carefully considered and the consequences of discontinuing a subject weighed up alongside the benefits of pursuing another. All students will follow a broad core of subjects combined with a programme of option courses that can allow a degree of specialisation, if required.

Students might choose an optional subject because:

- They like it
- They are good at it
- It will help in a career ambition or links to a career idea
- They think they might want to study it post 16

There are poor reasons for deciding to follow a course and these include:

- They like the teacher
- Their friends are choosing it
- They think it will be easy

**We will endeavour to give students their first choices but if this is not possible we will talk to students and parents about alternatives. Option subject courses will only run if there are sufficient numbers of students to make them viable. Subject choices, as laid out on the options forms, are collated and blocked once all student choices have been made to create a viable timetable for the students. Where a subject has only one class, there is a chance it will be blocked with another subject that also has only one class (where there are few or no students that have chosen both subjects). If you have chosen more than one subject that only has one class, this combination may therefore not be possible. Please note there are also a few option combinations that cannot be taken; only one subject from the following groups can be chosen:**

- Art & Design, Graphic Communication and Textiles GCSEs
- Business Studies (GCSE) and Enterprise & Marketing (Cambridge National)
- Computer Science (GCSE) and Creative iMedia (Cambridge National)
- Design & Technology (GCSE) and Engineering (BTEC)
- Music (GCSE) and Music Practice (BTEC)
- Physical Education (GCSE) and Health and Fitness (NCFE)



# The Full English Baccalaureate

## What is the Full English Baccalaureate?

The English Baccalaureate is not a new qualification in itself. It is an initiative introduced by the present Government. It recognises students' achievements across a core of selected academic subjects in getting good passes in GCSEs. The English Baccalaureate covers achievement in English, mathematics, sciences, a language and a humanities subject. This may provide a wider range of course opportunities post 16.

## What subjects and qualifications will count towards the Full English Baccalaureate?

Full course GCSEs at Grade 5 or above count towards its achievement (strong pass) or Grade 4 or above (standard pass). Six GCSEs are required at Grade 5 or above in English, maths, sciences, a language and a humanity subject. To secure full EBacc, students must sit English literature, but do not need to achieve a grade 5 or 4 to count towards its achievement.

### The English Baccalaureate at Penair

#### English

GCSE in English Language (students must also sit English Literature)

#### Mathematics

GCSE in Mathematics

#### Science

From 2014, to count in the Science Baccalaureate either three out of the four single sciences (Biology, Chemistry, Physics and Computer Science) **or** Science Trilogy double award must be secured at grade 5 or above.

#### Humanities

GCSE in History

GCSE in Geography

#### Languages

GCSE in French

GCSE in German

Blue Options Pathway Year 9 - 2020/21

Name & Tutor Group:

Ebacc Option 1	
Science Triple	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
History	<input type="checkbox"/>

Ebacc Option 2	
Science Triple	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
History	<input type="checkbox"/>

Option 3	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Computer Science	<input checked="" type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>

Option 4	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Computer Science	<input checked="" type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>

This form is due in by Monday 8th February and should be returned to Mrs Vingoe in the general office.

Please choose one subject in each of the 4 Option Blocks by putting a cross in the box next to the subject. In case one of your option choices does not run, please put a single "R" in an additional subject option (in one of the 4 blocks) to act as a reserve choice.

Parent Signature: -----

Date:

Submission Checklist:  4 Subjects Chosen.  
 A Reserve - (R) subject selected in one block.  
 Form signed and dated.



Please note: We will endeavour to give students their first choices but if this is not possible we will talk to students and parents about alternatives. Option subject courses will only run if there are sufficient numbers of students to make them viable. Subject choices as laid out on these options forms are collated and blocked once all student choices have been made to create a viable timetable for the students. Where a subject has only one class, there is a chance it will be blocked with another subject that also has only one class (where there are few or no students that have chosen both subjects). If you have chosen more than one subject that only has one class, this combination may not be possible.

**Red Options Pathway Year 9 - 2020/21**

Name & Tutor Group:

Ebacc Option 1	
Science Triple	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
History	<input type="checkbox"/>

Option 2	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>
Core Subject Support (English, Maths & Science)	<input type="checkbox"/>

Option 3	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>
Core Subject Support (English, Maths & Science)	<input type="checkbox"/>

Option 4	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>
Core Subject Support (English, Maths & Science)	<input type="checkbox"/>

Please choose one subject in each of the 4 Option Blocks by putting a cross in the box next to the subject.  
In case one of your option choices does not run, please put a single "R" in an additional subject option (in one of the 4 blocks) to act as a reserve choice.

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Parent Signature: \_\_\_\_\_

Date:



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 A Reserve - (R) subject selected in one block.  
 Form signed and dated.

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**Green Options Pathway Year 9 - 2020/21**

Name & Tutor Group:

Option 1	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>
Core Subject Support (English, Maths & Science)	<input type="checkbox"/>

Option 2	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>
Core Subject Support (English, Maths & Science)	<input type="checkbox"/>

Option 3	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>
Core Subject Support (English, Maths & Science)	<input type="checkbox"/>

Option 4	
Art	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>
Creative iMedia (Cambridge National)	<input type="checkbox"/>
Dance (BTEC)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Design & Technology	<input type="checkbox"/>
Engineering (BTEC)	<input type="checkbox"/>
DT Food Preparation and Nutrition	<input type="checkbox"/>
Enterprise & Marketing (Cambridge National)	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
German	<input type="checkbox"/>
Graphic Communications	<input type="checkbox"/>
Health & Fitness (NCFE)	<input type="checkbox"/>
Health & Social Care (BTEC)	<input type="checkbox"/>
History	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>
Music	<input type="checkbox"/>
Music Practice (BTEC)	<input type="checkbox"/>
Photography	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>
Textile Design	<input type="checkbox"/>
Core Subject Support (English, Maths & Science)	<input type="checkbox"/>

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Date: \_\_\_\_\_

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# Option Descriptors

Each subject is described in this booklet and, where possible, each description is divided into three sections.



Each qualification page has a block indicating the colour pathway it is suited to. Please use these to guide you through the booklet.

## The Subject at Key Stage 4

This is a general description of the subject and its content. This also includes any pre-requisites for a course.

## What will the course involve?

This outlines the details of what is involved in the course during Years 10 and 11 and provides important information about the nature of examinations and topics studied.

## What the assessment in each subject looks like.

This describes how students can continue their interest in a particular subject through further education courses and ultimately to employment after they have left school. More information is available from the Careers Room and the careers section in the Library.

## Guidance

1. Please read everything in this guide carefully.
2. Note the examination requirements.
3. Think about interests and capabilities.
4. Listen and talk to teachers:
  - Senior subject staff will talk to students about their Key Stage 4 courses during January and February.
  - **There is a KS4 & Beyond Information Week for students and parents in the week beginning 18<sup>th</sup> January (Virtual Programme). Student ambassadors will provide a 'student view' on the subjects on offer. Programme of events to follow.**
  - Taster sessions for GCSE subjects will be held week commencing 25<sup>th</sup> January subject to Covid constraints.
5. There are 3 different pathways through KS4 and the Options forms - these are included in this booklet. Students will be guided by the school through tutors and senior staff interviews as to which pathway might result in their greatest success.
6. **The deadline date for Options forms to be completed is Monday 8<sup>th</sup> February.**
7. **We will endeavour to give students their first choices but if this is not possible we will talk to students and parents about alternatives. Option subject courses will only run if there are sufficient numbers of students to make them viable.**
8. Once all the students' option forms are in and have been checked and collated and any queries resolved, a letter will be sent home to parents/carers confirming your choices (April 2021).

# Qualifications offered at Penair

All subjects are GCSE unless otherwise stated, GCSE is the main qualification type, but not the only means of assessment at KS4. All public examinations have strict criteria which specify what has to be achieved in order to be awarded a particular grade or pass. All students are expected to follow Level 2 courses in all subjects: these are equivalent to a full GCSE and support access to courses in Further Education.

## **GCSE (General Certificate of Secondary Education) (Level 2)**

Courses leading to GCSE will be followed by all students. To cater for the wide range of ability taking the examination, some subjects are no longer divided into tiers while some offer different papers to suit different attainment levels.

The nature of GCSE courses demands much from students. Students are now frequently put in the position of being a scientist, a geographer, a designer etc. and this has meant that a wide range of learning and teaching styles is used.

GCSEs are graded from 9 to 1 (please see Key Stage 4 Curriculum page); level 2 equivalence are grades 9 to 4; level 1 equivalence are grades 3 to 1.

## **NCFE V Certs (Level 1/2)\***

NCFE V Cert qualifications have been developed in-line with the new Department for Education (DfE) guidance as to what meets GCSE equivalency. V Cert qualifications are graded and contain both internally and externally assessed elements. Each V Cert qualification is equivalent to one GCSE.

## **OCR Cambridge Nationals (Level 1/2)\***

Cambridge Nationals are vocational qualifications, equivalent to GCSEs, for 14–16 year olds. Recognised on performance tables (up to 2022) each qualification goes from Level 1 to 2. They provide an excellent foundation for progression to Cambridge Technicals and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

## **BTEC Technical Awards (Level 1/2)\***

The suite of Level 2 Technical Awards are designed to give 14-16 year olds a more hands-on, practical approach to learning, With a greater focus on specialist skills, students can concentrate on the area they're really interested in. These are often qualifications suitable for a wide range of students, built to accommodate the needs of employers and also allow progression to College and University. They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory. Each qualification is equivalent to one GCSE.

\* Any non GCSE courses are graded D\*, D, M, P (Level 2) and L1D, L1M, L1P (Level 1), where D=Distinction, M=Merit, P=Pass. D\*, D, M, P grades are equivalent to a GCSE 4 or higher, Level 1 grades are equivalent to a GCSE 3 to 1.

# Careers Education and Guidance

Careers education and guidance is a vital component in students' progression through the school. Penair School works with all students to allow them access to a wide range of opportunities for career planning. Careers guidance helps inspire students towards further study and enables them to make informed decisions; it prepares all students for adult life and the wide ranging opportunities open to them.

Students are encouraged to aim high and fulfil their potential. All students have access to a Careers Education and Guidance programme throughout their time at school. This process begins in Year 7 and culminates in Year 11 when students make choices for post 16 education. Year 9 students are given careful support in option choices to ensure they consider all of the GCSEs carefully when making their decision. Year 10 have a wide range of career opportunities from college taster days to a week-long work experience. Support and guidance is provided as students respond to the challenge of the GCSE courses.

In Year 11, students are given a comprehensive range of support with their post 16 choices, to ensure student chances are maximised for career progression. Students are carefully supported in their choices within further education and apprenticeships.

We work closely with local employers, Further Education providers, Universities and the Armed Forces to ensure that students have a broad range of experience on which to base their decisions. The annual careers fair is an excellent opportunity for parents and students to discover more about the choices available to them.



Each year students are able to visit local Colleges, attend University seminars and employer workshops. Through the combined cadet force (CCF), students are able to find out more about the Armed Services. Employer links are an essential part of Careers Education and we have formed close partnerships with key local employers, including our Enterprise Adviser programme which links business with education.

“Pupils benefit from a well-constructed programme of careers education and guidance. They have opportunities to think and find out about career opportunities starting in Year 7 and building up each year. There are strong links with the local further education providers”.

Ofsted April 2017

Additional sources of information to support your child through the KS3 to KS4 transition process.

Truro & Penwith College website - [www.truro-penwith.ac.uk](http://www.truro-penwith.ac.uk)

Cornwall College website - [www.cornwall.ac.uk](http://www.cornwall.ac.uk)

Information on apprenticeships - <https://www.gov.uk/apprenticeships-guide>

Check out the entry requirements for University courses - <http://www.ucas.com>

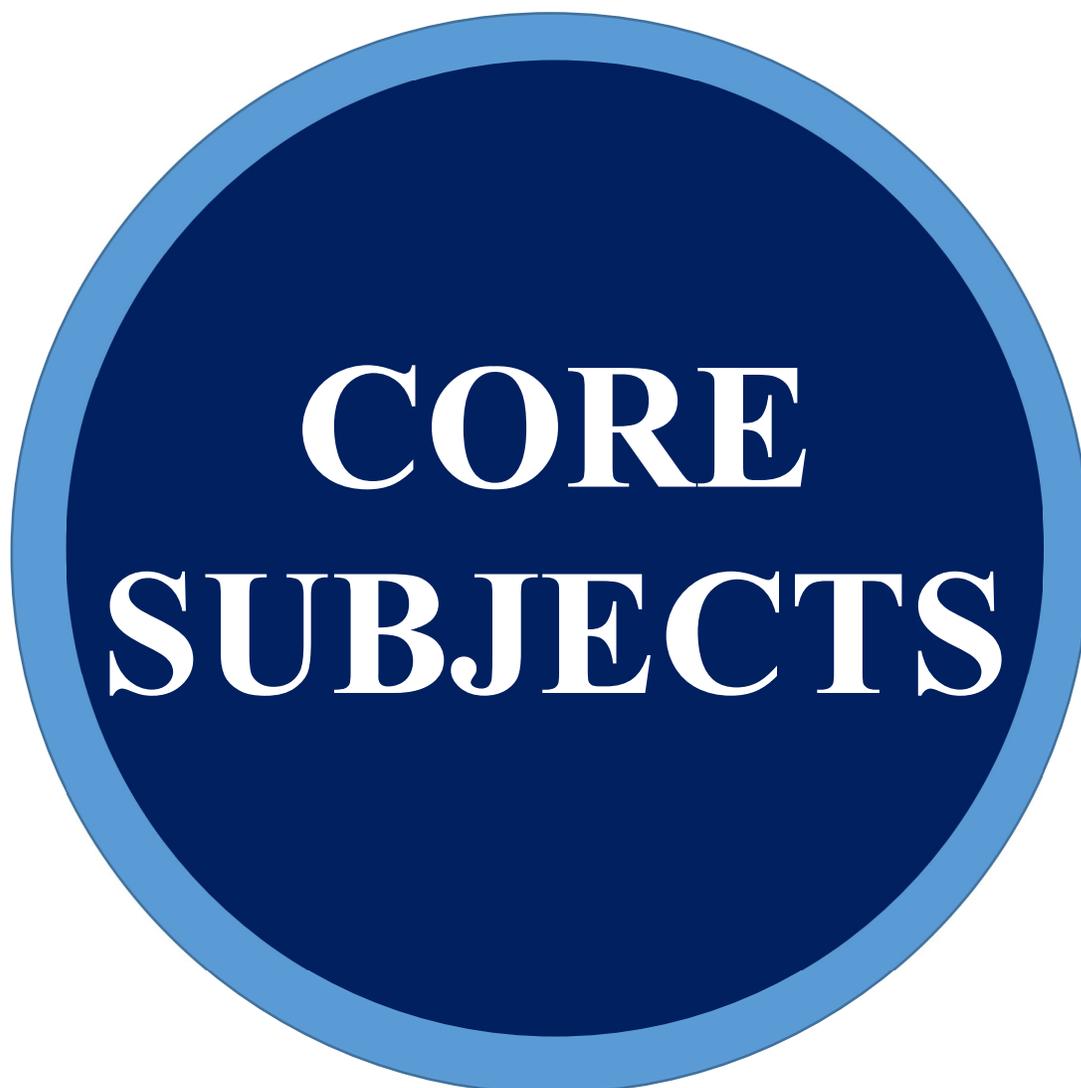
Other Sixth Forms – Camborne - <https://theviformacademy.co.uk/>

Falmouth - <http://www.falmouth.cornwall.sch.uk/91/falmouth-college>

Helston - [https://www.helston.cornwall.sch.uk/web/post\\_16](https://www.helston.cornwall.sch.uk/web/post_16)

Liskeard - <https://www.liskeard.cornwall.sch.uk/sixth-form/sixth-form-prospectus>





**CORE  
SUBJECTS**

# Core Citizenship and Religious Education

This non-examined course will cover Citizenship and Religious Education topics. This will be delivered in a variety of ways through timetabled lessons. Students will be encouraged to become active citizens by having the opportunity to take part in extra-curricular activities in school, the local area and nationally.

**If you have any questions please see Mrs Davies**

## Core ICT

The ICT curriculum at Key Stage 4 aims to support students' increasing use of technology in all aspects of society and promote confident, creative and productive use of ICT. An essential skill for life, ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding of how to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. ICT can be used to find, develop, analyse and present information, as well as to model situations and solve problems. This non-examined course aims to equip students with the skills they need for the rest of the Key Stage 4 curriculum and their post 16 options.

**If you have any questions please see Ms Trevennen**

## Personal, Social and Health Education

All students at Penair follow a programme of Personal, Social and Health Education to prepare them for the opportunities, responsibilities and experiences of adult life. The programme is carefully designed by the PSHE Co-ordinator. Topics may also be led by outside speakers or other members of staff who may be specialists in particular fields.

The Personal, Social and Health Education Programme in Years 10 and 11 begins by emphasising that students' self-motivation is of prime importance in their final years in school and encourages students to reflect on the skills and abilities they have developed whilst at Penair.

A major aspect of the programme is the preparation for and completion of Work Experience, which is viewed as a very important learning opportunity in which students can experience the reality of working life. In addition, a full day's visit to a further education college is arranged. To complement the PSHE programme, independent personal support and advice related to health, careers and other issues is also offered.

Other topics covered in Year 10 are Alcohol and Risky Behaviour and Sex and Relationships Education, which will include two talks by Brook. In Year 11 the main issues covered are Mental Health Awareness and Abusive Relationships.

**If you have any questions please see Mrs Davies**

## Core Subject Support / Life Skills

This non-examination KS4 course focuses on core subject support (English, maths and science) combined with practical experiences and activities designed to improve life skills. **Students will be personally invited to choose this option.** Dependent upon the need of the group, the course could cover: work related tasks, such as horticulture, catering and office skills; health and fitness activities through sport and other recreational pursuits; computing skills.

**If you have any questions please see Mr McDonagh**



## English Language

You will achieve a GCSE which aims to develop your reading, writing and oratory skills. The GCSE course will develop your ability to communicate accurately, effectively and imaginatively, in response to a variety of texts and media.

There is a wealth of material to study including fiction and non-fiction from the past and present.

Your *English Language GCSE* course will involve the preparation of learning skills such as analysing contemporary, 19<sup>th</sup> and 20<sup>th</sup> Century texts. You will look at different written forms, such as diary entries, newspaper articles, letters and speeches. Moreover, you will learn how to compare and contrast the language and ideas used in a variety of texts in addition to summarising the main points within them.

Additionally, you will learn how to perfect writing styles, such as descriptive and narrative writing; you will learn the art of persuasion, rhetoric and forceful, argumentative writing.

You will sit two examination papers for this GCSE:

Paper 1 - Explorations in creative reading and writing

- In section A, students will read a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.
- In section B, students will write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

1 hour 45 minute examination - 80 marks (50%)

Paper 2- Writers' viewpoints and perspectives

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- In section A, students will read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.
- In section B, students will produce a written text for a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced in section A.

1 hour 45 minute examination - 80 marks (50%).



Tegeirian Downer

Oxford University press

Tegeirian always enjoyed English at Penair School and after completing her English degree, she went on to study for a Masters in English at Oxford Brookes. She now works in publishing for Oxford University Press.

Related Further Education Courses:

English Language AS/A level(s)  
English Literature AS/A level(s)  
Media Studies: radio and television  
Journalism Studies  
Classical civilisation  
Politics  
Psychology  
Creative writing  
Literature and the Arts  
Advertising

If you have any questions please see Mrs Kendall





## English Literature

You will achieve an English Literature GCSE which aims to develop your reading and writing skills. The GCSE course will develop your ability to communicate accurately, effectively and imaginatively, in response to a variety of texts.

There is a wealth of material to study, including fiction and non-fiction from the past and present.

Your *English Literature* GCSE course will see you developing your responses to a wide range of texts including drama, poetry and prose from the literary canon. These texts cover the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century and you will also examine the context and times in which these texts were written.

There are two examination papers for the GCSE English Literature course

### Paper 1: Shakespeare and the 19<sup>th</sup> century novel

- **Section A: Shakespeare:** Students will answer one question on a Shakespeare play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- **Section B: The 19<sup>th</sup>-century novel:** Students will answer one question on a novel from the prescribed texts. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

1 hour 45 minute examination  
64 marks = 40% of the GCSE

### Paper 2: Modern Texts and poetry

- **Section A Modern texts:** Students will answer one essay question from a choice of two on studied modern prose or a drama text.
- **Section B Poetry:** Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

2 hours 15 minute examination  
96 marks = 60% of the GCSE



Paige Martin

After completing her GCSEs, Paige continued her studies at Truro College taking A Levels, including English and History. Paige was then awarded a place at the prestigious St Andrews University in Scotland. A recent English Literature graduate, Paige is now embarking on a career in promotion and events management.

Related Further Education Courses:  
English Language AS/A level(s)  
English Literature AS/A level(s)  
Media Studies  
Journalism Studies  
Classical civilisation  
Politics  
Psychology  
Creative writing  
Literature and the Arts

If you have any questions please see Mrs Kendall





## Mathematics

Our aim is to develop your interest in mathematics, enable you to communicate using mathematical language and symbols and promote logical thinking. We will also make sure that you have the skills necessary to solve 'real-life' problems and help you achieve the highest possible examination results.



The course continues from KS3 to develop your ability in the five strands of mathematics: Number, Algebra, Geometry, Statistics, Ratio & Proportion and Rates of Change.

All students take the AQA Linear GCSE Maths. Internal written assessments will take place every half term in order to monitor the progress of students. These will be written to reflect the increased emphasis on using maths to solve problems and communicate solutions, as required in the new GCSE.

There are 2 tiers of entry: **Foundation** and **Higher**. It is our policy to enter students for the tier most appropriate for their abilities and skills, giving all students the maximum chance of obtaining the best possible examination grade. The Foundation level aims for grades 1-5 and the Higher level grades 4-9. We have our own comprehensive revision programme which successfully meets the needs of students.

Students following the higher level course will have several opportunities to sample A-level work in preparation for their post-16 courses. This relates directly to the courses operating at Further Education Colleges and other centres. Some students may also proceed to do a Level 2 AQA Certificate in Further Maths.



Elizabeth Gothard

Phd in Mathematical Biology

"After completing the International Baccalaureate at Truro College, I studied mathematics at the University of Southampton, where I became interested in applying maths to biological problems. I also realised that research was an exciting career prospect and so, after completing a master's degree, I applied to the Wellcome Trust PhD programme at the University of York."

The final assessment consists of 3 external examinations.

Paper 1 – Non-Calculator	1 hour 30 mins	33.33%
Paper 2 – Calculator	1 hour 30 mins	33.33%
Paper 3 – Calculator	1 hour 30 mins	33.33%

Related Further Education Courses  
AS/A level(s):

Accounting  
Computing  
Mathematics  
Further Maths  
Core Maths  
Other:  
Foundation Accreditation in Maths and English

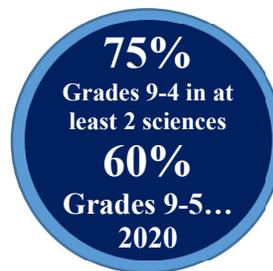




## Combined Science - Trilogy

You will need science qualifications for many jobs and careers. Without scientific qualifications, you rule out many opportunities in technology, industry, the health services and other professions.

Combined Science is the course that is studied by the majority of students in England. It accounts for two GCSE grades and will cover topics in Biology, Chemistry and Physics.



Science is very important for many careers that you might not think of as "scientific." For instance, science is important for nurses, physiotherapists, radiographers, environmental health officers, architects, pilots, naval and merchant naval officers, surveyors, building managers and archaeologists. Many others also require a good scientific education. It is frequently needed in work like building crafts, catering, baking, beauty work and hairdressing - in learning these crafts, you have to understand the scientific principles behind them.

During the course, assessment of students' progress will be made via topic tests and 'Required Practical' activities. Students will be given a grade from 9-1 for each assessment and this will be used to inform the teacher when completing the half termly reports.

The qualification will be graded on a 17-point scale: 1-1 to 9-9, where 9-9 is the best grade. A student taking Foundation Tier assessments will be awarded a grade within the range of 1-1 to 5-5. Students who fail to reach the minimum standard for grade 1-1 will be recorded as U (unclassified) and will not receive a qualification certificate. A student taking Higher Tier assessments will be awarded a grade within the range of 4-4 to 9-9. A student sitting the Higher Tier who just fails to achieve grade 4-4 will be awarded an allowed grade 4-3. Students who fail to reach the minimum standard for the allowed grade 4-3 will be recorded as U (unclassified) and will not receive a qualification certificate.

The final assessment consists of six exam papers; two each of Biology, Chemistry and Physics (16.7% each). Each will assess different topics.

All of the papers are 1 hour 15 minutes for foundation and higher tiers.

There will be a range of questions, including closed, short answers and open response.



Lucy Williams

Physio

"Deciding which subjects to choose for my GCSEs was a tough decision so I chose subjects that I enjoyed."

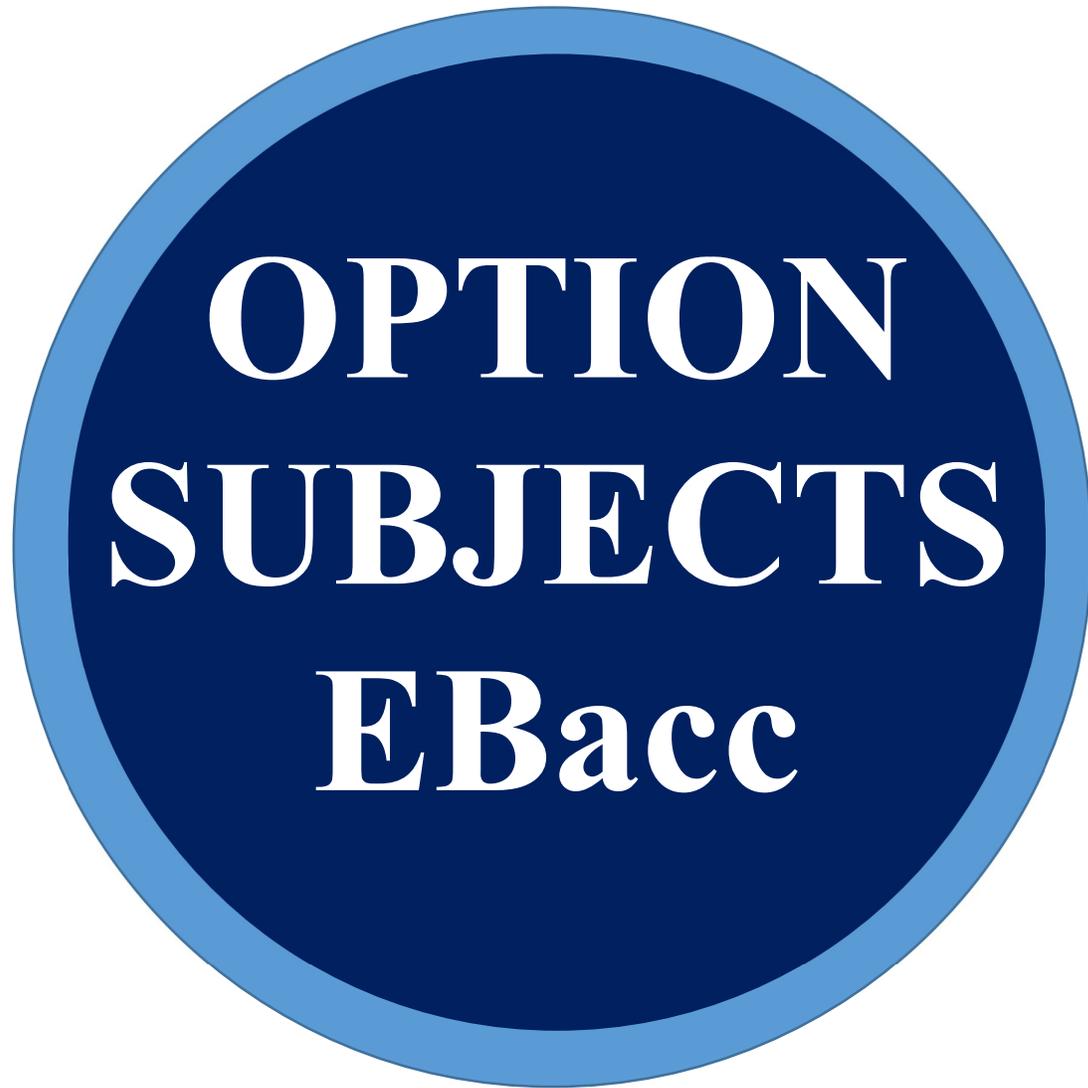
Lucy went on to study Science A levels and then completed a physiotherapy degree at Cardiff University.

### Related Further Education Courses:

- AS/A level(s):
- Biology
- Social & Environmental Biology
- Social Biology
- Chemistry
- Computer studies/science
- Electronics
- Environmental studies/science
- Physics
- Physical Education
- Psychology
- Science
- Sociology
- Sports Science

If you have any questions please see Mr Robins





**OPTION  
SUBJECTS  
EBacc**



## Computer Science

This GCSE Computer Science qualification will give you an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, you will investigate computer programming, which many students find interesting and rewarding. Through this study of computer programming, the course will help you to develop critical thinking, analysis and problem solving skills. This option requires you to be following the higher level mathematics course. This GCSE is extremely demanding and will require candidates to be a Falcon/Eagle across the academic spectrum.

Computers are changing our world and our workforces. With technology now lying at the heart of our economy, our daily lives and scientific enterprises, the importance of preparing for our rapidly changing technological world has never been greater. Computer Science is a stimulating and rewarding subject which will open your eyes to the technologically advanced world around you, whilst empowering you with the ability to develop your computational thinking skills and problem solving capabilities.

GCSE Computer Science comprises of *three* components:

### Component 1: *Computer systems*

Covering the body of knowledge about computer systems on which the examination will be based. This includes contemporary architectures of computers, storage and memory devices, networks (both design and security), system security (including hacking/exploitation), as well as the legal ramifications.

### Component 2: *Computational thinking, algorithms, and programming*

Stretches you to think about the various algorithmic approaches to solving a problem, and your ability to critically assess each solution based on its merits and drawbacks. You will also learn at least 2 different computer programming languages.

### Component 3: *Programming project*

Put all of your learning into practice and demonstrate your skills as a worthy Computer Scientist. You will be expected to create a suitable program design and analysis for a scenario provided by the exam board. Following this, you will be expected to implement a working solution for the problem, ensuring that it works through a range of suitable test data. As you progress through this component, you will be required to produce a written document to support your learning and demonstrate your abilities and skills.

The final assessment consists of:

Component 1: External examination, 1 hour 30 minutes, worth 50% of final mark.

Component 2: External examination, 1 hour 30 minutes, worth 50% of final mark.

Component 3: Programming project (20 hours).



Jonty Brooks

Jonty left Penair School in 2007 and completed A Levels at Truro College. He is now an ICT consultant.

“As an entrepreneur and IT consultant, my job is to stay at the forefront of the rapid innovation we see in the world of IT, and bring this knowledge and understanding to the businesses I build and work with”.

### Related Further Education Courses

AS/A levels:

Computer Studies

Computer Science

Computing

Information Technology

Computer Game Design

Other:

1st Diploma IT

Information Technology courses

BTEC National Diploma IT

Applications





## French

In French, we aim to give you the necessary language skills to cope in a variety of everyday situations when abroad - to save you the embarrassment of not being able to get what you want in a shop, or book a train ticket or a hotel room. We also, of course, aim to give you a sound grammatical knowledge of French in case you should wish to go on and study the language further. Given time, you could be one of those lucky people whose job involves foreign travel - it's better than having to pay for your holidays! To select French as one of your courses, you should have followed French in Key Stage 3.



All four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes: Identity and culture/ Local area, holiday, travel/ School/ Future aspirations, study and work/International and global dimension. Each theme is then broken down into sub-topics. Students will complete an examination in each of the following skills at the end of the course:

**Listening** - Question types will comprise both multiple response and short-answer open response questions.

**Reading** - The range of text types include:

- Advertisements, emails, letters, articles and literary texts
- A short passage to be translated from French into English

The assessment consists of 10 questions. Students must answer all questions from each of the three sections. There are multiple-response questions, short-answer open response questions and one translation passage from French into English.

**Speaking** - These are assessed through a series of three consecutive tasks.

Task 1 – Role play

Task 2 – Picture based task

Task 3 – Conversation (based on two themes)

At Foundation Tier, the total assessment for the three tasks is 7 to 9 minutes plus 12 minutes preparation time.

At Higher Tier, the total assessment for the three tasks is 10 to 12 minutes plus 12 minutes preparation time.

**Writing** - Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in French. Recommended word counts are specified for each question. One question is a translation of a short passage from English into French. The instructions to students are all in French. The use of dictionaries is not permitted.

The final assessment consists of examinations across the 4 skill strands.

Listening - 25%

Reading - 25%

Speaking - 25%

Writing - 25%



Morgan Thoha

“Since leaving Penair School I have continued to pursue my love of languages. At Truro College, I chose to do an A Level in Italian (which I had never studied before) alongside French, English and Graphics & Illustration. I am currently studying French and Italian at Cardiff University and taking a transnational module in each.”

### Related Further Education Courses

AS/A levels:

French

Leisure & tourism

Business Studies with French

Business European Studies

Foreign Languages at Work

International Baccalaureate

If you have any questions please see Mrs Innard





## German

In German, we aim to give you the necessary language skills to cope in a variety of everyday situations when abroad - to save you the embarrassment of not being able to get what you want in a shop, or book a train ticket or a hotel room. We also, of course, aim to give you a sound grammatical knowledge of German in case you should wish to go on and study the language further. Given time, you could be one of those lucky people whose job involves foreign travel - it's better than having to pay for your holidays! To select German as one of your courses, you should have followed German in Key Stage 3.



All four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes: Identity and culture/ Local area, holiday, travel/ School/ Future aspirations, study and work/International and global dimension. Each theme is then broken down into sub-topics. Students will complete an examination in each of the following skills at the end of the course.

**Listening** - Question types will comprise both multiple response and short-answer open response questions.

**Reading** - The range of text types include:

- Advertisements, emails, letters, articles and literary texts
  - A short passage to be translated from German into English
- The assessment consists of 10 questions. Students must answer all questions from each of the three sections. There are multiple-response questions, short-answer open response questions and one translation passage from German into English.

**Speaking** -These are assessed through a series of three consecutive tasks.

Task 1 – Role play

Task 2 – Picture based task

Task 3 – Conversation (based on two themes)

At Foundation Tier, the total assessment for the three tasks is 7 to 9 minutes plus 12 minutes preparation time.

At Higher Tier, the total assessment for the three tasks is 10 to 12 minutes plus 12 minutes preparation time.

**Writing** -Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in German. Recommended word counts are specified for each question. One question is a translation of a short passage from English into German. The instructions to students are all in German. The use of dictionaries is not permitted.

The final assessment consists of examinations across the 4 skill strands.

Listening - 25%

Reading - 25%

Speaking - 25%

Writing - 25%

### Related Further Education Courses

AS/A levels:

German

Leisure & tourism

Business Studies with German

Business European Studies

Foreign Languages at Work

International Baccalaureate





## Geography

A GCSE in Geography will provide students with solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for Geography within students which encourages an interest in the subject beyond academic achievements for the rest of their life.



OCR Geography B (Geography for Enquiring Minds) will enable students to build on their Key Stage 3 knowledge and skills to:

Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).

Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer).

Develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).

Apply geographical knowledge, understanding, skills and approaches approximately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

The final assessment consists of 3 examinations:

**Our Natural World (01) 1 hr 15 mins 35%**

Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems, Fieldwork and Geographical Skills

**People and Society (02) 1 hr 15 mins 35%**

Urban Futures, Dynamic Development, UK in the 21<sup>st</sup> Century, Resource Reliance, Fieldwork and Geographical Skills

**Geographical Exploration (03) 1 hr 30 mins 30%**

Geographical Skills and Decision Making Exercise) including synoptic assessment



Tom Whipp  
Secondary  
School  
Geography  
Teacher

“When I was at Penair, I loved school, especially sport, but it was Geography which really gripped me. Geography allowed me to gain an understanding of how the world works and gave me an appreciation that the choices I make have an impact from a local to global scale. Whether it’s a devastating earthquake, industrial pollution causing changes in global climate or the politics of people escaping conflict in Syria to move to Europe, understanding these issues has made me much more aware of how connected we all are. There is only one planet earth so understanding how best to care for it is pretty important in my opinion”.

### Related Further Education Courses

AS/A level:

Geography

Environmental Science

World Development Studies

Politics, Geology, Sociology

Other:

First Diploma in Travel & Tourism

Marine Leisure/ Environmental

Management, Marine Science

Countryside Management and

the Environment

If you have any questions please see Ms Henry





## History

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future. This GCSE is a fascinating look at a broad array of topics and will give you the skills to: communicate effectively, construct an argument, and how to interpret and analyse evidence.



**In Exam 1 students will cover the following:**

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches: This is a fascinating unit that charts the development of medicine over the course of the last 800 years. Students will study what people believed caused disease, and how they tried to treat and prevent it. Case studies focus on the Black Death, the Great Plague, Penicillin and an investigation into lung cancer. Students also explore the injuries soldiers received in the trenches during the First World War, and how they were dealt with.

**In Exam 2, section 1, students will cover the following:**

Superpower relations and the Cold War, 1941–91: This unit focuses on the start of the Cold War and rising tensions leading to the Hungarian Uprising of 1956. Students then go on to study the crises of the Cold War such as the building of the Berlin Wall and the Cuban Missile Crisis, before examining the end of the Cold War.

**In Exam 2, section 2, students will cover the following:**

Early Elizabethan England, 1558–88: This unit starts by studying the problems Elizabeth had when she became queen. Students then study the 'settlement' of religion, as well as plots against Elizabeth, the build up to war with Spain including the Spanish Armada, and what it was like to live in Elizabethan England.

**In Exam 3 students will cover the following:**

The USA, 1954–75: conflict at home and abroad: This modern depth study is a thought-provoking look at the struggle of the Civil Rights Movement in America, followed by studying the impact of the Vietnam War on America. Students then assess how America was forced to recognise the inequalities in its own society at a time when they were fighting for the rights of the South Vietnamese on the other side of the planet.

The final assessment consists of 3 examinations:

- Exam 1: 1 hr and 15 mins** 30%  
Thematic Study: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- Exam 2: 1 hr and 45 mins** – in two sections 40%  
Period Study - Section 1: Superpower Relations and the Cold War 1941 to 1991.  
British Depth Study – Section 2: Early Elizabethan England 1558 to 1588.
- Exam 3: 1 hr and 20 mins** 30%  
The USA 1954 to 1975: Conflict at home and abroad.



Guy Martin  
Historical  
photographer

Guy documents conflict throughout the world. His love of history began here at Penair School.

“Studying the complex narratives of American and Russian foreign policy at the end of the Cold War opened my eyes to the journalists and visuals of the Vietnam war.”

**Related Further Education Courses**

- AS/A Levels:
- History
- Sociology
- Psychology
- World Development Studies
- Law
- Politics
- Archaeology

**If you have any questions please see Ms Creaser or Mrs Turuelo**





## Triple Science

This option is aimed at those students who love their Science and want more. Over the previous three years they will have demonstrated a commitment to their science education. They will have shown an excellent attitude to independent study and will enjoy a challenging pace. They will have read further in the areas of science that interest them and be very likely to want to follow science at A/AS-level, IB and beyond.



Students selecting this option are taking on a whole extra GCSE. For this reason, given the pace and volume of assessment, most students should be on the Eagle flight path. These students will study separate chemistry and physics GCSEs in core science time (instead of the combined science trilogy) and Biology GCSE as an option subject.

It is often thought that you need to study the Triple Science course in order to take A-levels in Biology, Chemistry or Physics. This is not the case and there are many students who have taken the combined Trilogy course and have still gone on to be successful in science A-levels and scientific degrees. However, there is a considerable jump between the content covered at GCSE to that studied at A-level. The Triple GCSE helps bridge the gap between the two qualifications.



Juliet Bristow

Studying  
medicine at  
Exeter  
University

During the course, assessment of students' progress will be made via topic tests and 'Required Practical' activities. Students will be given a grade from 9-1 for each assessment and this will be used to inform the teacher when completing the half termly reports.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate. A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher Tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

The final assessment consists of two exam papers in each of the sciences; two Biology, two Chemistry and two Physics (16.7% each). Each will assess different topics.

All papers are 1 hour 45 minutes for foundation and higher tiers. There will be a range of questions, including structures, closed, short answers and open response.

"It was whilst I was at Penair that I decided that I wanted to pursue a career in medicine. The school really helped me in achieving this goal. The staff were always supportive, providing career advice and helping me gain the GCSE results I knew that I needed."

### Related Further Education Courses:

AS/A level:  
Biology, Chemistry, Physics  
Social & Environmental Biology  
Social Biology  
Computer studies/science  
Electronics  
Environmental studies/science  
Physical Education  
Psychology  
Science  
Sociology  
Sports Science

If you have any questions please see Mr Robins





**OPTION  
SUBJECTS**



## Business Studies (GCSE)

This subject choice will give you the opportunity to explore real business issues and understand how businesses work. It will occupy the time of one option subject during the normal school day, but commitment will be needed as students will need to complete work in their own time.



Business Studies is relevant in all aspects of your life from politics to the advertisements you watch on television. This course introduces students to the issues concerning the setting up and operation of a business. It explores the activities of business and the reasons for success or failure. It encourages candidates to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders.

The course also covers marketing, finance, operations management, human resources and the economy. Detailed consideration is given to the role of information technology throughout. Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.



Tom Meehan

Computer facilities management

Tom left Penair School and then went on to study A levels in Business, History, Music and Music Tech. He was awarded a place to study Business at The University of Westminster. Tom then started his own business, Minbari, which provides management software, data and analysis to the hospitality industry.

The final assessment consists of 2 examination papers worth 50% each.

**Paper 1: Influences of operations and HRM on business activity.** Business in the real world, Influences on businesses, business operations, Human resources.

**Paper 2: Influence of marketing and finance on business activity.** Business in the real world, Influences on businesses, Marketing, Finance

Both papers are 1hr 45 min in length, worth 90 marks and made up of 3 sections.

Section A: Multiple choice and short answer questions worth 20 marks.

Section B: One case study/data response stimuli with questions, worth approximately 34 marks

Section C: One case study/data response stimuli with questions, worth approximately 36 marks

### Related Further Education Courses:

AS/A level:

- Business Studies
- Economics
- Law
- Information & Communication Technology

Vocational courses such as:

- Accountancy RSA
- Administration
- Business & Finance
- European Studies
- Information Technology
- Business
- Leisure & Tourism
- Legal Administration





## Enterprise & Marketing OCR Level 1/2 Certificate (Cambridge National)

This Cambridge National Certificate in Marketing & Enterprise is a vocational qualification that takes an engaging, practical and inspiring approach to learning & assessment. It is industry relevant and designed specifically to suit a broad range of learning styles and abilities.

If you prefer to learn practically, rather than just academically, then this course gives you that opportunity. This Cambridge National in Marketing & Enterprise is awarded as a Certificate - the Level 2 Certificate being the same as a GCSE.

This qualification is for pupils who wish to develop applied knowledge & practical skills in Enterprise and Marketing.

It is designed with both practical & theoretical elements, which will prepare you for further study of qualifications in Business, Enterprise, Marketing, Law, Accountancy or Economics.

Students will study three topics:

- **Enterprise & Marketing (R064)**

Students will understand the main activities that will need to happen to support a start-up business, & what key factors to consider when starting up a business.

- **Design a business proposal (R065)**

Students will develop the skills to design a business proposal to meet a specific business challenge. You will identify a customer profile for a specific product, complete market research to generate product design ideas, & use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

- **Market & pitch a business proposal (R066)**

In the final Unit pupils will develop the skills to create a brand identity & promotional plan for their specific business product proposal. You will develop pitching skills in order to pitch your business proposal to an external audience. Finally, a review of your pitching skills and business proposal will be carried out.

So, if you have been inspired by programmes such as The Apprentice or Dragon's Den then this course is worth serious consideration!

The final assessment consists of:

Unit 1 (R064)

1 hour 30 minute written examination. Externally Assessed. (80 marks: 40%)

Unit 2 (R065)

Controlled Assessment. Centre Assessed. Externally Moderated. (60 Marks: 30%)

Unit 3 (R066)

Practical Controlled Assessment. Centre Assessed. Externally Moderated. (60 Marks: 30%)

### How do I choose between GCSE and Vocational?

**There is no easy answer to the question. It depends on who you are, how you work, what career you want to have and what level you want to enter that career at. Vocational qualifications are not the easy option; they are simply different to academic study in that the way that you learn & the way that you are assessed.**



**There are two Business courses:**

- **GCSE Business Studies (9-1) (Traditional)**
- **OCR Level 1/2 Cambridge National Certificate in Enterprise & Marketing (Vocational)**

**The GCSE option is formal, academic & assessed by two exams.**

**The Vocational option is practical & active and assessed by two assessments & one exam. Level 2 qualifications are the same size & value as a single GCSE.**

### Related Further Education Courses

AS/A level:

Business Studies  
Economics, Law  
Information &  
Communication

Technology

Vocational courses such as:

Accountancy RSA  
Administration  
Business & Finance  
European Studies  
Information Technology  
Business  
Leisure & Tourism  
Legal Administration



## Creative iMedia Level 1/2 Certificate (Cambridge National)

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles & abilities, effectively engaging and inspiring all students to achieve great things.



The Cambridge National in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

The Cambridge National in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. The 'hands on' approach that will be required for both teaching & learning has strong relevance to the way young people use the technology required in creative media. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

### James West

After leaving Penair School, James took both ICT and creative qualifications at College and now works in computer games design at HB Studios.

HB studios is a large independent studio which specialise in creating sports games design.

### The final assessment consists of:

1 x written paper set and marked by the exam board. 1 hour 15 mins – 60 marks (60 UMS: 25%).

1 x mandatory unit of work, moderated by the exam board. Approx. 10 hours – 60 marks (60 UMS: 25%)

2 x 'Other' units of work (25% each), likely to be either:

- Creating a digital animation
- Creating interactive multimedia products
- Creating a multi-page site

### Related Further Education Courses

- A level Media Studies ICT (Level 3)
- Cambridge Technical IT Media (Levels 2 & 3)
- Apprenticeship Framework (Levels 2 & 3)





## Art and Design: Art

Students completing the course should show an ability to give a personal response to an idea or theme, record from direct observation, sustain a chosen idea from concept to realisation, show independent thought, analyse, select, research, communicate, evaluate and select and control materials and process in a systematic and disciplined way. Students should also review, modify and refine work as it progresses and realise intentions - and investigate, research and react to Art, Craft and Design.

Have you ever thought of a career in Art - as a graphic designer, photographer or even as an art teacher? Perhaps you would like to be a fashion designer working with textiles or even an interior designer, sculptor or painter? For all of these careers and many more, the Art & Design GCSE provides a foundation.

Perhaps you just want to take Art because you enjoy it - it's fun? Then this course will suit you, providing many skills for life, encouraging perseverance, self-confidence and independent thought, and helping you to develop an awareness of your own and other great cultures. You will work from direct observation whenever possible and develop your studies into a variety of mediums, according to your individual interests. These developments might take the form of sculpture, textiles, print, graphics or ceramics.

Drawing is the foundation of many of the units of work. Students are also expected to complete a written commentary of their work, which will include demonstrating personal response to their own and others' work.

**NB** You may not opt for more than one of the Art and Design GCSEs: Art, Graphic Communications or Textiles.

The final assessment consists of:

**Examination (40%):** externally set 10 hours - this allows you to work unaided to conceive, design, organise and complete pieces of work over a fixed period of time from a given starting point.

**Controlled Assessment:** In February of Year 11, students receive the AQA GCSE exam starting points; from that time, they normally have eight weeks to prepare for a final controlled exam.

**Coursework (60%):** one extended portfolio of work and several smaller units of work - this provides an opportunity for you to demonstrate your ability to research, develop and realise your ideas in a variety of mediums.



Martin Chiffers

Animator

"Art was my favourite subject at Penair. I went on to study at Falmouth School of Art and Design and then to Salford University where I got a degree in Fine Art. I am now a successful Broadcast/Motion Designer and Art Director working for RTL Media group, Europe's largest private television company. The skills I learnt from my Art education are still put to use, whether it's creating animations, producing storyboards or directing film shoots."

### Related Further Education

#### Courses:

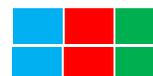
AS/A level:

- Art
- Design Textiles
- Art & Design
- Art & Design (Textiles)
- Graphic Communications
- Ceramics
- Design
- Textiles

BTEC in a variety of Art and Design areas.

- Advanced Level Creative and Media Diploma
- Higher Level Creative and Media Diploma

If you have any questions please see Ms Morecock



# Art and Design

## Art and Design: Graphic Communications

Students completing the course should show an ability to give a personal response to an idea or theme, record from direct observation, sustain a chosen idea from concept to realisation, show independent thought, analyse, select, research, communicate, evaluate and select and control materials and process in a systematic and disciplined way. Have you ever thought of a career as a graphic designer? Graphic Communication GCSE provides a foundation.

During the course, you will explore images, artefacts and resources relating to a range of Graphic Communication from the past and from recent times, including European and non-European examples which will be integral to the investigating and making process. Responses to these examples will be shown through practical and critical activities which will demonstrate your understanding of different styles, genres and traditions.

You will be required to work in one or more area(s) of Graphic Communication such as those listed below. They may explore overlapping areas and combinations of areas:

Illustration, Advertising, Packaging Design, Communication Graphics, Design for Print, Digital Media, Web Design, Television, Multimedia, Lens-based and light-based media: Film, Animation, Video and Photography, New Media practices such as Computer Generated Imagery.

You will need to integrate critical, practical and theoretical study in Graphic Communication that encourages direct engagement with original work and practice.

**NB** You may not opt for more than one of the Art and Design GCSEs: Art, Graphic Communications or Textiles.

The final assessment consists of:

**Examination (40%):** externally set 10 hours - this allows you to work unaided to conceive, design, organise and complete pieces of work over a fixed period of time from a given starting point.

**Controlled Assessment:** In February of Year 11, students receive the AQA GCSE exam starting points; from that time, they normally have eight weeks to prepare for a final controlled exam.

**Coursework (60%):** one extended portfolio of work and several smaller units of work - this provides an opportunity for you to demonstrate your ability to research, develop and realise your ideas in a variety of mediums.



### Related Further Education Courses:

AS/A level:

Graphic Communication  
3D Design  
Art & Design

Advanced Level Creative and Media Diploma

Higher Level Creative and Media Diploma





## Art and Design: Photography



Photography is defined here as the practice of producing images using digital methods of development and production to create static or moving images. Students opting for this course should show an ability to use sources to inspire the development of ideas, relevant to photography including: looking at different cultures, cultural industries, client oriented work, how feelings and themes can inspire creativity, mixed media, figurative and non-figurative forms of photography. Students taking this course will also require an understanding of visual and tactile elements such as: colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface, and contrast.

During the course you will be studying different areas of photography, these will include: portraiture, location photography, studio photography, experimental, imagery, installation, documentary photography, photojournalism, moving image and fashion photography.

Photography is an exciting medium that can be used in many different ways. Careers in photography include Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Ariel, Portraiture and Wedding photography, Sports and Travel etc. Photographs are visible everywhere because we love the photographic representation of ourselves and our world and therefore there is a huge market for photographic work.

Students are expected to complete a written commentary of their work, which will include demonstrating personal response to their own and others' work. Things to consider:

You CAN opt for photography and one of the other Art and Design GCSEs: Art, Graphic Communications or Textiles. However, due to the nature of the course group sizes will be kept small. It is anticipated that Photography will be a popular option, it is therefore important that you have an alternative option if you are unable to be accommodated on the course. You should also consider the impact of coursework on your time. If you opt for Photography and an Art option you will need to have good time management skills and enjoy undertaking self-directed study.

NB: It would be helpful for students to have their own DSLR camera or other compact digital camera but not essential. Camera phones are not permitted on this course.

The final assessment consists of:

**Examination (40%):** externally set 10 hours - this allows you to work unaided to conceive, design, organise and complete pieces of work over a fixed period of time from a given starting point.

**Controlled Assessment:** In February of Year 11, students receive the AQA GCSE exam starting points; from that time, they normally have eight weeks to prepare for a final controlled exam.

**Coursework (60%):** one extended portfolio of work and several smaller units of work - this provides an opportunity for you to demonstrate your ability to research, develop and realise your ideas in a variety of mediums.

### Related Further Education Courses

AS/A level:

- Art
- Photography
- Art & Design
- Graphic Communications
- Design
- Textiles

BTEC in a variety of Art and Design areas.

Advanced and Higher Level  
Creative and Media Diplomas

If you have any questions please see Ms Morecock or Mrs Byrne





## Art and Design: Textile Design

Candidates will be introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies. They will explore relevant images, artefacts and resources relating to art and design from the past and from recent times, including European and non-European examples which will be integral to the investigating and making process.

Responses to these examples must be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions. Candidates will become aware of the four assessment objectives to be evidenced in the context of the content and skills presented and of the importance of process as well as product. Candidates will explore drawing for different purposes and needs. Candidates may use sketchbooks/workbooks and journals to support their work where appropriate.

There are many jobs and careers which appeal to people who are interested in fabrics, textiles and fashion. The fashion industry is a major employer, and many opportunities exist in the retail trade.

**NB** You may not opt for more than one of the Art and Design GCSEs: Art, Graphic Communications or Textiles.

Candidates are required to work in one or more area(s) of Textile Design, such as those listed below. They may explore overlapping areas and combinations of areas:

- Fashion and/or costume
- Printed and/or dyed materials
- Domestic textiles
- Constructed and/or applied textiles
- Constructed and/or stitched and/or embellished textiles.

Candidates are required to integrate critical, practical and theoretical study in Textile Design that encourages direct engagement with original work and practice. Where direct engagement may not be possible, the expectation is that work should include appropriate and explicit critical study. Candidates will be expected to demonstrate practical skills in the context of specific chosen areas of study or any combined areas of study.

The final assessment consists of:

**Examination (40%):** externally set 10 hours - this allows you to work unaided to conceive, design, organise and complete pieces of work over a fixed period of time from a given starting point.

**Controlled Assessment:** In February of Year 11, students receive the AQA GCSE exam starting points; from that time, they normally have eight weeks to prepare for a final controlled exam.

**Coursework (60%):** one extended portfolio of work and several smaller units of work - this provides an opportunity for you to demonstrate your ability to research, develop and realise your ideas in a variety of mediums.



### Ashley Pascoe

Ashley studied textiles at GCSE and then continued her studies at Truro College. Ashley completed her Costume and performance degree at Bournemouth University. She has worked for period dramas in costume design and for stage performances. She has now trained to be a textiles teacher.

### Related Further Education Courses

AS/A level:

- Art
- Design Textiles
- Art & Design
- Art & Design (Textiles)
- Textiles

BTEC in a variety of Art and Design areas.

- Advanced Level Creative and Media Diploma
- Higher Level Creative and Media Diploma





## Design & Technology

Design Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This course is designed to appeal to both boys and girls. It is based on designing and making products that could be manufactured for a commercial market. Students explore a range of possible ideas linked to the contextual challenge identified. These design ideas should incorporate flair and originality before being refined using a variety of design strategies. Feedback, improvements and modifications are encouraged to be explored when designing. Ideas should be communicated through a range of suitable techniques including 2D, 3D and modelling.

Students will develop at least one model. Students will also select suitable materials and components communicating their decisions throughout the design process. Part of this work will be the development of a manufacturing specification providing sufficient information for third party manufacture, using a range of applicable methods, such as measured drawings, control programs, circuit diagrams, patterns, cutting or parts lists.

Courses based on this specification will encourage students to:

- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values .
- use imagination, experimentation and combine ideas when designing & develop the skills to critique and refine their ideas.
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences.
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.

**Non-exam assessment (50%):** Students will respond to a design brief to satisfy the coursework element of this subject.

**Examination (50%)**

The exams and non-exam assessment will measure how students have achieved the following assessment objectives:

- AO1: Identify, investigate and outline design possibilities.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others.
- AO4: Understand Technical and Designing and Making Principles.



Jason Watkins



“Since leaving Penair, I went on to study Electronic Engineering and worked locally in Cornwall for a short time after passing exams.

Now, I am proud to say that I work for McLaren, within their Applied Technologies division as Head of Business Development for Motorsport.”

### Related Further Education Courses

AS/A level:

DT Product Design (3D)

DT Systems and Control Technology

DT Product Design (Textiles)





## Engineering Level 1/ 2 Tech Award (BTEC)

BTEC Engineering will equip students with the skills, knowledge and understanding to; understand the world of engineering organisations, produce engineering drawings using computer aided design techniques and the practical skills to accurately replicate an engineered component.

Component 1.

### Exploring Engineering Sectors and Design Applications

During component 2, students will:

- **explore** the different sectors, products and interconnections within the industry
  - **investigate** what various engineering organisations and functions do, in addition to potential career paths
  - **discover** the engineering design and manufacture processes
- Aim:** get to know industry sectors and how they work together to solve real-life problems.

**Assessment:** internally assessed assignments

**Weighting:** 30% of total course

Component 2.

### Investigating an Engineering Product

During component 2, students will:

- learn why engineers choose certain materials and components to make products
- investigate how products are made
- identify best practice when it comes to safety and risk management
- develop research, observation, recording, interpretation and measuring skills
- put what they've learned into practice by safely planning, reproducing and testing an engineered product.

**Aim:** explore the types of materials, components and processes used to make products, then reproduce and test a product.

**Assessment:** internally assessed assignments

**Weighting:** 30% of total course

The final assessment consists of Component 3.

### Responding to an Engineering Brief

To achieve this aim, students will:

- build on what you've learned in Components 1 and 2
- identify the problem, develop a hypothesis and investigate possible solutions
- create a prototype that meets the brief
- record, analyse and evaluate data and outcomes, and reflect on how the product meets the brief

**Aim:** provide solutions to real-life problems by creating their own engineered product.

**Assessment:** externally assessed task, where students create an engineered product based on a brief.

**Weighting:** 40% of total course.



Jason Roseveare-Aircraft engineer

Jason was always interested in Engineering at School and worked hard to achieve his ambitions. "As an aircraft Engineer, I am the legal signatory for the release of aircraft in my charge fit for flight, meaning that I am responsible for every aircraft system, albeit avionic, electrical, mechanical, hydraulic or propulsive, all must be serviceable to the standard set out by regulation prior to flight"

### Related Further Education Courses

BTEC Level 3 Engineering  
A Level Product Design  
Engineering Apprenticeship





## Food Preparation and Nutrition

This course continues to build on the work begun in Key Stage 3 Food Technology. It will appeal to you if you have enjoyed working with food in order to make a wide range of dishes. It is always helpful if you have plenty of experience in cooking, although not essential. If you like being creative and adventurous with recipes, enjoy seeing the outcomes of your efforts (not to mention eating them!), then this course may be a good choice for you. You will have opportunities to practise practical skills and design and make new food products

You will carry out practical investigations, such as tasting and testing, and developing ideas for food items to meet a brief.

When choosing this subject, you should be aware that you are generally **expected to provide your own ingredients for practical work**, but that ingredients for experimental work will be provided by the school.

The content of the course covers: food commodities and choice; food provenance; functions of food ingredients in a variety of dishes; food science, including the effects of heat, storage and processing on food; methods of combining ingredients; food safety as well as nutrition and meal planning and healthy eating.

Food Preparation and Nutrition provides a good background for any aspect of the food industry, including food manufacture, retailing, catering, and other areas such as sport, social care, the health service etc. If you are interested in following this subject area to a deeper level to become a Food Scientist it is essential that you back up this subject with good science grades. Food Scientists are professional advisors on diet, food, nutrition, and can work in a variety of settings. Sport related nutrition and dietetics can be followed to degree level.



**Mason Winwood**

Mason always knew he wanted to be a chef. After studying Food GCSE, he went on to secure an apprenticeship in a local restaurant. He is now working at the Michelin starred “Paul Ainsworth at Number 6” in Padstow and has trained at TV Chef Tom Kerridge’s restaurant, “The Hand of Flowers”.

The final assessment consists of

### **Non-exam assessment (NEA) 50%**

This is made up of 2 tasks both carried out in Year 11.

**Task 1:** Food investigation comprising of practical investigations and a short written report (30 marks).

**Task 2:** Students will prepare, cook and present a final menu of three dishes in a practical exam, and produce short written folio showing their planning and the suitability of their choice for the set brief (70 marks).

### **Written paper: 50% 1hr 45 mins**

This is made up of 2 sections:

- Multiple choice questions (20 marks)
- Five questions, each with a number of sub questions (80 marks)

### **Related Further Education Courses**

AS/A level:

DT Food Technology

Other:

BTEC Sports Science

Sports Diploma courses

Level 3 courses in Food Preparation and Manufacture

NVQ Level 2 in Catering

NVQ Level 3 in Professional cookery and food preparation

Catering apprenticeships

NVQ Levels 1 and 2 in food preparation

NVQ levels 1 and 2 – chef’s diploma

**If you have any questions please see Mr Powley / Mr Taylor**





## Health & Social Care Level 1/ 2 Tech Award (BTEC)

Health and Social Care has been and remains an extremely popular vocational area, as it incorporates the human life span from birth to old age. The BTEC Level 1/2 Technical Award in Health and Social Care provides the knowledge, understanding and skills for students to broaden their experience and understanding of the varied progression options available to them.



This qualification aims to give students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

During the two-year period, students will complete 3 components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore students need to demonstrate attainment across all components in order to achieve the qualification.

The components are strongly interrelated and they are best seen as part of an integrated whole rather than totally distinct study areas. This means that students will be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.

The assessment consists of 3 components as follows:-

Component 1 (30%): Human Lifespan Development – Internally assessed

Component 2 (30%): Health and Social Care Services and Values – Internally assessed

Component 3 (40%): Health and Wellbeing – Synoptic External unit – Task set and marked by Pearson, completed under supervised conditions.

### Related Further Education Courses

BTEC Level 3 in Health and Social Care

Other level 2 qualifications  
Learning and Development

Academic qualifications

Employment within the health and social care sector, in due course, such as junior roles or an apprentice





## Media Studies

A GCSE Media Studies student will be interested in how meaning is constructed and how society and culture are represented through various mediums and texts. They will be analytical, thoughtful and self-motivated. They will need to understand and apply theoretical frameworks, exploring how products work and explaining how successful they are.

GCSE Media Studies involves the close study of products from television, film, radio, newspapers, magazines, advertising & marketing, online, social & participatory media, video games and music video.

Students will gain knowledge of media language, media representation, media industries and media audiences. Students will look at the cultural, social and historical influences in media, such as popular acclaim of branding, cult films and music.

Additionally, students will be required to provide a detailed understanding of how the media communicate meaning through viewpoint, bias, branding, popularity, politics and gender.

They will be expected to understand audience appeal and demography and how this relates to age, gender, social, religious and historical constructs.

The course includes a challenging opportunity for students to design and create their own media product. Past media projects have included magazine design, film poster design and the creation of TV adverts.

The final assessment consists of:

- Two written exams: each at 1 hour 30 minutes
- 84 marks available for each examination
- 35% of GCSE for each examination = 70% in total

The remaining 30% is acquired through:

- A statement of intent: research showing your understanding of your product; the appeal, audience and design.
- The creation of a media product for an intended audience.



Justin Leigh

BBC spotlight presenter

“I am very proud to be a former student of Penair. I am often asked where I went to school and I am quick to tell people about Penair.”

After leaving Penair School, Justin went on to pursue a career in broadcasting and appears throughout the South West each evening on BBC Spotlight.

### Related Further Education

#### Courses:

AS/A level  
Media Studies  
Film Studies  
Photography  
Web design  
Journalism  
Sociology  
Advertising





## Religious Studies

A GCSE in Religious Studies encourages students to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. Students will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.



AQA GCSE Religious Studies will allow students to study the beliefs, teachings and practices of two religions: Christianity and Islam. They will learn how to review religion, philosophy and ethics of the modern world from two religious perspectives through the themes of: relationships and family, religion and life, the existence of God and revelation, peace and conflict, crime and punishment, human rights and social justice.



GCSE Religious Studies is recognised by numerous professions as being of real value. Any job that requires the ability to communicate and empathise with others will find this course useful. The military service, law, police force and medicine all look favourably on this GCSE; as do some big companies like Boots and M&S. Living in an increasingly multi-cultural community, this subject will be of enormous value in helping students to foster understanding and tolerance of difference and the ability to challenge extremist views.

### Tim Parker

Tim is currently studying Maths and Philosophy at Jesus College, Oxford. Tim enjoyed studying Religion and Ethics at GCSE and decided to combine his interest in Mathematics with a humanities based subject.

The final assessment consists of two exams, each lasting 1 hour 45 minutes; there is no controlled assessment element.

**Exam 1 (50%):** 1 hour 45 minutes **Beliefs and teachings and practices.**

**Exam 2 (50%):** 1 hour 45 minutes **Religion, philosophy and ethics in the modern world from 2 religious perspectives.**

### Related Further Education Courses

AS/A level:  
Religious Studies  
Psychology  
Politics  
Sociology





## GCSE Physical Education

This GCSE is extremely demanding and will require candidates to be an Falcon/Eagle across the academic spectrum and a high Falcon/Eagle in Core PE. The theoretical weighting of this course is very high with less emphasis on practical assessment. The lesson split of theory to practical in a two-week cycle is likely to be 4:1.



The reformed GCSE now holds a 60% theory weighting (40% in previous years) and students need to take this into consideration when selecting this option. The course comprises the study of physical education across three key areas:

### **The Human body and movement in physical activity and sport.**

Within this unit, students will study: Applied anatomy and physiology, Movement analysis, Physical training, and the Use of data.

### **Socio-cultural influences and well-being in physical activity and sport.**

Within this unit, students will study: Sports psychology, Socio-cultural influences, Health, fitness and well-being, and the use of data.

### **Practical sport performance**

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity

This course would suit any student who is considering a career in sports science, teaching physical education, or studying A Level Physical Education at college.



Jack Innard – Exeter Chiefs

Jack always loved rugby here at Penair School. He is now a professional rugby union player for Premiership rugby side the Exeter Chiefs. He has also represented the Cornish Pirates and England U20's

The final assessment consists of :

### **External examinations**

Paper 1 The Human body and movement in physical activity and sport 1 hr 15 mins 30%

Paper 2 Socio-cultural influences and well-being in physical activity and sport 1 hr 15 mins 30%

### **Non-exam assessment**

Assessed practical 30%

Performance analysis 10%

### **Related Further Education Courses**

AS/A level:

Dance

Physical Education

Sports Studies

Other:

BTEC Health Studies - Leisure Studies

Leisure & Tourism

Leisure & Outdoor Pursuits

Leisure & Tourism with Sport and Recreation

Marine Leisure Studies

Sport and Recreation.

If you have any questions please see Mr Hocking





## Health & Fitness Level 1/2 Technical Award (NCFE)

This qualification is designed for students with an interest in any of the many careers available in the health and fitness sector or progress to further study. The study of health and fitness involves understanding the functions of the body systems, understanding of the principles of training, knowing how the body reacts in the short and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals. The qualification focuses on an applied study of the health and fitness sector and learners will gain a broad understanding and knowledge of working in the sector

This GCSE equivalent vocational qualification has been developed specifically for 14-16 students as an alternative to the 'pure' GCSE Physical Education course. It offers students a more 'hands-on' learning experience with less theoretical content and a different examination format. This qualification shows students how to:

- Understand and identify the main body systems and their functions
- Understand the Principles of Training and FITT
- explore how physical activities effect the body in the short- and long-term
- Understand how relevant fitness tests can be used for specific health and skill components of fitness
- Understand different lifestyle analysis tools and how to apply them
- Create a health and fitness programme.

Students will develop skills and knowledge:

- in adapting their own ideas and responding to feedback
- in evaluating their own work
- analysing data and making decisions that are essential for the health and fitness sector, such as evaluation skills, responding to data, independent working, working to deadlines, and efficient use of resources.

Technical Awards are a high quality technical alternative to GCSEs with equivalent levels of rigour and challenge.

There is no formal sporting assessment which allows us to provide a wider sporting menu, providing opportunities to reinforce learning in the classroom. Leadership and coaching opportunities are also available through the practical side of the course.

**Unit 1 Externally Assessed Two Hour Written Exam (40%):** Learners will develop their knowledge and understanding of the structure and function of key body systems; know and understand the short and long-term effects that health and fitness activities can have on the body and understand the components of fitness.

**Unit 2 Internally Assessed Project (60%):** Learners will know and understand the impact of lifestyle on health and fitness; apply health and fitness analyses to set goals. Learners will know how to test and develop components of fitness and understand how to structure a health and fitness programme and prepare safely for health and fitness activities.

If you have any questions please see Mr Hocking



Mark  
Benetts  
MBE

Mark Bennetts has always enjoyed physical fitness. After leaving Penair School, he joined the British Army and completed the commando training course. He then worked as a senior instructor and upon leaving the military, he became a full time professional coach. He has worked with sports teams such as Bath and England Rugby, University of Washington and NBA basketball as well as Dame Kelly Holmes.

### Related Further Education Courses

A Level in Physical Education and Sport  
Level 3 Technical Level in Sport & Physical Activity  
Leisure & Outdoor Pursuits  
Leisure & Tourism with Sport and Recreation  
Apprenticeships in occupations within the Health & Fitness Sector.



# Music



## Music

If you enjoy music and want to find out more about it then GCSE Music will appeal to you. The course aims to further skills which are promoted in lessons during Key Stage 3.

There are many opportunities for practical work and you will be involved in both performance and composition tasks. You will develop your listening skills by expanding your appreciation of music.

This is an exciting, valuable and challenging course which will allow you to be imaginative and creative whilst at the same time helping you develop your musical understanding and self-confidence.

The integrated tasks and practical portfolio are all controlled assessments. This means that coursework will be completed in school within set time limits.

- Listening:** You will learn to recognise musical styles and characteristics through exploring a wide variety of music with reference to 4 areas of study.
- Performing:** You will have the opportunity for both solo and ensemble work and both of these skills will be assessed during the course. You will need to be able to perform on one instrument by the end of Year 9 and will need to make sure that you are working with an instrumental teacher by the start of Year 10 (help can be provided for this). Remember, singing is classed as an instrument!
- Composing:** You will need to submit a portfolio of 2 original pieces for assessment at the end of the course. Composition tasks will be set, but there will be plenty of scope for working in your own style and on ideas that interest you.

The final assessment consists of 3 elements

**Integrated Tasks** 30%

Solo performance and a composition all related to your own instrument.

**Practical Portfolio** 30%

Ensemble performance and a second composition on a brief set by the exam board.

**Listening Exam** 40%



**Tom Cary**

Tom Cary always enjoyed music and particularly voice and song writing. Tom's musical journey to date has involved studying Music and his passion has influenced the ever increasingly popular and successful 'Best of Bubl ' show. Tom is currently touring the UK

### **Related Further Education Courses**

AS/A level:

Music

Music Technology

Performing Arts

BTEC Level 3 Music

Level 3 Extended Diplomas:

Music Production RSL

BTEC Extended Diploma in

Popular Music

Music Practitioner

ROCKSCHOOL

Music Technology

Media and Communication

**If you have any questions please see Mrs Logan**



# Music



## Music Practice Level 1/ 2 Technical Award (BTEC)

If you enjoy music and want to find out more about it then the vocational music course will appeal to you. The course aims to further skills which are promoted in lessons during Key Stage 3. There are many opportunities for practical work and you will be involved in both performance and composition tasks. You will develop your listening skills by expanding your appreciation of music.

Learning should be fun, not daunting. In our experience, students enjoy vocational programmes because they can specialise in areas of learning linked with work that they are interested in. Courses tap into what they enjoy, feel good about and find familiar. Students build their confidence because they are developing skills that will help them secure a job or place in higher education in the future.

This course offers a practical approach by applying learning to real-life situations. Students have to undertake a number of units for which they present evidence, based on actual work and studies. This allows them to demonstrate their skill and knowledge.

Students will need to be able to perform on one instrument by the end of year 9. Remember singing is classed as an instrument!

### Course Content:

#### 3 Units:

- Exploring Music Products and Styles
- Music Skills Development
- Responding to a Commercial Music Brief

Unit	Assessment	Type of activities
1: Music Products & Styles	Internal (30%)	Listening & Practical Activities. Genres of Music; Iconic composers, artists & bands; Impact of technology; Performing & Composing
2: Skills	Internal (30%)	Understanding of professional skills and how to get your music 'out there'; Developing own performance skills on an instrument.
3: Responding to a brief	External (40%)	Practical Activities. Linked to unit 1. Composition/Remix and Performance.



Karum Cooper  
Music Undergraduate

Karum enjoyed studying Music at GCSE and went on to study Music at Truro College. He is now touring across the UK with his band Hyphora.

### Related Further Education Courses

AS/A level:  
Music  
Music Technology  
Performing Arts

### BTEC Level 3 Music

Level 3 Extended Diplomas:  
Music Production RSL  
BTEC Extended Diploma in Popular Music  
Music Practitioner  
ROCKSCHOOL  
Music Technology  
Media and Communication

If you have any questions please see Mrs Logan



# Performing Arts



## Dance Level 1/2 Technical Award (BTEC)

BTECs offer a practical approach that can be lacking in more traditional routes, by applying learning to real-life situations. Students have to undertake a number of units for which they present evidence, based on actual work and studies. This allows them to demonstrate their skill and knowledge.

If you enjoy dance and want to find out more about it then BTEC Dance will appeal to you. The course aims to further skills which are promoted in lessons during Key Stage 3. The course is very practical and you will be involved in dance techniques with plenty of physical exercise.

Learning should be fun, not daunting. In our experience, students enjoy BTEC programmes because they can specialise in areas of learning and be linked with the type of work that they are interested in, like dance sport or the music business. Courses tap into what they enjoy, feel good at and find familiar. Students build their confidence because they are developing skills that will help them to secure a job or place in higher education in the future.



Kate  
Stockmans

Drama and  
Dance  
teacher

Kate always enjoyed performing arts but her love of dance grew during her studies.

"I enrolled onto a National Diploma in performing arts and throughout the two year course flourished into a young woman who became extremely passionate about both dance and theatre. The next step was beyond my wildest dreams. I never thought that I would be stepping into the studio as part of a Foundation Dance Degree. My technical ability as a dancer heightened and when being given the opportunity to gain work experience within local schools, I excelled."

Assessment is across the **3 core** components studied.

- Exploring the Performing Arts (Internally Assessed - 30%)
- Developing Skills and Techniques in the Performing Arts (Internally Assessed - 30%)
- Performing to a Brief (Synoptic External - 40%)

Assignments will be in written form, but it's just as likely they will be in other formats, e.g. film clips, project proposals. Students are always given clear guidelines so that they know what they have to achieve and how to do this.

### Related Further Education Courses

AS/A level:  
Dance  
Drama & Theatre Studies  
Media Studies  
BTEC Level 3:  
Dance  
Performing Arts  
Drama  
Creative and Media  
HND Performing Arts.

If you have any questions please see Mrs Weeks





## Drama

It is widely recognised that drama can also make an enormous contribution to your personal development. In today's world, employers are looking for mature, creative people who can communicate effectively – precisely the skills that drama develops. Drama will help develop your ability to work in a team. It will develop your sense of commitment and your ability to appreciate and appraise constructively. If you have a good imagination and you like working with others, maybe this is the course for you.



"Fun"; "You learn to think for yourself"; "I've gained a lot of confidence" - just a few of the comments from previous GCSE Drama students. The main aim of the course is to increase self and group awareness and an interest in a range of drama and theatre experiences. The course consists of practical and theory work. This includes skills exercises, dance-drama, improvisation, basic theatre skills and performance acting. All devised assessments are carried out by the teacher and checked by an external moderator. Students will partake in a scripted performance to an external examiner. Marks are awarded for research preparation and performance.

This GCSE course will include: Devised work, script, performance acting and related technical skills. Written reviews of the research are undertaken for each practical task. Students will be required to attend live theatre trips to support all written work.



Chloe Hart

Actor

Chloe studied drama at GCSE and then continued her Performing Arts studies at Truro College. She was then awarded a place at the prestigious Guilford School of Acting.

Chloe went on to secure the lead role in "Hairspray" in London's West End and has numerous stage credits, including Les Miserables.

The final assessment consists of:

Written examination (Understanding Drama)	40%
Internal Practical & theory assessment (Devising Drama)	40%
External practical assessment (Texts in Practice)	20%

The written paper, at the end of the course, will assess students' knowledge and understanding of drama and theatre; the study of one set play from a choice of six and the analysis and evaluation of the work of live theatre.

### Related Further Education Courses

AS/A level:  
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Drama & Theatre Studies  
Media Studies

BTEC Level 3:  
Dance  
Performing Arts  
Drama  
Creative and Media

HND Performing Arts.

If you have any questions please see Mrs Weeks









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