



TREVIGLAS

ACADEMY

Yr 10 Options

PROUD TO BE PART OF THE ROSELAND TRUST

www.treviglas.net

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KEY STAGE 4 – Pathways to Success

Your son/daughter is about to make some very important choices which will influence their future pathways in life. OFSTED inspectors have always recognised the outstanding curriculum we offer all students.

Our curriculum offers a diverse array of level 2 courses suited to a broad range of learners. Perhaps many students will already have a clear idea what they want to study and where their interests lie, but we also know that parents and students value support and guidance at this crucial time.

The start of Year 10 is an exciting time at Treviglas Academy, where students can start to pursue their chosen academic interests. In order for students to maximise their success in Key Stage 4, they must be aware of the different demands that will be placed upon them when starting their level 2 courses. We will support each student to do that.



KEY STAGE 4 - YEAR 10 CURRICULUM

All students will study the following subjects:

English
Mathematics
Science
Physical Education
PSHE – non examination course

and:

All students will also study **FOUR** options from the following:

History*	Health and Social Care**
Geography*	ICT(Creative Imedia) **
French*	Sport and Active Leadership**
Spanish*	Drama
Triple Science*	Engineering
Business	Music
Art and Design	Computer Science
Design and Technology	Hospitality and Catering
Religious Studies	Photography
GCSE Statistics & Further Maths	

(*) Students must choose **AT LEAST ONE** from these subjects

(**) Denotes a Technical Award which has set assignments & exam

Please note that courses will **not** run if **less than 15 students** opt for them.

THE CORE CURRICULUM (Level 2 courses)

The timetable at Treviglas Academy consists of 25 sessions per week, each lasting for 60 minutes. The National Curriculum requires all Key Stage 4 students to follow a 'core' curriculum entitlement consisting of:

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Students will be entered for both GCSE English language and English literature. Both GCSEs are 100% examination with all examinations taking place in the summer of year 11.

Students will develop skills of analysis through reading a range of different text types from the 16th century to the present day. Students will also develop writing skills across a range of text types for different purposes and audiences ensuring that they use punctuation, spelling and grammar accurately. For the English literature qualification, students will study: a Shakespeare play, a nineteenth century novel, a poetry anthology and a modern drama or prose text. Finally, students will develop the skills of speaking and listening in a range of contexts and roles. Whilst speaking and listening does not form part of the GCSE grade qualification, these skills will be accredited on students' certificates.

In an ever-changing world, English remains the international language of communication. The GCSE English courses develop the skills needed for effective and fruitful participation in a global society.

Teaching Team Leader for English: Mrs P. Suttle



MATHEMATICS

We follow the 9-1 AQA Mathematics GCSE specification. There are two tiers of entry: Higher at which grades 3 to 9 are awarded and Foundation at which grades 1 to 5 are awarded. There is no coursework, the students sit 3 exam papers (one non-calculator and two calculator) in the summer of Year 11. It is vital that students bring a scientific calculator to all maths sessions.

The laws of Mathematics are internationally recognised and are taught to students all around the world. They teach you important life skills and are essential for many future career pathways.

Students will study a variety of topics: Number, Algebra, Ratio and Proportion, Geometry, Probability and Statistics. The lessons will facilitate progression with mathematical fluency, reasoning and problem solving. We aim to appropriately challenge students by developing their mathematical knowledge in logical sequential steps, and this will enable them to take pleasure in creating connections with their mathematical thinking.



GCSE Further Maths and Statistics

This year, we are excited to be able to offer the opportunity of two more mathematics GCSEs on top of your GCSE Mathematics qualification. We recommend that this option

is only suitable for pupils who are aspiring for a grade 6 or above for GCSE mathematics.

Year 10 – GCSE statistics.

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data. It will complement subjects such as biology, geography and business at GCSE. Very useful for anyone thinking about taking maths, further maths, psychology, sociology, or any of the sciences at A Level. Some of the topics covered are as follows; Collecting Data, Presenting and Representing, Scatter Graphs and Correlation, Probability, hence an overlap from the GCSE in mathematics. You will sit the GCSE statistics higher exam at the end of year 10 (2 papers).

Year 11 – Further mathematics GCSE

Further study of number, coordinate geometry, algebra, calculus, matrix transformations and geometry. Further Mathematics is a GCSE subject intended to cater for pupils who would like to study beyond the higher tier GCSE syllabus in mathematics and who are capable of working above this level. The syllabus is designed to broaden the mathematical experience of high attaining pupils. It also allows a foundation to be laid for the further study of mathematics, technology or any science in Sixth Form or college.

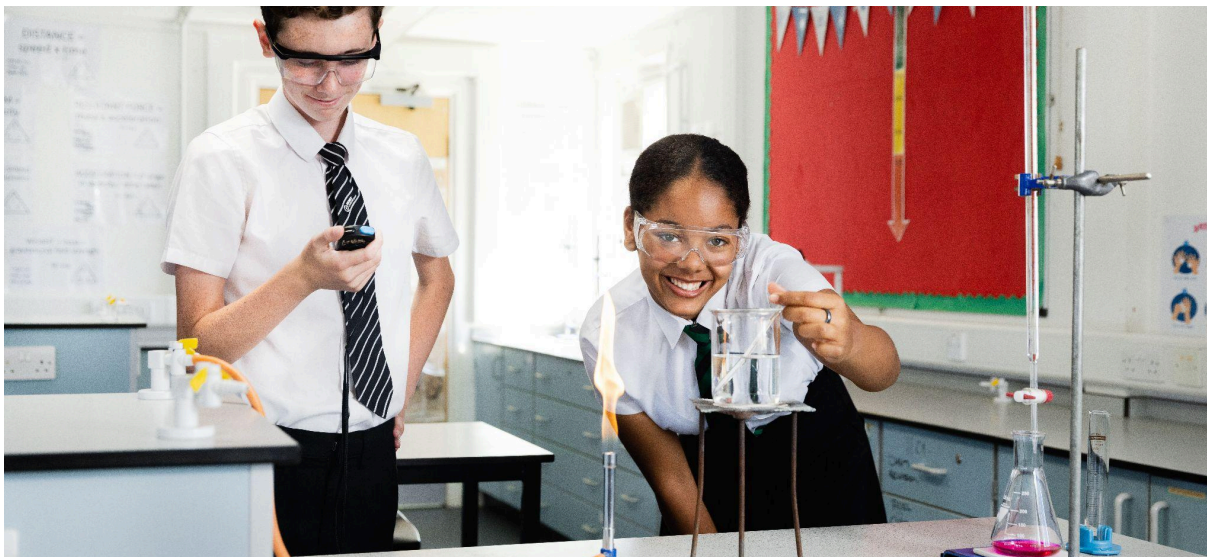
You will sit the GCSE further mathematics exam at the end of year 11 (2 papers).

Teaching Team Leader for Mathematics: Mr Orton

SCIENCE

All students will follow the double science pathway, which will enable students to gain two GCSEs in science. This has the title of Trilogy in science and will generate two grades 9-1 at the end of year 11. Examinations will have Higher and Foundation tier papers. Students will sit 6 science exams (2 x biology, 2 x chemistry, and 2 x physics) and all examinations will be sat in June 2024, as the qualification follows a linear model. The exam papers will be a mixture of multiple choice, short and long answer questions. There is no longer a controlled assessment strand to these GCSEs, instead

practical skills and understanding will be assessed throughout key stage 4.



TRIPLE SCIENCE

There is the opportunity within the curriculum for students who wish to follow the triple award pathway to choose to do so in the option block. This course is a great opportunity for those students who enjoy science to study topics in more detail along with additional content not studied in core science.

This is a demanding course and entry into this pathway will be based on achievement in year 9. By choosing this option you will “top up” your science understanding so that you will study themes and models in even more detail than the usual double science pathway.

Students will be awarded 3 GCSEs, one for each of the sciences. Students will sit 6 science exams (2 x biology, 2 x chemistry, and 2 x physics) and all examinations will be sat in June 2024 as the qualification follows a linear model. Examinations will have Higher and Foundation tier papers. The exam papers will be a mixture of multiple choice, short and long answer questions. There is no longer a controlled assessment strand to these GCSEs, instead practical skills and understanding will be assessed throughout key stage 4.

Teaching Team Leaders for Science: Miss Whitchurch and Mrs Rounsevell

PHYSICAL EDUCATION

All students have core PE each week as part of the National Curriculum. A variety of activities are offered to students across the key stages including traditional games such as netball, football, rugby, basketball and cricket. In addition to the traditional sports

and activities, we also offer gymnastics, badminton, tennis, table-tennis, fitness, climbing and rounders using our excellent facilities.

The Sports Hub and fitness suite is available to our students throughout the year, with the added bonus of 'Junior gym' specific time slots after school. Students will take part in Inter House competitions as well as having opportunities to compete against other schools in sports fixtures. Treviglas consistently produce teams that reach the County Final stages in a variety of sports as well as competing in the South West National Basketball League.

In addition students in Key Stage 3,4 & 5 will have the opportunity to take part in sports leadership, working with primary schools on Wednesday afternoons. Students will be involved in planning, organising and leading sports festivals for Treviglas. We are particularly fortunate to have strong working partnerships in all of our feeder Primary schools. Our students will have the opportunity to plan and run their school sports days, in the Summer term which will give them a great insight and experience into how big events are run and organised.

Our assessment in PE is based around the Components of fitness, which underpin all the activities that are taught. All students will gain understanding of each component and will be able to explain the Fitness Test Procedure and the equipment required to set up different tests. They will also be able to identify the training method used to develop the components of fitness.

Teaching Team Leader for Sport: Mr R.Johns



HISTORY

History is the never-ending story and fascinating study of how the world you live in has evolved. Through the study of History you gain an insight into how people and cultures have developed over time. Employers and Universities value a qualification in History due to the high level of skills and knowledge it embeds.

Topics studied include Anglo-Saxon and Norman England; The American West; Crime and Punishment through time; A locality study on Whitechapel in the late 19th century and Weimar and Nazi Germany 1918-1939. Studying history will demonstrate that you can understand and explain the complexities of the past; that you can recognise and explain interpretations but above all that you can differentiate between opinion and fact. It will also show your ability to use sources to explain the events of the past as well as your ability to write a clearly, structured analytical response. GCSE history is assessed by 100% examination at the end of year 11 and is a sound foundation for any occupation or route of study. History is included in the English Baccalaureate measure.

Teaching Team Leader for Humanities: Ms C. Quarton

GEOGRAPHY

We only have one world and Geography is the exciting study of just what makes it so unique, both in terms of its natural dimensions and the human communities who inhabit it. You will develop a wide range of investigative skills and approaches; including problem solving, mathematics and statistics. You will also learn outside of the classroom and explore the world on our very own doorstep through fieldwork exercises in contrasting Cornish environments. Crucially, you will become familiar with new ideas and case-studies linked to the changing nature of geography in the 21st Century.

Topics will include the safeguarding of our planet through gaining an understanding of climate change, hazard management, globalisation, urban regeneration and sustainable living. This course will be assessed by 100% examination at the end of Year 11 and is a sound foundation for any further academic study. Geography is included in the English Baccalaureate measure.

Teaching Team Leader for Humanities: Ms C. Quarton

RELIGIOUS STUDIES

The study of religions and non-religious beliefs helps us to make better sense of the complex world around us. Students will develop their knowledge and understanding of religions and non-religious beliefs (such as atheism and humanism) and will develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority.

The skills developed through the study of Religion include developing the ability to construct well-argued, well-informed, balanced and structured written arguments. It is so important to be able to listen to other viewpoints and reach balanced conclusions.

Religious Studies students reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life. Students will also reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt in preparation for adult life in a multicultural, multi-faith society and global community.

Students will follow the AQA GCSE learning about the religions of Christianity and Islam. They will then study four themes: Relationships and families; Religion and Life; Religion, Peace and Conflict; Religion, Crime and Punishment.

Teaching Team Leader for Humanities: Ms C. Quarton

FOREIGN LANGUAGES (French or Spanish)

Stand out from the crowd - speak another language!

Year 10 students have the opportunity to study a foreign language by opting for a GCSE in French or Spanish. Language skills are highly valued by employers, as well as higher education establishments. With a shortage of foreign language speakers in the UK, why not set yourself apart by continuing with French or Spanish?

Learning a language will help you with your other subjects because it improves your memory, helping you to remember lists, sequences and patterns. It is a scientific fact that language learning makes your brain work more quickly! Learning a language expands life opportunities and increases travel opportunities. Evidence shows that

students who study foreign languages tend to score better on standardised tests than those who only speak one language.

The GCSE course includes some topics that will be familiar from Key Stage 3, and some exciting new topics, including festivals, celebrations, the environment and social issues. Within the taught course there is a focus on translation, the ability of students to cope with unpredictable and unfamiliar language, and the ability to speak and write spontaneously. The Year 9 curriculum has been created to ensure students develop the key linguistic skills and topic content required for success at Key Stage 4, thereby ensuring a smooth transition to GCSE. Therefore students may only opt for the language they have studied in Year 9.

Students will continue with the skills of listening, speaking, reading, writing and translation, as studied in Key Stage 3. To ensure success at GCSE, all Key Stage 4 students will be supported by our foreign languages assistant through regular small group speaking sessions. Vocabulary learning is set weekly and you will also use online resources including a variety of language learning websites to practise at home.

Treviglas has partner schools in France and Spain, providing a practical context for you to practise your language skills. Trips are organised this year to Nice/Monaco and to Barcelona. Both French and Spanish are included in the English Baccalaureate measure. If you or your parents/carers have any questions about the GCSE course please speak to your teacher or contact me (gbt@treviglas.cornwall.sch.uk).

Why not rise to the challenge of a GCSE in your studied language, and see where it leads you?

Teaching Team Leader for Foreign Languages: Mrs E. Gilbert

SPORT AND ACTIVE LEADERSHIP

Are you Interested in the theory of sports leadership and coaching? This BTEC course leads to a GCSE equivalent and involves completing a variety of units of study over the two years. These give students the opportunity to study a variety of different sporting areas and also work on leadership skills that are transferable into many other areas of the curriculum and working life. Some of the units that will be studied are fitness for sport & exercise, practical sports performance, training for personal fitness and leading sports activities.

Sessions will be both theoretical and practical with students getting the opportunity to take part in a variety of sports both land-based and water-based. Students will also get the opportunity to lead and take part in our primary school festivals.

Assessment will be a mix of continual assessment with written and practical assignments completed both at school and at home, as well as an external exam which will be worth 25% of the final grade.

Pearson BTEC Level 1/Level 2 Tech Award in Sport (2022)

Component	Description of Pearson-set Assignment
Component 1: Preparing Participants to Take Part in Sport and Physical Activity.	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of supervised assessment. 60 marks.
Component 2: Taking Part and Improving Other Participants Sporting Performance.	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of supervised assessment. 60 marks.

Component	Description of external assessment
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks.

Teaching Team Leader for Sport: Mr R. Johns

ICT - Creative Media

Creative Media opens the doors for students into the world of digital production and the creative industries, giving them an insight and skills to work in the fastest growing jobs market in the world.

Over two years, students study and build-up their theoretical knowledge and practical skills to analyse, plan, develop and produce their own media products using industry standard skills and techniques to respond to three set briefs.

In Component 1, students learn how media theory is applied to a variety of different media products across all three platforms (broadcast, eMedia and print). Students learn the technical aspects of how these products are made and how to deconstruct them. This helps students to not just build-up their knowledge and understanding, but also how and why products are planned, designed and produced with specific target audiences. At the end of this first unit, students respond to a set brief, where they apply all of the aspects covered to help them produce a research report on a series of products across all three platforms, and a final analysis of how production methods and techniques are used to fit genre conventions and appeal to its intended audience.

In Component 2, students start developing a range of different practical skills, where they are taught how to use and apply industry standard techniques to plan and produce products across all three platforms. Students learn how to use Photoshop correctly in editing and producing a variety of print and eMedia based products, whilst also honing their broadcast skills, where they have the opportunity to film and produce their own short films and become involved in wider productions across the school.

Once students have built up these skills and also their confidence in applying them, they are given a set brief where they produce a series of products.

In Component 3, students use all of their skills, knowledge and experience to research, plan, develop and produce a series of products, which helps to showcase all of their production skills and knowledge.

This course helps students not just build up their knowledge and understanding of the media industry, but also gives them additional skill sets to enable them to progress in other subjects and emerging job markets through the practical and theoretical aspects of the course.

Teaching Team Leader for Vocational Studies: Mrs L. Ford

HEALTH AND SOCIAL CARE

In Health and Social Care students learn about all of the services that are available from Health and Social Care providers in the UK. About 3 million people work in Health

and Social Care. Some of the health care roles include Doctors, Pharmacists, Nurses, Midwives and Healthcare Assistants, while social care roles are varied and can include Care Assistants, Occupational Therapists and Counsellors. Together, they account for nearly one in ten of all paid jobs in the UK. Topics that are investigated in KS4 include human lifespan development, equality and diversity, legislation, services available, health and wellbeing.

At KS4 students complete the BTEC level 1/2 Tech Award in Health and Social Care. This is a 3 component course assessed by both formal controlled assessments and an external assessment (exam).

Component 1 Human Lifespan Development (Controlled Assessment of 4 Tasks over 6hrs) – stages of development and factors that affect growth and development; life events and coping with change

Component 2 Health and Social Care Services and Values (Controlled Assessment of 5 Tasks over 6hrs) – services available to meet service user needs and barriers to accessing these; the skills, attributes and values in care, the obstacles in accessing care and the benefits of highly skilled care practitioners.

Component 3 Health and Wellbeing (exam) – factors that affect health & wellbeing, the different indicators to measure health and using a person-centred approach to health & wellbeing.

Students take part in a wide variety of activities as part of the qualification. The qualification is worth the equivalent of 1 GCSE. Student retention is very high on this course and achievement is excellent. Many students move on to the level 3 Health and Social Care course at Treviglas and have had successful future careers in Nursing, Social Work, Psychology, Education and as Paramedics.

Teaching Team Leader for Vocational Studies: Mrs L.Ford

GCSE Business Studies

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful

business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

The qualification will be assessed in two equally weighted exam papers. There is no coursework. The specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

After this qualification you'll understand the world of business and have developed skills in: making decisions and developing persuasive arguments, creative and practical problem solving, understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course would help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

Teaching Team Leader for Vocational Studies: Mrs L. Ford

COMPUTER SCIENCE

This course is divided into two papers (final exams) which are taken at the end of Year 11. This is a challenging course however offers excellent Further Education and employment opportunities for those learners who are successful in it.

Paper One

What's assessed: Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

How it's assessed

Written exam: 2 hours

90 marks

50% of GCSE

Paper Two

What's assessed: The content for this assessment will be drawn from the following areas: Fundamentals of data representation, computer systems, Fundamentals of computer networks, cyber security, relational databases and structured query language, the ethics of digital technology on society

How it's assessed: Written exam: 1 hour 45 minutes

90 marks

50% of GCSE

Teaching Team Leader for Vocational Studies: Mrs L. Ford

DRAMA

Drama is an exciting and challenging option that involves creating and reviewing performances, both scripted and unscripted. Working in groups, and independently, students will develop skills, such as characterisation, voice and movement, which they will apply to a range of performances, including school productions, external performances and smaller studio presentations. We continue to offer production skills as an option to GCSE students less keen on performing, including lighting, sound, costume and set design. The course is divided into coursework (60%), and a final written exam (40%). The GCSE drama results were among the best in school in 2023.

Drama students explore, through practical approaches, works by a range of playwrights, and perform or design responses to them. Students also develop the ability to respond critically to live performances that they see. Theatre trips and visits to Treviglas by touring companies are organised to support students in this aspect.

Drama students are encouraged to take advantage of the several partnerships we have created, bringing aspirational opportunities, such as National Theatre Connections and Hall For Cornwall Showcases, not to mention our own productions. Students will have opportunities to benefit from our long running partnership with the Royal Shakespeare Company.

The creative arts are worth billions of pounds to the UK economy, and there are numerous career opportunities within theatre and education that are supported by GCSE drama. Drama can also complement work completed in other subjects, such as music and English literature, due to the skills developed within sessions.

Teaching Team Leader for Creative Arts: Mr S. Colborne

ART AND DESIGN

We live in a visual world. The creative industries generate over £100 billion for the United Kingdom (UK) economy each year and employ over 2.8 million people. Unlike many industries, the creative industries have continued to grow.

Students studying art at GCSE will be asked to explore different themes, research the work of artists and art movements before developing their own ideas in response. Students will investigate different approaches to art, experiment with, and improve their technical skills using a range of different media, techniques and materials. Students will explore drawing, painting, sculpture and mixed media as well as different forms of digital media and photography. Students will then present a personal final outcome to each theme and will be able to evaluate their work using subject specific language.

You can continue your art and design studies at A level. Many of our students then go on to study a whole range of creative arts and media courses at university. If you don't want to take your art and design studies any further, the transferable skills you gain at GCSE will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills; and gain the ability to develop, refine and present ideas. Employers and universities regard all of these skills very highly.

The course is made up of two components. The first is coursework, which is worth 60% of the overall grade. The second is a separate externally set exam paper issued after the Christmas holidays in Year 11. It features seven tasks and students will have to respond to one of them. Students will get preparation time, plus ten hours of supervised time to complete a final outcome for their chosen theme. This is worth 40% of the total GCSE grade.

Teaching Team Leader for Creative Arts: Mr. S. Colborne

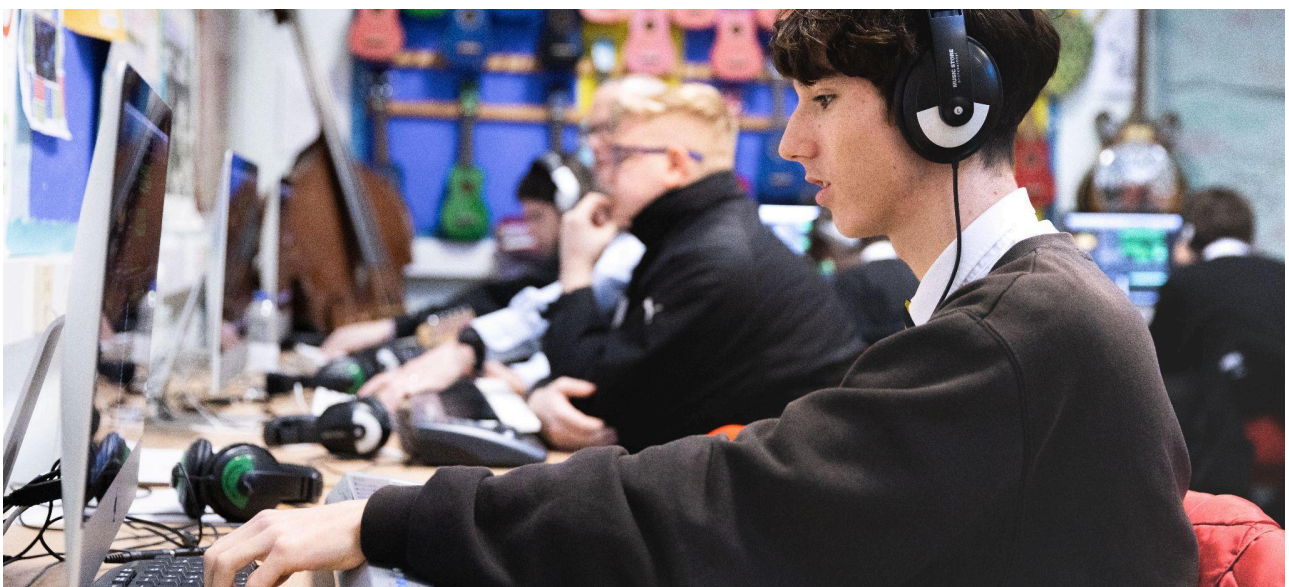
MUSIC

Music GCSE is a creative course that is appropriate for all those who like to be involved in music -making. Treviglas has one of the best resourced music departments in the county and is able to deliver an exciting course. The GCSE is challenging, but fun, and you will be involved in lots of practical work, performing a range of music and composing in a variety of styles, from classical to pop, and music from other cultures. As a GCSE music student you must be prepared to practise on your instrument or voice each week, and be part of the lively culture of music-making in and around the school.

The course is divided into three areas: composing, performing, and listening and analysing. Two original compositions will make up 30% of your final marks. Over the course you will also record two performances: one solo piece and one as part of an ensemble. These two performances are worth 30% of your final marks. The listening and analysing component of the course makes up 40% of the GCSE. This is assessed in a written examination and will test your ability to listen and appraise music. The music will include a wide range of ages, styles and cultures, but the examination will require you to have studied specified set works. An ability to read and write simple music notation is required. We will support your development here.

If you enjoy making music, are keen to explore a deeper understanding of music, and wish to develop as a composer and performer, then this is the course for you! Having a multifaceted subject such as music in your portfolio of GCSE grades can make the difference.

Teaching Team Leader for Creative Arts: Mr S. Colborne



PHOTOGRAPHY

We live in a world where we are constantly seeing photography, be it in advertising, social media or as an artform in its own right. The creative industries generate over £100 billion to the United Kingdom (UK) economy each year and employ over 2.8 million people. Unlike many industries, the creative industries have continued to grow.

Students studying photography at GCSE will be asked to explore different themes, learn a range of composition and editing skills, and to research the work of photographers, before developing their own ideas in response.. Students will then present a personal final outcome to each theme and will be able to evaluate their work using subject specific language.

You can continue your photography studies at A level. Many of our students then go on to study a whole range of creative arts and media courses at university. If you don't want to take your photography studies any further, the transferable skills you gain at GCSE will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills; and gain the ability to develop, refine and present ideas. Employers and universities regard all of these skills very highly.

The course is made up of two components. The first is coursework, which is worth 60% of the overall grade. The second is a separate externally set exam paper issued after the Christmas holidays in Year 11. It features seven tasks and students will have to respond to one of them. Students will get preparation time, plus ten hours of supervised time to complete a final outcome for their chosen theme. This is worth 40% of the total GCSE grade.

Teaching Team Leader for Creative Arts: Mr. S. Colborne

ENGINEERING

WJEC Engineering Level 2 course is both practical, design and theory based. This is suitable if you are creative, and want to start building the skills you need for a successful career in the Engineering Industry.

The Coursework tasks give Students the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product.

Students also explore how an engineered product is adapted and improved over time. It offers the opportunity to apply your knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for Unit 1.

Unit 3: Solving engineering problems

Introduced to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

The breakdown of the course is 60% coursework and 40% final examination.

For further information, please speak to Mrs Turpin .

Teaching Team Leader for Design and Engineering: Mrs S Turpin



HOSPITALITY AND CATERING

This exciting course offers a unique opportunity for students to develop their knowledge and extend their skills within food preparation and the hospitality industry.

The award has been designed to support students who want to learn about this vocational sector as well as develop their knowledge, understanding and practical food preparation skills.

Students will develop an array of culinary techniques, as well as knowledge of, food traditions and kitchen safety. In addition students will investigate the importance of the hospitality industry and the wide range of jobs available worldwide. The course is designed to inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.

Students complete 2 units, a written exam worth 40% and an internal controlled assessment 60%.

For further information speak to your food teacher, Mrs Penrose or Mrs Turpin.

Teaching Team Leader for Design and Engineering: Mrs S Turpin



DESIGN AND TECHNOLOGY

This course allows students to study the core technical, designing and making principles, including the design processes, working with different materials and equipment. It teaches students to take risks, be more innovative and aware of the world around them.

Students are given the opportunity to work creatively when designing and making, problem solving and responding to design briefs and problems. The coursework design and make task, builds up creativity, problem solving and is assessed holistically and includes investigating problems, generating design ideas, Computer aided modelling, making their solution and evaluating. All skills which are desirable for employers.

Students learn about the following STEM topics through practical theory based activities, the new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties. The external exam is worth 50%.



For further information speak to your Design and Technology teacher.

Teaching Team Leader for Design and Engineering: Mrs S Turpin

PSHE

Personal, social, health and economic education is a school curriculum subject that focuses on strengthening the knowledge, skills, and connections to keep children and young people healthy and safe and prepare them for life and work in the modern world. Many of the topics that students study are statutory topics which means we have a legal obligation to deliver them.

Relationships and Sex Education (RSE) is a key part of this statutory curriculum:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

The RSE curriculum is taught to age relevant groups through the tutor system and via learning opportunities across the curriculum in subjects such as Science and Religious Education.

To enrich our curriculum we work in partnership with outside agencies such as Brook, Yzup, The NT Project and Barnardo's, to support our young people in learning about and forging healthy relationships. When we value ourselves, we look after ourselves and make informed life decisions. At Treviglas Academy, we educate and empower all our students to do this and become responsible citizens who will positively contribute to their communities.

EDUCATING TODAY – EMPOWERING FOR TOMORROW

Treviglas is also an Operation Encompass School, working in partnership with the police to break the cycle of domestic abuse. We have therefore designed our PSHE curriculum to include prevention and awareness work as part of Sex and Relationships Education in order to safeguard our young people from unhealthy relationships.

Teaching Team Leader for PSHE: Mr J. Tamlyn

Further useful resources for parents can be found at:



THE ENGLISH BACCALAUREATE

The 'English Baccalaureate' (Ebacc) is an acknowledgement that students have studied a range of core subjects at GCSE. The subjects included in this are:

- English (Literature or Language)
- Mathematics
- Science (Includes Computer Science)
- Humanities (Geography or History)
- Modern Foreign Language (French or Spanish)

To achieve 'The Ebacc' you must achieve a grade 5+ in each of the five areas above.

We strongly advise that you ensure your son/daughter considers following this curriculum by choosing a Language(French/Spanish) as well as a Humanity (Geography/History) as part of their option choices.

The numbers of students following 'The Ebacc' is rising nationally and many of the top universities are starting to ask that students have followed 'The Ebacc' curriculum.



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