



The Royal Harbour
Academy

DIRECTIONS

YEAR 9 OPTIONS BOOKLET 2021/22



TOP TIPS FOR STUDENTS

Think about the subjects you enjoy the most.

Don't choose a subject just because you like the teacher.

Look at whether assessment is coursework based or examination based, which works better for you?

Ask your teachers lots of questions about their course. What do they enjoy about it? Do they think you will enjoy it?

Ensure you read through the booklet and understand the content, requirements and expectations

Try to think about what you might want to do after Year 11; do the choices you make mean you will be able to have as many options as possible?

Attend careers events at school and utilise talking to people in employment.

Use the school's wide-range of extracurricular activities to try out new subjects or different skills, this will help you find what you enjoy or what you are talented at.

Never choose a subject because your friends are, you are committing to two years of dedication and hard work.

Speak to your form tutor and Mr Wall for help, it is what they are there for!

**EVERYTHING YOU ARE
COMES FROM YOUR
CHOICES.**

CORE SUBJECTS

MANDATORY ENGLISH LANGUAGE

Exam Board: AQA

Qualification Level: GCSE

COURSE CONTENT

The course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

COURSE STRUCTURE

The course is judged by 100% examination, consisting of two examination papers. Students are awarded a level ranging from Level 1 (a pass level) to Level 9 (the top level).

Over the two years, we will build on skills developed in KS3 in order for students to be successful in each exam paper: Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time .

In order to prepare students for these exams and life beyond their GCSEs we will read, discuss and analyse a range of texts, focusing on developing key skills for the examinations but also considering and debating important issues in life. Sample topics are: language and power, violence and its victims and what part can I play in my community?

Skills will be taught, practised, revised and refined through out the two year course.

What aspect of the course do you think students most enjoy?

"This course prepares students to be successful in arguably their most important GCSE. In addition to this, this course teaches students how to be even better human beings than they already are."

What aspect of the course do you think is the biggest challenge?

Some students find the unseen aspect of this course challenging - in the examinations, they are asked to read and respond to texts which they will not have read before.

'This subject really matters to me. I can see how what we are learning will be useful when I leave school'. - Chloe, Year 10

COURSE LEADER

MRS J LUXMOORE



MANDATORY ENGLISH LITERATURE

Exam Board: AQA

Qualification Level: GCSE

COURSE CONTENT

Throughout the two year course, students will engage with a variety of texts and consider how and why they have been influential both when they were originally written, but also for readers and audiences today. Connecting ideas, themes and issues as well as communicating their own ideas in a clear and thoughtful way will be key skills that students develop; students will be building on and developing expertise from their previous study of English. Students will be taught how to be sensitive, critical readers of fiction prose, poetry and drama.

Students will read and study:

Macbeth by William Shakespeare

A Christmas Carol by Charles Dickens

A collection of poems called Power and Conflict by a range of poets

An Inspector Calls by J. B. Priestley

A variety of additional poems to prepare for the unseen poetry section of the exam

COURSE STRUCTURE

Study of the texts above will interleave with students' study of and work towards their English Language GCSE. We will focus on one of the above texts at a time, but also review, recall and revise texts over the two year course to ensure that key content and knowledge is retained and consolidated.

What aspect of the course do you think students most enjoy?

The study of English literature is the study of humanity. At Royal Harbour, we firmly believe that the study of English literature makes us all even better human beings; you get to feel things, visit places and worlds you would never otherwise know. You learn that everyone else out there is a me, as well. You develop empathy, which allows us each to function as more than self-obsessed individuals.

What aspect of the course do you think is the biggest challenge?

At the end of the course, both literature exams are closed book. This means students have to know their set texts very well and learn key quotations from them off by heart. We practise this throughout the course.

EXTRACURRICULAR

Where possible, students will be invited to a relevant theatre trip. For example, in previous years, students have watched a performance of A Christmas Carol at The Theatre Royal and a live broadcast of Macbeth by the Royal Shakespeare Company.

COURSE LEADER

MRS J LUXMOORE

MANDATORY SCIENCE

Exam Board: AQA

Qualification Level: GCSE

COURSE CONTENT

The course comprises 42 modules in total covering a diverse range of topics within biology, physics and chemistry. In biology pupils study cells & organisation, diseases & bioenergetics, biological responses, genetics & reproduction, and ecology. The physics component of the course covers energy & energy resources, particles at work, forces in action, and waves & electromagnetism. In chemistry pupils will learn about atoms & bonding, chemical reactions & energy changes, rates & equilibrium, and the Earth's resources. Each subject also includes a variety of experiments that pupils are required to study.

COURSE STRUCTURE

Pupils will study all three sciences and eventually take six GCSE examinations. This is a double award course, meaning pupils that complete it will be awarded two science GCSEs. Each of the three sciences contributes equally to the grades awarded. Pupils taking the foundation examinations can achieve a grade 1 - 5 and those who take the higher examinations can achieve grade 4 - 9.

What is one aspect of the course you love or think is extremely useful?

Many of the topics covered in the course are relevant to our every day lives. For example, in chemistry we study pollution and where the resources we depend upon come from. In biology we learn about how the human body functions and how diseases are treated, and in physics we investigate electrical circuits and forces.

What is one aspect of the course you think is challenging?

GCSE Science involves a lot of subject specific vocabulary which some pupils find challenging to remember. Within the Science department we use a wide range of methods to make this easier and support students in the growth of their Scientific vocabulary.

What have some students gone on to do?

To study medical sciences (nursing, midwifery, paramedic sciences).

EXTRACURRICULAR

Before and after school revision sessions are available to help Year 11 pupils prepare for their science examinations.

COURSE LEADER

MRS S HOLLAND



MANDATORY MATHS

Exam Board: EDEXCEL

Qualification Level: GCSE

COURSE CONTENT

GCSE mathematics covers a wide range of basic mathematical knowledge and skills, grouped into **five** areas:

Number; Algebra; Ratio; Data and Geometry.

While studying mathematics you will be expected to:

- Use mathematical skills and knowledge to solve problems
- Use logic and reason to solve problems
- Break down problems into small steps in order to solve them
- Use the mathematics that you learn to solve problems that might happen in real life
- Learn how to use a calculator to solve problems quickly and effectively

COURSE STRUCTURE

GCSE mathematics is split into a higher and a foundation course. The courses cover a vast amount of content which pupils will have started to cover already in Year 9. Content builds upon prior knowledge learnt throughout their school lives and is assessed through final examinations in the summer of Year 11.

What aspect of the course do you think students most enjoy?

Maths is a subject that is rich, challenging and enjoyable. It is a core subject at GCSE level and provides students with a qualification that will give greater freedom of choice for their career opportunities, especially when coupled with English. Grades 4 and 5 are required for entry into many Post 16 courses, however grades 6 and above are generally required for entry into A level courses at local Grammar schools. Also, if you meet the requirements you can choose to stay at The Royal Harbour Academy and study **Maths Studies** in our sixth form

What aspect of the course do you think is the biggest challenge?

We have had a vast number of students go on to do amazing things! Specifically this qualification has enabled pupils to study Level 3 courses at college, to study A-Level and IB Maths. We have also had former pupils go on to study a Mathematics Degree at university.

COURSE LEADER

MR I BUXTON



EBACC

SUBJECTS

HISTORY

Exam Board: AQA

Qualification Level: GCSE

COURSE CONTENT

Over the duration of the GCSE course students will study four examined units that stretch over a thousand **years** of history. To start students will explore the story of the **Power and the People** within Britain. Beginning in 1066 and ending in the present day this course gives students the opportunity to discover how power has shifted from the hands of a few to the many and explore the people and events that have allowed this shift to take place, including the signing of Magna Carta, the English Civil War and the Peterloo Massacre. Students will then study the reign of **Elizabeth I** and explore how this long-standing English monarch dealt with the many challenges that she faced including Catholic plots, attempted invasion by the Spanish and rising poverty levels. The final two courses take students into the Twentieth Century. We begin by re-visiting our learning about the **First World War** where students will take a more in-depth look at why the conflict began before moving into a detailed study of the military course of the war looking at key battles such as the Somme as well as investigating how new technology played its part. We finish by looking at the reasons for the allied victory in 1918. Our final course is a study of the **USA between the years 1919-1973**. This course asks students to consider whether the USA really was the land of opportunity and freedom that it is so often portrayed as. Students will explore amongst other topics the "Roaring Twenties", the New Deal, the changing lives of Black Americans and the birth of Rock and Roll.

COURSE STRUCTURE

The course is 100% exam based with students having to complete an exam paper on each unit they have studied at the end of Year 11. The exams are scheduled in a way that two units are examined in one exam session and are divided as such:

Exam1 - Power and the People & Elizabeth I

Exam 2 - The First World War & The USA 1919-1973

What aspect of the course do you think students most enjoy?

As with all studies in history the more you know the more you want to find out and throughout this course you will be presented with many opportunities to explore different historical avenues outside of the confines of the examined units and hopefully find an area that becomes a personal favourite of yours. Besides this, the course gives you a great cultural foundation in the sense that it explains to you why the world is the way it is today and that will give you great confidence moving forward in your life.

What aspect of the course do you think is the biggest challenge?

There are many challenging aspects to the history GCSE and this is one reason why it is such a strong qualification but the one aspect that many students can find challenging is remembering all of the details from all of the periods studied. I would agree with them - there is a lot to learn! The important thing to remember is that as long as you try your best and keep up with the work that is set then it will all fall into place by the end of Year 11. You are not expected to remember every event in exact detail - GCSE history is not only about names and dates it is also about showing that you understand how and why the past has unfolded and how it has been re-told.

EXTRACURRICULAR

Students will be guided to appropriate extracurricular learning where appropriate. There are also a number of extracurricular trips that may take place depending on student participation and capacity within the school. These include a trip to the WW1 Battlefields in France & Belgium and a visit to the Greenwich Maritime Museum

COURSE LEADER MR R JOYNER



SPANISH

Exam Board: AQA

Qualification Level: GCSE

COURSE CONTENT

The Spanish GCSE covers three main themes enabling students to learn Spanish through a variety of skills: listening, reading, writing, speaking and translating. The course runs for two years, each term covering a subtopic of the main 3 themes:

1. Identity and culture.
2. Local, national, international and global areas of interest.
3. Current and future study and employment.

COURSE STRUCTURE

The Spanish GCSE involves 4 papers, each weighing 25% of the GCSE grade: reading, listening, speaking and writing for foundation and high abilities. This qualification is linear. Linear means that students will sit all their exams at the end of the course (Year 11).

What aspect of the course do you think students most enjoy?

One aspect of the course that is fascinating is learning about the cultures of different Spanish speaking countries and being able to communicate with others in Spanish. Spanish is the second most spoken language in the world, therefore, learning Spanish would be an asset on many fronts, career and personal life, to name a few: future studies, travelling the world and working abroad.

What aspect of the course do you think is the biggest challenge?

One challenging aspect of this course is retaining the language taught within 2 years of the course. However, the resources provided will help you with this challenge and speaking activities will enable you to retain the vocabulary taught.

EXTRACURRICULAR

Students are encouraged to use online resources, such as Duolingo and BBC Bitesize for Spanish GCSE, both offering a wide range of cultural and linguistic topics. Students will also be invited to after school intervention sessions with the class teacher and will be given extra booklets to take home in order to expand their knowledge of Spanish.

What have our students gone on to do?

Students studying this course can travel the world being able to put into practice the Spanish they have learned. As well as the obvious jobs of translating, interpreting and teaching, a language is useful in securing jobs in the retail industry, in sales, as an international telephonist, as a nanny, in the travel and leisure industry and in primary school teaching.

COURSE LEADER

MISS J MORGAN



COMPUTER SCIENCE

Exam Board: OCR

Qualification Level: GCSE

COURSE CONTENT

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02

COURSE STRUCTURE

Component 01	1 hr 30 minutes exam (non calculator)	50% weighting	80 marks
Component 02	1 hr 30 minutes exam	50% weighting	80 marks

What aspect of the course do you think students most enjoy?

Programming develops analytical and problem solving skills. Students can struggle to take a big problem and break it down into manageable chunks. This is not unique to computing and is a life skill that will support them throughout their chosen career path.

What aspect of the course do you think is the biggest challenge?

Programming can be difficult as it requires resilience. Some students struggle with working at a problem for an extended period of time and simply "give up". A positive attitude and a desire to fix things will help.

What have our students gone on to do?

Students that have completed the OCR computer science course have mainly furthered their education at college or sixth form studying computing. University courses being studied are Games Design and Forensic Computing. Some students have managed to find apprenticeships with local companies as systems administrators and junior programmers.

EXTRACURRICULAR

Students are expected to practice their programming at home, following tutorials and engaging with websites such as Stackoverflow and W3schools.com. Students can also use self learning platforms such as Codecademy. Websites such as Seneca Learning allow students to engage with course content and embed their classroom knowledge.

COURSE LEADER—MR A COX



GEOGRAPHY

Exam Board: EDEXCEL Qualification Level: GCSE

COURSE CONTENT

The GCSE course has three sections:

1. Physical Geography - this involves studying geomorphology, hydrology (rivers), coastal dynamics, ecosystems, meteorology (weather) and climate change.
2. Human Geography - this involves studying urban (towns and cities) change, global development and resource management (energy and water needs).
3. Geographical Investigations - this involves composing two pieces of fieldwork, which are designed and carried out by the students.

COURSE STRUCTURE

The GCSE course is structured over Years 10 and 11 to allow the students to study the units (roughly one each term) and to allow for examination revision and preparation time.

The examination is composed of 3 papers and these are detailed below:

- Paper 1: The Physical Environment - 1 hour 30 minutes (37.5% of Qualification). This examines students on the Physical Aspects of the course outlined above.
- Paper 2: The Human Environment - 1 Hour 30 minutes (37.5% of Qualification). This examines students on the Human Aspects of the course outlined above.
- Paper 3: Geographical Investigations (Fieldwork and UK Challenges). Pupils carry out fieldwork in two contrasting locations and are then examined on data collecting techniques, analysing trends and investigating patterns of change in the world around them.

One key theme that runs throughout the course is that study of each section of the course centres around learning case studies (examples) from around the world.

What is one aspect of the course you love or think is extremely useful?

I think the study of weather and climate, particularly climate change is essential, especially when considering the impact of global warming. More importantly, though, it makes us all much more aware of the responsibilities we have to our planet and what we can do as individuals and a wider community, to make a difference.

What are your favourite parts of this course?

Part of each unit is a case study of a variety of places and I really enjoy teaching this aspect. From the New Forest and Birmingham to India and Mexico City, we study a whole range of countries and cultures. Not only is this interesting and informative, but inspires us to visit places we would not have otherwise considered.

EXTRACURRICULAR

Reading is an essential development tool and is actively encouraged. It is also a good idea to watch documentaries and have the chance to listen or watch national and local news programmes. These often discuss or refer to topics that are studied, for example flooding.

COURSE LEADER—MRS K CAPELING



NON EBACC SUBJECTS

ART

Exam Board: EDUQAS

Qualification Level: GCSE

COURSE CONTENT

Introduction to materials and techniques and critical studies (artist research)

Projects have included the themes 'Natural Forms', 'Sea and Shore' 'Portraits', 'Fauvism' as well as students' own choice of subject. Students will study artists and their techniques leading to personal outcome based on their research and experiments.

COURSE STRUCTURE

60% coursework completed in Year 10 and first two terms of Year 11

40% externally set examination in Year 11 (8 weeks preparation during lessons and for homework)

10 hour exam completed over two days in term 5

EXTRACURRICULAR

There is a GCSE art club which runs after school three nights a week.

RESOURCES

Where possible, students should have their own pencils, coloured pencils, felt pens, fine liners, watercolours, brushes and glue sticks so that they can work at home.

Where this is not possible, students can borrow materials from their art teacher. Materials are provided in school.

What is one aspect of the course you love or think is extremely useful?

"Learning to look carefully and express yourself visually as well as through writing and analysis. Learning about artists and art movements from different times and cultures to enrich students' knowledge and understanding of the world."

What is one aspect of the course you think is challenging?

"Learning to research and analyse artwork and to develop own ideas and outcomes without simply copying other artists' work."

Students who took this course have gone on to do;

Sixth form to study a level 3 BTEC Art & Design course, IB Visual Arts, A Levels or art courses at East Kent College, Canterbury College and the University for Creative Arts.

From here, students have gone on to fashion, architecture, photography and graphic design degree courses or apprenticeships.



COURSE LEADER

MRS M JOHNSON



PHOTOGRAPHY

Exam Board: EDUQAS

Qualification Level: GCSE

COURSE CONTENT

- Documentary photography - personal documentary / sporting events / drama
- Photo-journalism - looking at how photography is used by the media
- Studio photography - still life / portraiture
- Location photography - landscape / cityscape
- Experimental imagery - editing / illustration / graphic design
- Critical Studies - researching and analysing photographers' work

COURSE STRUCTURE

This GCSE consists of 2 controlled assessments:

- Controlled Assessment 1 - portfolio 60% (coursework)
- Controlled Assessment 2 - exam 40%

EXTRACURRICULAR

After school and break time sessions are available for all GCSE students.

We have worked with Project Motorhouse and The University for Creative Arts and hopefully we will be able to continue these partnerships.

There will be location visits and visits to local galleries.

What is one aspect of the course you love or think is extremely useful?

Learning how to use a camera to create effects in a variety of locations using different light sources is a useful skill to have. It gives students an opportunity to express themselves artistically, even if they find drawing and painting difficult.

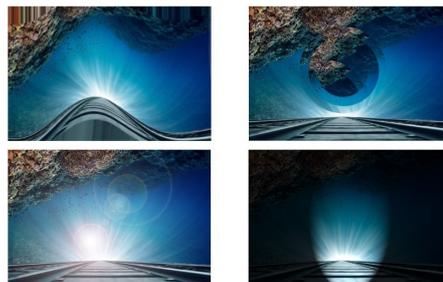
The course will give students key skills, which they can use if they want to study art or photography in the sixth form or at college.

What is one aspect of the course you think is challenging?

Some of the technical aspects of using a DSLR camera and editing programs can be quite daunting and students will be encouraged to take photographs in their own time, at the weekend and during the holidays.

Students who took this course have gone on to do;

Sixth form to study a level 3 BTEC Art & Design course, IB Visual Arts, A Levels or art courses at East Kent College, Canterbury College and the University for Creative Arts.



COURSE LEADER—MRS M JOHNSON

CONSTRUCTING THE BUILT ENVIRONMENT

Exam Board: WJEC

Qualification Level: LEVEL 2

COURSE CONTENT

There are many places in the industry where the construction process takes place. This qualification will cover skills such as carpentry, painting and decorating and heritage skill (pewter casting, colour glass windows, signage). This course will give you an insight into the job roles of trades people, inspectors, site supervisors, architects and project managers who work on these construction projects.

COURSE STRUCTURE

There are three areas to the course:-

Unit 1: Safety and security in construction (60 min external assessment) 25% of final grade

Unit 2: Developing construction projects (internal assessment) 50% final grade. This is the practical element of the course, which consists of a small live brief, which will cover the sequences of making, health and safety, materials, costing and an evaluation. The work will be linked to a full size build consisting of a stud wall, which is then plastered and painted to match the existing decoration.

Unit 3: Planning construction projects & the roles and responsibilities of the construction industry (120 min external assessment) 25% of final grade

What is one aspect of the course you love or think is extremely useful?

If you are interested in any aspect of the construction industry then this course is for you. It will look at the practical side such as carpentry or plastering and give you hands on experience. Or if you are looking for an office based job such as town planner or architect then this course is a gate way into the industry at GCSE level. It will create the perfect foundations to build upon.

What is one aspect of the course you think is challenging?

Much of the course will require you to work independently. Your work will be recorded on observation sheets and submitted as part of your course work. You will of course be guided at each stage to help you reach your potential, but at the end of the day it is your responsibility to revise and to complete the course

When completing the course you will be able to apply for courses such as 'Introduction to Construction' or carpentry at one of our local colleges. You will also have the skill set to apply to become an apprentice for local trades' people such as carpenters, plasterers or trades people working with painting and decorating.

EXTRACURRICULAR

- After school support is offered once a week
- Trip to a local company to see how Health and Safety is used in the industry
- <https://constructionskillstest.com/> Construction skills test

COURSE LEADER - MR J NORMAN



HEALTH AND SOCIAL CARE

Exam Board: Cache/NCFE

Qualification Level: GCSE

COURSE CONTENT

Unit 1 - Introduction to the Health & Social Care sector

You will learn about different ways people are referred to different services, alongside possible barriers to accessing them and how the barriers could be overcome. You will investigate a range of health & social care services that can be accessed throughout the entire lifespan including how Ofsted and CQC regulate and inspect these services.

Unit 2 - Professional practice and the health & social care practitioner

Unit 2 prepares you for working in the health & social care sector. You will learn about the different professional skills, behaviours and attributes. You will use real life case studies to investigate a range of issues including safeguarding, the importance of person-centred care and why it is important to help people remain independent.

You will look at the benefits associated with multi agency working and investigate what went wrong in cases such as Victoria Climbié and Baby P.

In unit 2 you will create a personal development plan where you will research the skills, qualifications and personal goals needed to achieve your chosen career.

Unit 3 - Human growth and development through the life stages

This unit begins with a study of pregnancy from the point of conception to birth. You will look at how an embryo / foetus develops and the effects of substances such as alcohol and illegal drugs on the developing foetus. You will learn in depth about the physical, intellectual, emotional and social milestones through each of these six life stages: You will research a range of expected and unexpected life events that can happen to individuals and the effects these events have on their lives.

COURSE STRUCTURE

In Year 10 you will learn all of the information you need to produce your 3 coursework portfolios. You will aim to complete units 1 and 2 in Year 10.

In Year 11 you will complete your unit 3 coursework portfolio. You will then prepare and revise for a 1 ½ hour exam in February. You will have the chance to resit this exam in May if you wish to aim for a higher grade.

What aspect of the course do you think students most enjoy?

This course is excellent in preparing you with the skills you need to move into the workplace and gain a career in health and social care. By the end of the course you will have learnt about a range of careers that you may never have considered before. You will know how to apply for and gain these jobs, as well as all of the skills you need to do the job successfully.

What aspect of the course do you think is the biggest challenge?

To be able to work in health and social care successfully, you need to be aware that things do not always have a happy outcome. Quite often, laws and regulations are changed as a result of things going wrong. You will study some upsetting cases such as Victoria Climbié and Baby P - by investigating the mistakes made in these cases, you will learn how things should be done correctly.

COURSE LEADER - MRS D DOUGAL



ETHICS AND PHILOSOPHY

Exam Board: AQA

Qualification Level: LEVEL 1/2

COURSE CONTENT

The course is divided into different units of work, which are studied throughout the two years.

These topics are peace and conflict, crime and punishment, religion and life, and the existence of God and revelation. Each topic then covers further subjects. For example, religion and life explores debates around abortion, euthanasia, and climate change.

By the end of the course, students should be able to access a range of different views and beliefs on these topics, allowing them to use their knowledge to make informed judgements.

This learning will be supported by studying aspects of Christianity, including beliefs about God, creation, the afterlife, Jesus Christ and salvation, and the way Christians live out their faith, including worship, festivals and the role of the Church in the local and worldwide community.

To extend this knowledge further the students will also study Buddhism, where the Buddha's life and his teachings are explored with a focus on the way that Buddhists practise their faith, including worship and festivals.

In Year 11, the students have two examinations covering the topics outlined above.

COURSE STRUCTURE

- Eight units of work covered - over two year period.
- Visit to Buddhist Temple - London
- Visit to Canterbury Cathedral
- Visit to 'The Shrine of St Augustine' - Ramsgate
- Two one hour and forty-five minute examinations.

What aspect of the course do you think students most enjoy?

Students love to be able to debate and discuss current national and international world affairs in the classroom to extend their knowledge through discussions.

The course allows students to look at different topics and collate well-reasoned and evidenced views in order to come to a reasoned judgement. This invaluable skill will allow the student to access a variety of future career paths.

The course also allows students to see the historical significance of religion in how it has influenced the world around us, whilst allowing them to make comparisons with similar or different views.

What aspect of the course do you think is the biggest challenge?

Both examinations contain 12 mark questions, which are similar to mini-essays, therefore students must be prepared for these extended writing questions.

What have our students gone on to do?

The three Armed Services; Army, Navy and RAF. National Health Service (NHS). Lawyers/Solicitors. Police Officers. Journalists. Teachers. Travel and Tourism. Hair and Beauty. Any occupation, which involves working with the public or making judgements.

"I absolutely loved the visit to the Buddhist Temple in London, the journey to the Temple was fun, and the Temple itself was brilliant"

COURSE LEADER - MRS H O'CONNOR

HOSPITALITY AND CATERING

Exam Board: WJEC

Qualification Level: LEVEL 1/2

COURSE CONTENT

Level 1/2 Vocational Award in hospitality and catering is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

This course will;

Develop your knowledge and understanding of the hospitality and catering industry

Develop your ability to plan, prepare and cook dishes

Develop your practical skills for the catering industry

COURSE STRUCTURE

Unit 1 Examination = 40% of the marks

Unit 2 Coursework = 60% of the marks

What is one aspect of the course you love or think is extremely useful?

Understanding how the hospitality and catering industry operates and the job opportunities available. Opens up a whole world of possible avenues for employment both part time and full time.

What is one aspect of the course you think is challenging?

I think most students find the written element of the course the most challenging as they expect it to be all practical work. Sticking to deadlines for coursework is essential.

Students who took this course have gone on to:

We have had pupils go on to all levels of the hospitality and catering industry, from one student who has done a Masters Degree in Events Management, students in Year 11 gaining part time jobs as waiting staff, which have turned into long term careers and training, to students who have gone on to College to do a hospitality and catering qualification and work in all aspects of the industry.

COURSE LEADER MRS S NOONE



CHILD DEVELOPMENT

Exam Board: CACHE

Qualification Level: LEVEL 2

COURSE CONTENT

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector; it has been designed to meet the needs of learners from the age of 14 years. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development of children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

COURSE STRUCTURE

There are three units of work

Unit 1 portfolio based - Introduction to Working with Children 0-5 years; internally marked and externally moderated

Unit 2 –portfolio based - Development and well being 0-5 years; internally marked and moderated

Unit 3- short answer scenario based written exam; externally assessed

ADDITIONAL RESOURCES

The CACHE Level 2 Award in Child Development and Care text book, by Penny Tassoni by Hodder Education is recommended as a reading and support tool for all units. ISBN 9781510418529

What is one aspect of the course you love or think is extremely useful?

The RHA prides itself on outstanding results and audit reports for the last five years.

Students can sit the written exam early (October) and if successful then only have to complete coursework in order to achieve their target grades. Pressure on students is greatly eased and motivates them further.

What is one aspect of the course you think is challenging?

Keeping up to date with all the work is a challenge in itself. Competing a bibliography using Harvard referencing prepares students for higher education.

What have our students gone on to do?

Many students progress to Health & Social Care Level 3, after successful completion of this course. Midwifery, nursing, social work and teaching are career pathways to follow. Students who are interested in a career with young children can follow apprenticeship routes or a Level 3 course in child care

EXTRACURRICULAR

Royal Harbour Academy has a successful and popular voluntary real care baby programme to support students to understand the care needs of babies and young children. Weekly after school support sessions will support students to complete coursework and prepare for the written exam.

COURSE LEADER—MISS L POINTER

'There is nothing about this course I would change. I love it' - Jess, Year 11

DRAMA

Exam Board: RSL

Qualification Level: LEVEL 2

COURSE CONTENT

Students will complete 2 units over the two years; each unit is designed to develop their skills in acting and performing. Students have the opportunity to become independent and open minded learners and are encouraged to take risks within their work.

This qualification is equivalent to one GCSE and can be used as a basis for the Level 3 course, which we offer at sixth form.

COURSE STRUCTURE

Unit 1: Performing Text

Learners will complete an internally marked unit: Performing Text. This unit allows learners to understand exactly how dialogue/conversation works, how this is reflected in good dramatic writing and how an actor 'lifts' such speech' off the page.

Unit 2: Live Performance

All learners take an externally assessed core unit: Live Performance. This unit requires them to work to a brief assigned and marked by RSL. This assignment provides the opportunity for learners to demonstrate and also integrate their knowledge and understanding and skills from their lessons. It will also enable learners to develop study skills and to underpin practical skills with core knowledge and understanding.

What is one aspect of the course you love or think is extremely useful?

It is so rewarding to see students' passion grow for performing. For unit 1 students get to create their own performance that meets the given brief, this is where we see students really excited about the course. They get to use all the knowledge and skills developed in lessons. It is truly breath-taking.

What is one aspect of the course you think is challenging?

Students will need to build up trust and cooperation with their peers. They will rely on each other throughout the course and this at times can be difficult. However, in all my time teaching, my key stage 4 cohort has always been a strong, confident ensemble by the end of the two years and this usually leads to a level 3 course in performing arts!

EXTRACURRICULAR

We offer an after-school drama club, which helps students to develop skills they are learning in lessons. This is for all year groups so it gives students the opportunity to meet and learn from students in different year groups. In this club we work towards whole school performances, past productions have been 'Mary Poppins', 'Robin Hood' (panto) and 'Back to the 80's'.

We also use this time to rehearse for The Coastal Academies Trust Arts Festival. For this, we rehearse a 15-minute performance, which we perform at the Winter Gardens alongside other schools from the Trust. Throughout the year, we offer many viewings of theatre productions and try to organise a live theatre show once a year. In Year 11, we also run intervention clubs for students who require additional support with the course content.

COURSE LEADER—MISS C YOUNG



TRAVEL AND TOURISM

Exam Board: BTEC

Qualification Level: LEVEL 1/2

COURSE CONTENT

This qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment.

You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions. You will investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations.

You will also have the opportunity to study international travel and tourism. You will develop key skills, such as research, report drafting and writing skills and project management.

- Customer service in travel and tourism
- The UK travel and tourism industry
- Travel and tourism destinations
- Hospitality in travel and tourism
- Airports & Airlines
- Preparing for a Career in travel & tourism
- Tourism to a popular UK Destination

COURSE STRUCTURE

The course has 4 Units. Unit 1 is on the UK Travel and Tourism Sector and is assessed by an external examination. The other 3 Units are assessed internally and look at different aspects of the Travel and Tourism Industry. Unit 2 looks at UK Tourism Destinations while Unit 3 investigates The Customer Experience. Finally Unit 4 investigates International Travel and Tourism.

Aspects you will enjoy:

Students will enjoy investigating how varied the UK's travel and tourism options are and also the wide variety of tourism destinations. The growth of 'Dark Tourism' will also be enjoyable to study.

What aspect of the course do you think is the biggest challenge?

The biggest challenge will be making sure that you make your deadlines as all units need to be completed to be awarded with the qualification.

EXTRACURRICULAR

Visit local popular tourist destinations as part of the course. Fancy a trip to Italy? Perhaps climb a volcano?

COURSE LEADER

MR G RICHARDS



SPORTS STUDIES

Exam Board: OCR

Qualification Level: LEVEL 2

COURSE CONTENT

This course is suited to students who have a good all round practical ability whilst having an interest in the theoretical side of sport as well. You should study this course if you want to gain a better understanding of how to improve sporting performance alongside sports theory.

Contemporary issues in sport: students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

Developing sports skills: students try out a range of sports-related skills and techniques, including different practise methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Developing skills in outdoor activities: students will learn about how to perform outdoor activities that are involved in outdoor education. This knowledge will be required and used to perform outdoor activities. In addition, they will use the knowledge to plan an outdoor activity. They will be assessed on their practical performance in two of the activities.

Sport and the media: students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

What skills will I develop?

You will gain many valuable skills from studying OCR sport. You will gain an improvement in skill level in a number of practical sports, as well as coaching and officiating roles. You will also gain skills such as working as a team, leadership and confidence.

How will I be assessed?

There are four units within the course. Three of these units will be assessed through coursework with one unit being assessed in an exam. OCR sport will lead you onto the next stage of your education within sport. All Level 3 courses will be accessible if you achieve well on the course. Further to this, it will give you the opportunity to pursue a career in the sports industry.

EXTRACURRICULAR

The PE department runs the widest range of extracurricular activities across the school. Look for in school notices about clubs and teams.

COURSE LEADER

MR M CAPELING



GRAPHIC DESIGN

Exam Board: NCFE

Qualification Level: LEVEL 2

COURSE CONTENT

Graphic design is a course that is designed for pupils who are interested in both art and design, and wish to pursue a future in graphic design, illustration, typography, advertising or packaging design.

COURSE STRUCTURE

The course will consist of 4 coursework areas, and one ten hour exam.

Unit 01 Introduction to graphic design: explores the 6 principles of design: colour, typography, line, composition, imagery and tone.

Unit 02 Graphic design practice: pupils will explore a range of designers, illustrators and artists to create their own final piece.

Unit 03 Responding to a graphic design brief: pupils will work through a design brief, creating a range of ideas which will be used towards creating a final portfolio.

04 Graphic design portfolio: pupils gather the best of their work in the form of a portfolio, which they will be able to take along to further education interviews.

10 Hour Exam: This is a controlled assessment which will be based on a brief set by NCFE. In the past this has included BonBon Parlour – creating products for a unique sweet shop, Reach High – creating products for a major sporting event, Clean Hands – A project which looked at the advertising and illustration of staying safe and clean when using public transport, and Respect – advertising a festival aimed at teenagers.

What is one aspect of the course you love or think is extremely useful?

Graphic design and illustration is all around us. It helps use to communicate effectively and clearly and if done well can make the world a better place to live in. This course will offer you the chance to explore the world of graphics and illustration and it will allow you to shape it whatever way you wish to go.

What is one aspect of the course you think is challenging?

Much of the course will require you to work independently. Your work will be recorded on observation sheets and submitted as part of your course work. You will of course be guided at each stage to help you reach your potential. But at the end of the day it is your responsibility to produce the course work and to complete the home work tasks which are set.

EXTRACURRICULAR

After school support is offered once a week

COURSE LEADER

MR D NORMAN



