

Introduction

Welcome to our options booklet for 2022.

This is the first time since starting school that students have had the opportunity to take control of a significant part of their curriculum. We sincerely hope you enjoy the process of learning about the different subjects and courses on offer, as well as deeper conversations about their future and the pathways available to them post-16.

Choosing options for study in Key Stage 4 is an extremely important part of a student's journey through Year 9 and therefore we devote time to supporting them in making choices that are right for them. The following key dates represent the significant milestones along this journey:

Date	Option guidance and activity
17 th January to 4 th February	Careers guidance weeks, led by Mr Knott, Mrs Graham & Mr Nixon including Sixth-Form College presentations and use of career diagnostic tool 'Xello'
7th February	Options process presentation by Mr Nixon Options Booklet and Google Form emailed home and shared online
8th February to 17 th February	Heads of Subject presentations
Friday 18th February	Options Google Form opened for completion
Friday 1 st April	Final deadline for the Options Form return

Year 9 Options Team

Throughout this process our Year 9 options team are here to help.

Role	Name
Assistant Headteacher (Progress & Guidance)	Mrs Graham
Assistant Headteacher (Information & Logistics)	Mr Nixon
Head of Year	Mrs Stevens
CEAIG & KS4 Intervention Manager	Mr Knott
Subject	Head of Subject
Art & Design (Art, Textiles and Photography)	Ms Preston-Webb
Business Studies	Mr Mackreth
Child Development	Mrs Duffy & Mrs Rule
Computer Science	Mr Dennison
Design & Technology (Product Design, Hospitality & Catering)	Mrs Arkinstall
Geography	Mrs Hampson
History	Miss Merritt
Modern Foreign Languages (French, German & Spanish)	Ms Jones
Performing Arts (Dance, Drama & Music)	Ms Moran, Mr Lewis & Mrs Bird
Sport	Mr Day

Key Stage 4 (KS4)

Key Stage 4 is the curriculum students follow in Years 10 & 11 at secondary school. This two year long programme of study culminates in students sitting examinations and completing controlled assessments, that lead to the awarding of Level 1 & 2 qualifications such as GCSEs, BTECs & Cambridge Nationals.

All of the courses that students follow and the qualifications they achieve during KS4 link directly to post-16 pathways. The vast majority of our students go on to local post-16 providers to study Level 3 courses such as A' Levels & BTECs. Others may follow more vocational pathways such as apprenticeships, which combine both employment and college-based training. Whatever our students decide to do, the choices they make now are very important.

At Denton Community College Key Stage 4 curriculum consists of two discrete strands:

1. Core Subjects

All students study the following core subjects:

- English Language
- English Literature
- Mathematics
- Science (Biology, Chemistry & Physics)
- Religious Education / Citizenship
- Physical Education

2. Options

In addition to the Core subjects, students are also asked to choose 3 subjects and 1 reserve from the options list below to complete their curriculum:

Subject	Level 2 Qualification Awarded	Method of Assessment
Art, Craft & Design	GCSE	Controlled Assessment
Business Studies	GCSE	Terminal Exam
Child Development	Cambridge National	Controlled Assessment & Exam
Computer Science	GCSE	Terminal Exam
Design & Technology	GCSE	Controlled Assessment & Exam
French	GCSE	Terminal Exam
Geography	GCSE	Terminal Exam
German	GCSE	Terminal Exam
History	GCSE	Terminal Exam
Hospitality & Catering	WJEC Vocational Level 2	Controlled Assessment & Exam
Performing Arts - Dance	BTEC	Controlled Assessment & Exam
Performing Arts - Drama	GCSE	Controlled Assessment & Exam
Performing Arts - Music	BTEC	Controlled Assessment & Exam
Photography	GCSE	Controlled Assessment
Spanish	GCSE	Terminal Exam
Sport	BTEC	Controlled Assessment & Exam
Textile Design	GCSE	Controlled Assessment

What are Vocational Courses?

BTECs, Cambridge Nationals & the WJEC Vocational Level 2 are qualifications more rooted in the world of work and a credible alternative to GCSEs. These qualifications are equally as challenging but offer different approaches to learning. These qualifications are equivalent to GCSEs and are recognised by post-16 providers as well as employers (Level 1 grades are equivalent to GCSE grades 1 to 3 and Level 2 grades are equivalent to GCSE grades 4 to 9). At Denton Community College we offer BTECs in Performing Arts & Sport, a Cambridge National in Child Development as well as a WJEC Vocational Level 2 in Hospitality & Catering.

At Denton Community College we are proud of our suite of vocational subjects and the excellent outcomes our students achieve when studying them. We recommend that students use their option choices to pursue their passions and for many these more practical based subjects offer the education and career pathway they choose to follow when they leave us.

As part of our commitment to strong CEIAG (Careers Education, Information, Advice and Guidance), the Year 9 options team identified in this document will help guide students in making their choices.

Limitations for Course Selection

Due to the similarity of some courses, the examination boards have issued some qualifications with the same certification codes. As a result, the following subjects cannot be taken together:

- BTEC Performing Arts and GCSE Drama
- GCSE Art & Design and GCSE Textile Design

If students choose to follow a language at KS4 they must choose the one they have studied in Years 8 & 9. This maximises their achievement potential due to the number of years they have been studying the subject.

If students choose to follow Design & Technology, they must specify if they wish to follow Graphics or Timbers.

Considerations for Course Selection

Students must think carefully about their option choices. Changing subject after the start of the course is unadvisable, this is due to the difficulty students will face catching up on curriculum content that they would have missed. To help students make to right choice, they should ask themselves:

What do I enjoy studying?

What are my strengths?

How do I learn best?

Will the course suit me?

If I choose this option now, will it keep more options open for me later for further study, training or work?

All subjects are challenging but some challenge in ways students may not have thought of (e.g., maths content in Computer Science).

If students are uncertain about opting for a subject or require any further information or advice, they should talk to the Head of Subject identified in this document or another teacher of the subject.

Some students may be inclined to choose a subject to stay in the same class as friends but due to the size of our school, the number of option classes we run and the complexity of our timetable, it is highly unlikely that this will happen. Option choices should be made by and for the individual.

Some students may be inclined to choose a subject because of their teacher. Please be aware that again due to the complexity of the timetable and potential changes to staffing, a student may not end up in a group with the teacher they hoped for.

Some students might say they like a subject but, really, they believe it is an easier option. This is not true, all KS4 subjects are demanding of both a student's effort and time. The volume of curriculum content in modern GCSEs means a student's grade really does reflect their attitude to learning and their attendance at school.

GCSEs have changed a lot in recent years and your experience of the curriculum at school may be different to your child's. Share your knowledge and experience but keep in mind as well that our students are preparing for a very different world!

Careers and Looking Ahead

Many students at this stage have no idea which career they wish to pursue whilst others are determined to follow a particular pathway. If your child is uncertain, it may be worth them doing a little research into potential careers to identify if certain roles require certain GCSE qualifications. In addition to your subject teachers, Mr Knott is an excellent person to approach and speak to about this, he can be contacted by email via at j.knott@dentoncommunitycollege.org.uk.

There are no right or wrong choices at this stage, just choices made for the right reasons. When making their option choices students should:

- Ensure their subject choices leave them in a position to be flexible when choosing pathways post-16.
- Try to keep career doors and pathways open for as long as possible.
- If they have a future career in mind, make sure they cover the subjects that they will require to follow that pathway.

Art, Craft & Design at Denton Community College

The aim of this course is to develop your artistic skills and your ability to understand how artists work. We want to give you as many opportunities as possible to succeed and to get the most out of the course. Occasionally, we try to involve students in projects with real live briefs.

The course covers all aspects of art, craft and design and you will study various areas such as artist research, observational drawing, painting, printmaking, textiles, mixed media, photography and small 3D work. We encourage you to develop your own ideas, to start thinking for yourself and to express your personality in your work. You will also engage with the work of historical and contemporary artists.

Who is this course suitable for?

GCSE art, craft and design is a very successful course here at Denton Community College. It is suitable for independent learners who are willing to challenge themselves and take risks. Drawing is a key part of the course and is worth 25% of your overall GCSE grade. GCSE art, craft and design is certainly not an easy option; it will demand an investment in your time and a great deal of independent work outside of school.

In addition, if you want to go into an art-related career when you are older, or if you are just interested in art, craft and design and enjoy expressing yourself in creative and practical ways, then this GCSE could be for you. A basic drawing ability is not essential in this subject but it will help you to attain the higher grades of 7 - 9.

Course Specification & Assessment

The course is made up of 2 components. Component 1 is worth 60% and is a portfolio of mixed media work covering two or more art disciplines, such as printing, 3D, textiles or photography. The remaining 40% is an externally examined controlled assessment which is set by the exam board. There are 4 assessment objectives, each is worth a possible 24 marks.

The assessment objectives are artist research, drawings from both primary and secondary sources, experimentation with mixed media and a personal outcome. Topics we currently study are sea life, natural forms, architecture, portraiture and previous exam topics.

AQA specification: <https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Career Pathway

Studying art at GCSE will enable you to make the progression onto an A level or BTEC course in art and design. If you think you want a future career in the creative industries then art is a must for you. These industries include: fine art, photography, graphic design, textiles and fashion industry, product and graphic design illustration, architecture, advertising, interior design and teaching.

Further Information

Ms Preston-Webb: m.prestonwebb@dentoncommunitycollege.org.uk



Business Studies



Business Studies at Denton Community College

When you leave school, you will be working for a business or other organisation. After studying Business, you will have an insight into just how businesses operate, including how to set up a business of your own. So why should you not be the next Richard Branson, Deborah Meaden, Kirsty Henshaw or even Elon Musk?

During the course students have the opportunity to develop as enterprising individuals with a practical set of key skills, including problem solving, decision making, interpreting and analysing financial data and more. This successful and popular option subject also provides the theoretical insight and practical know-how to apply for job vacancies, prepare successfully for job interviews and gain success in the world of work.

Who is this course suitable for?

Business studies is suitable for students who want to succeed in the business world either through starting their own business or gaining employment in their dream career! The course is suitable for any student who is willing to give consistent effort, determination and time to learn a new subject that will reward them way beyond achieving their aspirational grade.

Course Specification & Assessment

The course is assessed by two terminal examinations, both worth 50%:

Paper 1: Business activity, marketing and people

Topics:

Business activity - How to start a business from nothing and why businesses exist

Marketing - How to promote and advertise your business so it becomes a famous brand name

People - How to recruit, pay and motivate your workforce to make your business a success

Paper 2: operations, finance and influences on business

Topics:

Operations - How to produce your product or service and the decide how to distribute it to customers

Finance - How to manage the businesses cash flow and ensure you have earned profit

Influences on business - How to adapt to the changes in the business world to ensure the business survives

OCR Specification: <https://www.ocr.org.uk/Images/304213-specification-accredited-gcse-business-j204.pdf>

Career Pathway

This qualification offers an ideal foundation to gain insight into future career paths in business. It can provide a useful stepping stone to many further qualifications including A Level Business, Accounting, Law, BTEC Business, Administration, Finance.

Further Information

Mr Mackreth: s.mackreth@dentoncommunitycollege.org.uk



Child Development



Child Development at Denton Community College

The main aim of the course is to develop your knowledge and understanding of how children develop from birth to the age of 5.

The first unit studied aims to provide students with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care. Students will develop an appreciation of creating the best conditions for a child to thrive including social safety and the care, management and prevention of childhood diseases. The course is written in an engaging way to stimulate interest, discussion and debate. Students are encouraged to apply their knowledge to real world situations and consider their own experiences.

The second unit allows students to investigate different equipment and nutritional requirements of children from birth to five years and includes practical activities.

The third unit involves the completion of a practical play activity with a child to assess how play affects development of individual children. The school has developed links with local childcare providers and students will make several visits to a nursery throughout the course.

Who is this course suitable for?

50% of the course is assessed through coursework so students need to have excellent attendance and be able to work independently.

50% of the course is assessed through an external examination.

If you are interested in working with children then this is a good course for you to choose.

Course Specification & Assessment

Unit 1 (50%) - Health and Wellbeing for Child Development (External Examination).

Unit 2 (25%) - Understand the equipment and nutritional needs of children from birth to five years (School Based Assessment).

Unit 3 (25%) - Understand the development of a child from birth to five years (School Based Assessment).

OCR Specification: <https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-1818/>

Career Pathway

This course is ideal preparation for progression to more detailed study of childcare and child development. You could progress onto A-Level or BTEC Health and Social Care. All careers in childcare or health and social care would link with this course.

Further Information

Mrs Rule: gill.rule@dentoncommunitycollege.org.uk

Mrs Duffy: h.duffy@dentoncommunitycollege.org.uk

Computer Science at Denton Community College

Computer Science GCSE is a logical step forward building on students' learning from KS1, KS2 and KS3.

The qualification is in two strands:

The first strand 'Principles of Computer Science' covers topics such as computational thinking, data and computer hardware/software.

The second strand 'Application of Computational Thinking' covers the students' ability to read, write and refine programs.

The qualification consists of six topics which means a new topic is covered each term. The school will follow the suggested delivery model set by the examination board.

Who is this course suitable for?

This course will equip students with the knowledge and practical skills to thrive in the fast-changing world of computer science. It includes an innovative, practical onscreen assessment to ensure all students develop the computational skills they need for a digital future beyond the classroom. Computational thinking will provide students with the skills to problem solve effectively, which will benefit them in any career or pathway they follow in the future.

An ability to meet deadlines, show a determination to do your best and demonstrate a passion and enthusiasm for the subject, would be beneficial. Being good at maths and science is also an advantage.

Course Specification & Assessment

The course is assessed through two external examinations both worth 50%:

Paper 1: Principles of Computer Science (External written examination).

Paper 2: Application of Computational Thinking (Onscreen examination).

Edexcel specification:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2020/specification-and-sample-assessments/GCSE_L1_L2_Computer_Science_2020_Specification.pdf

Career Pathway

The demand for computer science related careers is increasing year on year. At present there are more jobs than university graduates. This means there is a high demand for the skills and knowledge developed in this course.

There are clear progression paths onto Further Education & Higher Education pathways. Careers include games designer, forensic computer analyst, cyber security analyst and web designer.

Further Information

Mr Dennison: s.dennison@dentoncommunitycollege.org.uk



Design Technology (Graphics & Timbers)



Design Technology at Denton Community College

The main aim of design technology is to develop a broad knowledge of materials, components and technologies, whilst developing practical skills to produce high quality functional prototypes and/or products. This will involve the development of decision-making skills through independent, team and collaborative work, as well as communicating any decisions effectively. Students will learn to read, interpret and work from drawings, plans and instructions and produce working drawings and production plans of their own. They will develop an understanding of quality and how this can be achieved by making changes to fine tolerances and use materials efficiently in relation to cost and environmental impact. Learning to demonstrate safe working practices will develop an awareness of industrial practices and employment opportunities.

For this course students must choose between 'Graphics' and 'Timbers' as their preferred specialism.

Who is this course suitable for?

Are you creative and like to solve problems in a practical way?

This course is suitable for students who are creative and inventive. They should be interested in understanding the working properties of woods, metals and plastics, who like designing and developing new products and have an interest in finding out how things work and are made. This course will build on the skills, knowledge and understanding already introduced at Key Stage 3.

Course Specification & Assessment

50% External written examination - (1 hour 45 minutes)

50% Non-examined assessment (NEA) - Design folder and a final practical outcome

Edexcel Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/design-and-technology/2017/specification-and-sample-assessments/Specification-GCSE-L1-L2-in-Design-and-Technology.pdf>

Career Pathway

Qualifications in design technology can lead to careers in architecture, graphic design, product design, interior design, marketing, construction and engineering.

There are many post-16 apprenticeships that build on the knowledge and skills developed through a Level 2 qualification in design technology. As well as apprenticeships post-16 progression routes include BTECs and A Levels, which can then lead to Level 4 qualifications in the areas mentioned above.

Further Information

Mrs Arkinstall: p.arkinstall@dentoncommunitycollege.org.uk

Geography at Denton Community College

A GCSE in geography develops and extends the skills, concepts and themes studied at Key Stage 3, adding more depth and detail to promote intellectual curiosity.

The units studied cover a range of themes from both physical and human geography, investigating the links between them in a local and global context.

Students will undertake two full-day fieldwork investigations in contrasting environments, to show an understanding of both physical and human geography. They will explore a range of case studies, in the United Kingdom and globally, to give a deep knowledge and understanding of the world they live in. This will include a variety of contexts such as the impact of flooding in Somerset, climate change in Ethiopia and of the influence and gangs and violence within football in Argentina.

Who is this course suitable for?

“Geography is the subject which holds the key to our future.” Michael Palin

Geography promotes a lifelong interest in, and fascination of, how the world works. It is hands on, relevant and it is fun. It is suitable for students who want to study the natural features of the earth and also gain an appreciation of the social, economic and physical processes, which shape and change our world and fuse the natural and human world together. Geography is constantly changing and developing and we will always keep the content relevant and engaging.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as modern computer-based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting and problem solving. Students will also improve their literacy through written work and make practical use of their numeracy skills when interpreting data and constructing graphs. Geography is a subject which forms part of the EBacc and is well respected by universities and employers.

Course Specification & Assessment

Geography GCSE is assessed by three external written examinations:

Paper 1: Living in the UK (30%) - Landscapes of the UK, People of the UK, UK environmental challenges

Paper 2: The world around us (30%) - Ecosystems, People of the planet, Environmental threats to our planet

Paper 3: Geographical Skills (40%) - geographical skills and seen and unseen fieldwork

OCR Specification: <https://www.ocr.org.uk/Images/207306-specification-accredited-gcse-geography-a-j383.pdf>

Career Pathway

Students who study geography develop a range of skills that are required for further study, as well as in the workplace. They include leisure, travel & tourism, meteorology, social services, business & finance, scientific service, environmental management and many more.

Geography is a very versatile subject because of the literacy, numeracy and problem-solving skills it allows students to demonstrate and develop. It is well received by colleges and employers because of the varied nature of the GCSE course.

Further Information

Mrs Hampson: r.hampson@dentoncommunitycollege.org.uk

History at Denton Community College

The GCSE History course from Edexcel consists of four very different units, from understanding the life of the Native American Indians to the rise of Adolf Hitler; from the changes to crimes and punishments through time to studying life in Elizabeth I's court. History GCSE has it all!

A GCSE in history is widely recognised as a sure foundation for many employment opportunities. It will prepare students for later studies by improving skills including the use of evidence, understanding interpretations, the formation of judgements, independent research, the recognition of bias and the analysis of sources. All of these skills are transferable across a range of other subjects.

Who is this course suitable for?

"If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree."
Michael Crichton

History is a true academic subject that helps students understand how we have got to where we are today. It allows people to make links with the past and predict the future. It is suitable for any student that is interested in the people that have changed the way we live and the events that have shaped our world today. History is ideal for students who can look at arguments from different angles and who realise that the past is not 'black and white'. History is perfect for those that do not like being told what they have to believe, but instead want to find out for themselves.

Course Specification & Assessment

The Edexcel History GCSE is assessed by three external written examinations:

Paper 1 (30%): Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

Paper 2 (40%): The American West 1835-1895 and Early Elizabethan England 1558

Paper 3 (30%): Weimar and Nazi Germany 1918-1939

Edexcel Specification: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Career Pathway

People with qualifications in history can be found in most major professions including: health, teaching, local & national government and broadcasting, due to the life skills it helps to develop.

Many students enter jobs with obvious history connections, such as law, journalism, tourism, archaeology, marketing, sales, retail, police, armed forces and business management, to name just a few.

The 'Crime and Punishment' module fits particularly well with students who are interested in going into the armed forces or law.

Further Information

Miss Merritt: c.merritt@dentoncommunitycollege.org.uk

Hospitality & Catering at Denton Community College

This qualification allows students with an interest in food and cookery to experience using and developing techniques and methods of cooking from across the world of catering. Not only will this course lead to discrete post-16 pathways within education, but will provide students with a basic understanding of the skills required for a career within the food industry.

Students will learn about the safe and hygienic preparation of the cooking environment, the sources and seasonality that can affect food choices, food labels and cooking for a range of purposes. They will develop skills in creating menus to meet a brief, as well as selecting ingredients to cook their own dishes. Students will also learn how to adapt recipes for health and specific dietary needs.

Students will also develop key transferrable life skills such as planning, research, communication, problem solving, as well as learning about how health and safety are essential in the modern workplace.

Who is this course suitable for?

This course is suitable for anyone who is interested in the food we eat. This could be the links to health, finding out how foods are produced, prepared, cooked and presented or the enjoyment of working with food.

The main assessment component of hospitality & catering is coursework. Students need to be able to work independently, evaluate their own work, be confident in the use of ICT and most of all have good attendance.

Course Specification & Assessment

Hospitality & Catering is assessed by both coursework and external written examination:

Unit 1 (40%) - The Hospitality and catering industry (External written examination)

Unit 2 (60%) - Hospitality and catering in action (Non-examined assessment – Coursework)

WJEC Specification: <https://www.wjec.co.uk/media/55bnplb2/wjec-level-1-2-award-in-hospitality-and-catering-spec-a-from-2016-e-1.pdf>

Career Pathway

Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. Studying catering & hospitality can lead to exciting and well-paid career options.

This course could lead you into roles such as a chef, food product developer, buyer (who travels the world sourcing new food products for manufacturers), food safety inspectors, health care professional, nutritionists, dieticians, quality managers, teacher, food engineer, food scientist, food technologist, food photographer, food stylist, home economist, hotel and restaurant manager, microbiologist, food journalism/food stylist working for food magazines, radio, television, social media.

Further Information

Mrs Arkinstall: p.arkinstall@dentoncommunitycollege.org.uk

Mrs Holness: b.holness@dentoncommunitycollege.org.uk



Modern Foreign Languages (French, German & Spanish)



Modern Foreign Languages at Denton Community College

The aim of these courses is to develop students' linguistic and communicative skills in the chosen language. The topics studied in Years 10 and 11, will develop a wider knowledge of vocabulary and structures, which will help students to communicate effectively. Students will also acquire an awareness and understanding of countries and communities who speak the chosen language.

Achieving a GCSE in a modern foreign language will add breadth and depth to a student's set of qualifications. Modern foreign languages are considered to be academic subjects and are recognised as such by post-16 providers, universities and employers. A qualification in languages demonstrates that a student has sound listening skills, an eye for accuracy and can read carefully.

A modern foreign language qualification will make you stand out. It will look good on your certificate and it will help you achieve the EBacc.

Who is this course suitable for?

All students at Denton Community College have studied a modern foreign language from Year 7 to Year 9. As such are eligible to take their studies for another 2 years through KS4.

So as not to disadvantage themselves, we will only allow students to take the chosen language they are already studying through to GCSE (e.g., French if they already study French).

Course Specification & Assessment

In each of the modern foreign languages there are three themes to study: Identity and Culture, Local and National Areas of Interest, Current and Future Study and Employment.

Each modern foreign language is assessed across four equally weighted exams which are sat at the end of Year 11:

- The speaking exam is recorded individually with your teacher, then externally assessed by an examiner.
- The Listen, Reading & Writing exam papers are sat as external written examinations in the exam hall.

AQA specification: <https://www.aqa.org.uk/subjects/languages/gcse>

Career Pathway

Language-related careers include jobs in travel and tourism, translating, interpreting and teaching. Languages are also valuable in careers such as law, business and medicine.

Many companies have links with Europe and Asia and look to employ staff who can speak foreign languages. Around £50 billion is lost a year in failed contracts because of a lack of language skills. You could be the one employed because you could make a real difference in the workplace with your Modern Foreign Language GCSE.

Further Information

Miss Jones: a.jones@dentoncommunitycollege.org.uk



Performing Arts (Dance)



Dance at Denton Community College

The main aim of this course is to develop students' knowledge and skills as dancers. They will be encouraged to explore a range of dance styles and take part in performances. The course allows the development of physical and interpretive skills, as well as encouraging students to explore and reproduce professional repertoire. The main focus of this BTEC is to develop an understanding of attitudes that are considered most important in the performing arts industry, including personal management, communication and organisation.

Who is this course suitable for?

This course is suitable for students who enjoyed dance in Years 8 or 9 and are a confident performer. You must be prepared to perform on your own in front of others. Dance is a vocational qualification and therefore coursework constitutes a large part of the course. Students taking the course will need to have excellent attendance and be able to complete theory work independently. If students enjoy working as a team and contributing ideas to create performance work, they will succeed in this demanding yet very enjoyable subject.

Course Specification & Assessment

This course consists of three components:

Component 1 - Exploring the Performing Arts (30% Internal Assessment)

Students will develop their understanding of the performing arts industry by examining practitioners' work. This component is theory based and students will participate in practical workshops.

Component 2 - Developing skills and techniques in the Performing Arts (30% Internal Assessment)

Students will develop their performing arts skills and techniques through the reproduction of dance repertoire.

Component 3 - Create a performance in response to a given brief and stimulus (40% External Assessment)

Students will work as part of a group to contribute to a workshop performance as a performer in response to a set brief and stimulus.

BTEC Specification: https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf

Career Pathway

A BTEC Dance qualification shows that a student has important skills that employers and colleges are looking for, such as self-discipline, organisation and the ability to work in a team. It can lead into many different fields at both Level 3 & Level 4.

Dance qualifications can lead to performing roles such as; dancer, choreographer and musical theatre performer. It can also lead to creative roles such as community dance practitioner, costume/set designer, film-maker, Journalist/critics, dance photographer, dance project coordinator or administrator.

Further Information

Ms Moran: r.moran@dentoncommunitycollege.org.uk



Performing Arts (Drama)



Drama at Denton Community College

During this GCSE course, students will have the opportunity to create, perform and evaluate their own original pieces of scripted drama. They will develop acting skills to a higher level through improvisation and exploring contemporary scripted texts. Students will also be required to watch a live theatre performance, which they will review as part of their written exam.

Who is this course suitable for?

Drama GCSE is suitable for students who enjoyed the subject in Years 7 and 8 and are confident performers. Students must be prepared to perform on their own in front of others. If students enjoy working as a team and contributing ideas to devise their own performances, they will succeed in this demanding yet very enjoyable and creative subject. Drama is the perfect subject to develop public speaking skills; it develops students' confidence when presenting all kinds of information to a listening audience, which is an essential skill in many work and social situations.

Course Specification & Assessment

The course consists of three components:

Component 1 - Understanding Drama (40% External written examination – 1 hour 45 minutes)

This component broadens students' knowledge and allows for the development of a deeper understanding of drama and theatre. Students are asked to practically explore a set text from various perspectives within the industry. They must then make use of analysis skills and evaluate the work of a live theatre maker.

Component 2 - Devising Drama (40% Internally Assessed)

This component consists of students practically exploring the devising process in which we use to create a piece of theatre. Students will be asked to either participate as a performer or designer for this practical performance. To accompany the performance, students are asked to analyse and evaluate their own work.

Component 3 - 20% - Texts in Practise (20% Externally Assessed)

For this practical component students will perform two extracts from one play. During a series of rehearsals students will be encouraged to develop their vocal and physical acting skills. Some students may also contribute as a designer for the final performance.

AQA Specification: www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification-at-a-glance

Career Pathway

Drama taken as a GCSE can really help develop students into confident, all-round performers, who can not only problem solve with skills such as analysis and evaluation but who also excel in areas such as self-motivation and discipline following on from life at school. Other skills that are developed through Drama are determination, organisation and communication skills, which are essential within our ever-developing society.

Possible career opportunities or links to specific professions: journalism, radio and TV presenter, lawyer, politician, social work or psychology, doctor, events manager, teacher, actor, social media influencer or marketer.

Further Information

Mr Lewis: t.lewis@dentoncommunitycollege.org.uk



Performing Arts (Music)



Music at Denton Community College

The Music Practice BTEC Tech Award aims to develop students' knowledge of the musical world and their own personal skills as a musician. Students will explore a range of musical activities and take part in performances and trips to give them as many different musical experiences as possible. They will learn about the music industry and develop skills ranging from performing and composing to producing, sound engineering and promoting a new track, album or concert. Students will extend their knowledge of areas covered in Key Stage 3 as well as learning how to use computer software to aid composition.

This course will build confidence and students will be encouraged to develop their own musical style. They will be encouraged to think and perform independently as well as express themselves through music in all aspects of the course.

Who is this course suitable for?

Any student who enjoyed music in Year 9, is keen to perform and has an interest in learning more about the music industry. Students will need to have a good musical understanding and be prepared to both practice and perform. Music is a vocational qualification and coursework constitutes a large part of the course. Students taking the course will need to have excellent attendance, be able to complete theory work independently and be prepared to work on their musical skills independently.

Course Specification & Assessment

This course consists of three components:

Component 1 - Exploring Music Products and Styles (30% Internal Assessment)

Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. They will create three short pieces of music which are assessed, along with their portfolio.

Component 2 - Music Skills Development (30% Internal Assessment)

Students will develop their understanding of specific musical style. They will create two longer musical pieces which are assessed along with their portfolio.

Component 3 - Responding to a Music Brief (40% External Assessment)

Students will develop and present music in response to a given music brief. The performances must be recorded and are assessed alongside the students' digital composition. The exam board release the brief in January of Year 11 and it must be completed in controlled conditions within 12 weeks.

BTEC Specification: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

Career Pathway

A music qualification shows you have important qualities that employers and colleges are looking for such as self-discipline, organisation and the ability to work in a team. It also has clear links to post-16 opportunities such as Level 3 Music or Music Technology, degree courses and teaching qualifications.

Music technology courses can also lead to careers in music production, working in a studio or becoming a recording artist, a performer such as a singer, actor or session musician. Equally, you might go on to work in the music media as a journalist, critic or radio presenter.

Further Information

Mrs Bird: n.bird@dentoncommunitycollege.org.uk



Photography



Photography at Denton Community College

In this course students will be introduced to a variety of experiences exploring a range of techniques and processes, used within Digital Photography.

Students will produce a portfolio of work based on chosen themes from the following topics: portraiture, landscape photography, still life photography, documentary photography, photojournalism, narrative photography, reportage. Students will look at Photography involving a moving image and new media practice such as computer manipulated photography and photographic projections.

Who is this course suitable for?

This course is suitable for students who have a genuine interest in photography. If you look at the world with a creative eye and can be committed and hardworking, you will find this course is practical, creative and fun. GCSE photography is certainly not an easy option but it is very rewarding. The course will demand an investment in students' time and a great deal of independent work outside of school.

If students want to work within the area of photography when they are older, or are interested in art and design and want to record in an alternative way to drawing, then this is the course for them.

Course Specification & Assessment

Students will produce a portfolio of work throughout the course, this is worth 60% of the final grade (Internally Assessed). The course culminates in a 10 hour long controlled assessment (exam conditions) which is worth 40% of the final grade (Internally Assessed).

Students will be expected to demonstrate skills and techniques within the use of photography. These skills will include: the ability to explore formal elements of visual language, line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media, showing the use of viewpoint, composition, focus control, depth of field, movement and narrative.

Students will also be expected to use appropriate techniques, technologies and equipment for recording images and lighting subjects and lastly understanding the value of working individually and as a member of a team within their chosen area.

AQA specification: <https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Career Pathway

Studying GCSE Photography will enable students to make the progression onto an A level or BTEC course in photography or art and design. Career opportunities include: photography, graphic design & creative imaging.

Further Information

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Ms Preston-Webb: m.prestonwebb@dentoncommunitycollege.org.uk

Sport at Denton Community College

The BTEC Level 1/Level 2 Technical Award in Sport, Activity and Fitness recognises the value of developing skills, knowledge and vocational attributes to gain knowledge, which will enable students to study at a higher level and provide them with the tools to lead a healthy and active lifestyle.

The qualification gives students the opportunity to develop sport-specific knowledge and skills in a practical learning environment, the focus is on the knowledge and understanding of skills in health, fitness, activity and sport. It gives an understanding of the underpinning principles of leadership and the physical and psychological benefits for session participants. Students will complete 3 components of work made up of 6 coursework-based assignments and an exam assessment.

Who is this course suitable for?

This BTEC is aimed at students who want to acquire theoretical knowledge and technical skills through vocational contexts by exploring areas such as the body systems, psychology, nutrition, technology and leadership.

The course is predominantly theory based with practical sessions used to consolidate the theory content.

The course is ideal for students wanting to develop an overall understanding of the importance of sport, activity and fitness, progression onto BTEC level 3 and further education PE courses.

Course Specification & Assessment

The course consists of three components which are assessed through one external examination and two internally marked controlled assessments.

Component 1 (30%) - Understand the body and the supporting technology for sport
Component 2 (40%) - Exam - fitness, nutrition, psychological impact of sport/activity
Component 3 (30%) - Applying the Principles of Sport and Activity (Leadership)

BTEC Specification: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/sport-activity-and-fitness/2017/specification-and-sample-assessments/PSPEC-Tech-Award-in-Sport-Activity-Fitness.pdf>

Career Pathway

This course leads directly into post-16 Level 3 qualification pathways as well as Level 4 university opportunities.

Careers include: physiotherapist, sports scientist, personal trainer, sports coach, public services - police, firefighter, teacher, nurse, paramedic.

Further Information

Mr Day: j.day@dentoncommunitycollege.org.uk

Textiles at Denton Community College

The main aim of the course is to develop students' textiles skills and their ability to understand how fashion and textile designers' work. Students will have the opportunity to use traditional skills and also modern technologies to create a range of designs and products.

The course covers all aspects of fashion and textile design and students will study areas such as: fashion design and illustration, constructed textiles, art textiles, cultured textiles printed and dyed textiles, surface pattern, stitched and/or embellished textiles, body adornment/jewellery. Within the context of fashion and textile design, students will develop a variety of practical textiles skills including, hand and machine stitch, weaving, felting, stitching, appliqué, construction methods and printing.

Who is this course suitable for?

Fashion and textiles is suitable for independent learners who are creative and interested in the fashion and textiles industry willing to challenge themselves and take risks. Designing and making garments and textile products is a key part of the course. In addition, if students want to go into the fashion and textile industry when they are older, or if they are just interested in fashion, textiles & design and enjoy expressing themselves in creative and practical ways, then this GCSE could be for them. A basic use of the sewing machine ability is not essential but, in this subject, it does help you to attain the higher grades of 7 - 9.

Course Specification & Assessment

This course is made up of 2 components:

Component 1 (60%) - A portfolio of mixed media textile work, fashion illustration, surface pattern and stitch.

Component 2 (40%) - An externally examined controlled assessment which is set by the exam board.

There are 4 assessment objectives that you will be marked on and each one is worth a possible 24 marks.

The assessment objectives are designer research, textile experiments based on a teacher lead project and theme, experimentation with mixed media and a garment or product as a final piece. Topics we currently study are cultural textiles, nature, water producing hats, bags, corsets, waistcoats, skirts and jewellery.

AQA specification: <https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Career Pathway

A successful outcome in this course of study will provide you with clear post-16 pathways (A Level & BTEC) and further progress to Level 4 (degree) courses in textiles and fashion design.

There are many career opportunities within the textiles industry including: print designer, product developer, fashion designer, costume designer/maker, personal stylist, freelance textile artist, teacher, merchandisers and buyer for online and high street stores, and work in the fashion media industry.

Further Information

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Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**
Ancient or modern

WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.



The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased EBacc entry July 2017



Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.