



**Launceston College**

Part of the Athena Learning Trust



# Year 10 Curriculum Pathways

February 2026

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## Introduction

This booklet is intended to give Year 9 students, and their parents, information to help them make an informed decision about the courses available in Years 10 and 11. Please read it carefully and discuss the changes together.

It is essential that at this stage no firm decisions are made as there are a number of stages in the process of choosing your courses.

1. Read the detailed information in this booklet which will help you understand the requirements of individual courses.
2. View the options information available online. This is intended to give more detail and advice to students and parents on the choices available.
3. On **Monday 26 January 2026** the curriculum pathways 'booklet' will be available on the College website. A hard copy of the booklet is available on request.
4. Attend the Year 9 Subject Parents' Evening on **Thursday 5 February 2026**. This will enable you to speak to the subject teachers about possible course choices.
5. The Options form will be issued to students on **Thursday 12 February 2026**.
6. Attend the Year 9 Curriculum Pathways Information Evening/Options Fair on **Thursday 12 February 2026**.
7. Complete and submit the Options and return it by **Friday 6 March 2026**. Forms will not be collated before this date however, if your form arrives late, it may mean that you do not get your preferred choices!

## Some advice for students on choosing courses

Talk through the various choices carefully with your teachers and your parents. Try to make sure that you understand what each course you are thinking about will require.

Think hard about those subjects you are likely to do well in. Read carefully the description of the subjects. It makes sense to choose:

- ✓ The courses you are good at
- ✓ The courses you will enjoy
- ✓ The courses you may need in the future

DO NOT choose a subject just because:

- ✗ A friend is doing it
- ✗ You like the teacher (the teacher may not be the one you are expecting!)

You will not be given your choices automatically. Your final curriculum pathway may depend on how well you have achieved in a particular subject at key stage 3, recommendation by a member of staff following discussion with your parents or group size.

It is important to use the resources that are available in the Careers Library and on the network to help inform your choices.

The careers website <https://nationalcareersservice.direct.gov.uk/> is also a valuable source of information. The Launceston College Careers Personal Adviser, Catherine Ryall and the

Work-Related Learning Co-Ordinator, Kate Penhale, are also able to help you, along with your Tutor, Head of Year, Lead PSW and your subject teachers.

### **Examination Entry Policy**

It is an aim of the College to encourage students to gain recognition for their achievements. All students will follow courses appropriate to their abilities and which lead to certification. Entry fees for external examinations are paid by the College for students who have studied such a course and have satisfied the requirements for entry for the appropriate examination. Students may ask to be entered for other examinations, or to retake examinations to improve grades. In these cases, the entry fee will be payable. Students will also be invoiced for the costs involved when they fail to turn up for an examination without a suitable reason (as explained in the charging policy).

### **Individual Needs**

Students with a Statement of Special Educational Needs, or an Education Health Care Plan, will continue to receive their additional support throughout the curriculum as before. Students with Statements may be entitled to extra time, a reader or an amanuensis (writer) in their examinations and the Individual Needs department will contact the relevant exam boards, submitting suitable evidence if needed.

The Individual Needs department is always available to answer queries from students, parents and staff with regard to curriculum or a special need.

### **Examination Grades**

There is a great deal of information on how courses are graded for parents available at <https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>.

However, in summary, OFQUAL has designed the grading so that there are comparable points at key grades. The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of a new grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G. We have been clear to employers, universities and others that if they previously set entry requirements of at least a grade C, then the equivalent now would be to require at least grade 4.

Old grades	New grades
A*	9
	8
A	7
B	6
	5 STRONG PASS
C	4 STANDARD PASS
D	3
E	2
F	
G	1
U	U

All of the courses offered to our key stage 4 students at Launceston College are Level 2 tiered courses, meaning they result in either a GCSE grade or a BTEC grade (please see information below for specifics).

Since 2017, GCSEs have operated a numerical rather than letter-based GCSE system (see above). However, the new Level 2 equivalents for BTECs would roughly be as follows:

BTEC Distinction * (D*)	=	8 or 9 at GCSE
BTEC Distinction (D)	=	7 or 8 at GCSE
BTEC Merit (M)	=	5 or 6 at GCSE
BTEC Pass (P)	=	4 or 5 at GCSE

### **Message from Year Team:**

It has been a privilege to lead Year 9 this term and to witness the confidence, maturity and dedication they bring to their learning. They have approached their lessons with focus and positivity, and it has been wonderful to see their determination to succeed. I am consistently impressed by their behaviour, their work ethic and the aspirations they hold for the future.

As students begin to consider their next steps, I understand that making decisions about pathways and subject choices can feel overwhelming. Please be assured that I am fully committed to guiding and supporting both students and families throughout this process, ensuring that each young person is able to make informed choices that are right for them.

While this is an important milestone, it is also an exciting opportunity. Students are not expected to have all the answers about their future ambitions at this stage; instead, this is a chance for them to shape a curriculum that reflects their interests and strengths, and to invest their energy in the subjects that inspire them most.

The qualifications our students achieve by the end of Year 11 will play a crucial role in opening doors and creating opportunities for the next chapter of their lives. My greatest wish is for every student in Year 9 to leave us equipped to follow their ambitions with confidence. This moment marks the beginning of that journey, and I look forward to supporting them every step of the way.

Mrs L March – Lead PSW, Year 9

## **Year 10 Curriculum (commencing September 2026)**

All students at Launceston College will study a curriculum pathway that is best suited to their individual ability, need and career aim. We would like students to be aspirational in their choices and be successful in all they do. We believe in a broad and balanced curriculum for all.

At Launceston College, we seek to develop adventurous students, who have the character, resilience and self-awareness required to be successful. We have exceptionally high aspirations for our students, and seek to support them to be happy, successful and responsible young people, no matter what their background or circumstances. We offer a distinctively broad, personalised, and academically rigorous curriculum across our primary and secondary schools, and aspire to the highest standards of teaching and learning. Launceston College offers expert guidance and advice to students to help them shape and achieve their future goals without limitation. At Launceston College, we believe that all students are entitled to benefit from these opportunities, and we want to equip every student with the knowledge, skills and values they need to achieve the very best that they can.

### **Curriculum Pathway**

Our curriculum pathway consists of compulsory courses which every student will study. These are;

- ✓ English Language and Literature
- ✓ Mathematics
- ✓ Science
- ✓ Geography or History
- ✓ Physical Education (PE)
- ✓ Character Lessons

Students will then need to choose two free options from the list below.

There is a wide range of subjects available to choose from, as outlined in this booklet.

### **Contact Details**

If you have any specific questions regarding the content of the subjects, please contact the faculty lead directly.

If you have any questions about the options process, please contact Mr M Adams on [madams@launcestoncollege.uk](mailto:madams@launcestoncollege.uk)

### Compulsory courses for all pathways

<b>Subject</b>	<b>CHARACTER LESSONS</b>
<b>Time needed</b>	Part of Compulsory Core - 1 hour per fortnight
<b>Course Description</b>	All students will have the opportunity to study issues such as careers guidance, financial awareness, sex and relationships, drugs and alcohol, and exam planning. In Year 10 this also includes preparation for work experience.

<b>Subject</b>	<b>PHYSICAL EDUCATION (PE)</b>
<b>Time needed</b>	Part of Compulsory Core - 3 hours a fortnight
<b>Course Description</b>	<p>During Years 10 and 11 you will have three compulsory PE lessons a fortnight. The difference with this and what you were used to at key stage 3 is that you are now able to choose what activities suit you best based upon your interests.</p> <p>Full PE kit will still have to be brought to every lesson and full participation in each lesson is required, even if injured, as the role of leader, coach, official or choreographer become even more important during this stage of the school.</p> <p>In addition to the PE lessons, Performance Academy clubs, College events and house tournaments in many sports continue throughout the year.</p>

<b>Subject</b>	<b>ENGLISH LANGUAGE and LITERATURE</b>
<b>Qualification Title</b>	AQA English Language GCSE (code 8700) AQA Literature GCSE (code 8702)
<b>Level of Award</b>	2
<b>Time needed</b>	Part of Compulsory Core – (10 hours a fortnight in Year 10, 12 hours a fortnight in Year 11).
<b>Core Units</b>	<p>Language Examination</p> <p>Paper 1: Explorations in Creative Reading and Writing. 1 hour 45 minutes, 80 marks. 50% of GCSE.</p> <p>Paper 2: Writers' Viewpoints and Perspectives. 1 hour 45 minutes, 80 marks. 50% of GCSE.</p> <p>Spoken language (non-examination assessment)</p> <p>Literature Examination</p> <p>Paper 1: Shakespeare and the 19<sup>th</sup> Century novel. 1 hour 45 minutes, 64 marks. 40% of GCSE.</p> <p>Paper 2: Modern texts and Poetry. 2 hours 15 minutes, 96 marks. 60% of GCSE.</p>
<b>Course Description</b>	<p>English language enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of texts covering the 19<sup>th</sup> – 21<sup>st</sup> Century. Also, students have the opportunity to improve writing skills, communicating through a range of genres.</p> <p>English literature allows students to explore a range of genres over time. Responses take the form of essays in response to extracts and theme or character based questions.</p> <p>GCSE English and English literature are both graded (separately) 9-1. All examinations are sat at the end of the course in Year 11.</p>
<b>Faculty Lead</b>	Mrs R Scott

<b>Subject</b>	<b>MATHEMATICS</b>
<b>Qualification Title</b>	Edexcel Mathematics GCSE (code 1MA1)
<b>Level of Award</b>	1-2
<b>Time needed</b>	Part of Compulsory Core – (10 hours a fortnight in Year 10, 10 hours a fortnight in Year 11, of which 2 are during period 6 lessons).
<b>Core Units</b>	<p>Paper 1: Non-Calculator, 1hour 30 minutes paper, 33.3% of assessment.</p> <p>Paper 2: Calculator, 1hour 30 minutes paper, 33.3% of assessment.</p> <p>Paper 3: Calculator, 1hour 30 minutes paper, 33.3% of assessment.</p>
<b>Course Description</b>	<p>GCSE Mathematics is a vital subject for all students, equipping them with essential skills for success in all aspects of life. Building upon Key Stage 3 learning, the course deepens understanding of key areas such as number, algebra, ratio and proportion, geometry and measures, and probability and statistics.</p> <p>Students will sit three examination papers at the end of Year 11, choosing between the Foundation Tier (grades 1-5) or Higher Tier (grades 4-9). A scientific calculator, such as the Casio Fx-83GT, is essential. Compulsory homework includes 60 minutes per week on the Sparx platform, as the course progresses a weekly practice exam paper will also be set.</p> <p>Optional support includes XP Boost and Target sessions on Sparx. Independent learning is encouraged through the platform, allowing students to focus on specific areas.</p> <p>A revision guide will be available to buy from the Mathematics Department in Year 10 or 11. All students should aim for at least a grade 4 to unlock the best future opportunities. High-achieving students will have the opportunity to undertake a challenging Level 2 Extended Maths Qualification alongside the GCSE course.</p> <p>This program builds upon GCSE content, covering more advanced topics and developing deeper mathematical understanding. The Extended Maths Qualification is graded from Pass(Equivalent to grade 7) to Distinction*(Above the GCSE grade 9).</p>
<b>Faculty Lead</b>	Miss L Whitehouse

## Science

All students in Year 9 have followed a course containing modules of biology, chemistry and physics. All students in Year 10 will follow AQA GCSE Combined Science (trilogy) which leads to 2 GCSE grades in Science. Students study GCSE content in Biology, Chemistry and Physics. Students who achieve high grades in GCSE will be able to progress to A-levels in Biology, Chemistry, Physics, Geology and Applied Science.

<b>Subject</b>	<b>GCSE COMBINED SCIENCE</b>
<b>Qualification Title</b>	AQA Combined Science GCSE (Trilogy) (code 8464)
<b>Level of Award</b>	2
<b>Time needed</b>	Part of Compulsory Core – 10 hours a fortnight
<b>Core Units</b>	This will be 100% terminally examined.
<b>Course Description</b>	<p>This is a linear course with examination being at the end of the 2 years. Students will study units of chemistry, biology and physics throughout the years and have two exams in each science at the end of Year 11.</p> <p>Students will carry out required practical investigations throughout the course, and will then be assessed on their practical skills in the exams with at least 15% of the marks coming from questions relating to those practical investigations.</p> <p>Students wishing to go on to A Levels will be able to do so if they achieve high grades in this award.</p>
<b>Faculty Lead</b>	Mr C Ryan

## Humanities

<b>Subject</b>	<b>GEOGRAPHY</b>
<b>Qualification Title</b>	AQA Geography GCSE (code 8035)
<b>Level of Award</b>	2
<b>Time needed</b>	Part of compulsory core – 6 hours a fortnight
<b>Core Units</b>	<p>Paper 1: Living with the physical environment Time: 1 hour and 30 minutes Content: The challenge of natural hazards, The living world (tropical rainforests and cold environments) Physical landscapes in the UK (coasts and glaciers), Marks: 88 Weighting: 35% of GCSE</p> <p>Paper 2: Challenges in the human environment Time: 1 hour and 30 minutes Content: Urban issues and challenges (Liverpool and Mumbai), The changing economic world, The challenge of resource management (energy) Marks: 88 Weighting: 35% of GCSE</p> <p>Paper 3: Geographical applications Time: 1 hour and 30 minutes Topics: Issue evaluation, Fieldwork, Geographical skills Marks: 76 Weighting: 30% of GCSE</p>
<b>Course Description</b>	<p>Geography will help you to gain a clear overall view of the world in the first part of the 21st century and will allow you to fully appreciate and learn from the world around you. You will be looking at the way people live in and use their environment using a variety of different techniques including; fieldwork and analysing a wide range of sources.</p> <p>Geography will provide you with a sound foundation if you intend to continue to study the subject to a higher level, but also is a subject that will support others, including both English and mathematics. It also allows you the chance to come and learn within a very successful department.</p>
<b>Department Lead</b>	Mrs H Gowing

<b>Subject</b>	<b>HISTORY</b>
<b>Qualification Title</b>	AQA History GCSE (code 8145)
<b>Level of Award</b>	2
<b>Time needed</b>	Part of compulsory core – 6 hours a fortnight
<b>Core Units</b>	<p>1. America 1920-1973: Opportunity and Inequality. This period study focuses on the turbulent half century of change in the USA. From Boom to Bust, the American Dream to racial tension.</p> <p>2. Conflict and Tension 1918-1939. This wider world depth study focuses on the inter war years and the causes of the Second World War.</p> <p>3. Britain –Health and People: Medieval Medicine to Modern Day. This thematic study enables students to gain an understanding of how medicine and public health developed in Britain over time.</p> <p>4. Elizabethan England 1568-1603. This option allows students to study the last 35 years of Elizabeth I's reign.</p>
<b>Course Description</b>	<p style="text-align: center;">“We are not makers of history. We are made by history.” <i>Martin Luther King</i></p> <p>For those who have enjoyed history at Year 9 and would like to discover more about the events that have shaped the world today they should opt for AQA History at GCSE. By studying GCSE History you will develop the necessary skills that can be applied to a wide number of other subjects. History is a well-respected and academic subject that will give you the necessary foundation to go on to study at A' level, working with a dedicated and enthusiastic team of History teachers.</p> <p>You will be able to use an individual text book in the course. Books you may find useful:-</p> <ol style="list-style-type: none"> <li>1. Mastering Modern World History - Macmillan N. Lowe</li> <li>2. Mini Dictionary of 20th Century History – Oxford</li> <li>3. The Life of Elizabeth I - Alison Weir</li> </ol>
<b>Department Lead</b>	Mrs E Gough

# Optional Subjects

<b>Subject</b>	<b>FRENCH</b>
<b>Qualification Title</b>	Pearson GCSE French qualification (2025)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p>The course is divided into the four skill areas of speaking (25 %), listening (25%) reading (25%), and writing (25%). All four skills will be assessed at either foundation or higher level at the end of Year 11.</p> <p>The themes covered include:</p> <ul style="list-style-type: none"> <li>• My personal world (family, friends, relationships and equality)</li> <li>• Lifestyle and wellbeing (mental and physical well-being, food and drinks and sports)</li> <li>• My neighbourhood (places in town, shopping, transport, the natural world and environmental issues)</li> <li>• Media and technology (Music, TV and film, social media and gaming)</li> <li>• Studying and my future (school and future opportunities of work)</li> <li>• Travel and tourism (tourist attractions, accommodation and future opportunities of travel)</li> </ul>
<b>Course Description</b>	<p>This course aims to give students the means to communicate in the target language on a variety of topic areas, providing a sound springboard to increase social and career opportunities as employers value the transferrable skills acquired by language learners.</p> <p>The content covered is engaging, contemporary and builds on existing KS3 knowledge.</p> <p>The vocabulary list for this new examination has been developed using a frequency-led approach in line with requirements set out by the Department for Education. It focuses heavily on the top 2,000 most frequently used words in each language.</p> <p>Independent study forms an integral part of the course and students will be expected to learn vocabulary weekly, to learn the verb paradigms when new tenses are covered and to revise vocabulary on a regular basis to be able to meet the demands of the course.</p>
<b>Faculty Lead</b>	Mrs E Chudleigh

<b>Subject</b>	<b>SPANISH</b>
<b>Qualification Title</b>	Pearson GCSE Spanish qualifications (2025)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p>The course is divided into the four skill areas of speaking (25 %), listening (25%) reading (25%), and writing (25%). All four skills will be assessed at either foundation or higher level at the end of Year 11.</p> <p>The themes covered include:</p> <ul style="list-style-type: none"> <li>• My personal world (family, friends, relationships and equality)</li> <li>• Lifestyle and wellbeing (mental and physical well-being, food and drinks and sports)</li> <li>• My neighbourhood (places in town, shopping, transport, the natural world and environmental issues)</li> <li>• Media and technology (Music, TV and film, social media and gaming)</li> <li>• Studying and my future (school and future opportunities of work)</li> <li>• Travel and tourism (tourist attractions, accommodation and future opportunities of travel)</li> </ul>
<b>Course Description</b>	<p>This course aims to give students the means to communicate in the target language on a variety of topic areas, providing a sound springboard to increase social and career opportunities as employers value the transferrable skills acquired by language learners.</p> <p>The content covered is engaging, contemporary and builds on existing KS3 knowledge.</p> <p>The vocabulary list for this new examination has been developed using a frequency-led approach in line with requirements set out by the Department for Education. It focuses heavily on the top 2,000 most frequently used words in each language.</p> <p>Independent study forms an integral part of the course and students will be expected to learn vocabulary weekly, to learn the verb paradigms when new tenses are covered and to revise vocabulary on a regular basis to be able to meet the demands of the course.</p>
<b>Faculty Lead</b>	Mrs E Chudleigh

## Design & Enterprise

<b>Subject</b>	<b>BUSINESS ENTERPRISE &amp; MARKETING</b>
<b>Qualification Title</b>	OCR Cambridge National in Enterprise and Marketing
<b>Level of Award</b>	1 and 2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<b>The course is made up of three components:</b> <ul style="list-style-type: none"><li>• Unit R067 - Enterprise and Marketing Concepts – controlled assessment (exam)</li><li>• Unit R068 - Design a Business Proposal – controlled assessment</li><li>• Unit R069 – Market and Pitch a Business Proposal – controlled assessment</li></ul>
<b>Course Description</b>	<p>Weighting - 60% coursework; 40% external assessment</p> <p>This qualification gives learners the opportunity to develop sector-specific applied knowledge and understanding through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:</p> <ul style="list-style-type: none"><li>• knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge</li><li>• development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving<ul style="list-style-type: none"><li>• attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on the performance of an enterprise idea and own use of skills.</li></ul></li></ul>
<b>Course Coordinator</b>	Mr M Smith
<b>Faculty Lead</b>	Mr A Sandford

<b>Subject</b>	<b>COMPUTER SCIENCE</b>
<b>Qualification Title</b>	AQA GCSE Computer Science (8525)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	Written Exam 100%
<b>Course Description</b>	<p>This is a new course relevant to the modern, changing world of computing, it's designed to boost computing skills essential for 21st century. It builds on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study developing valuable thinking and programming skills that are extremely attractive in the modern workplace alongside a deep understanding of computational thinking and how to apply it through a programming language.</p> <p>The GCSE in Computer Science encourages students to:</p> <ul style="list-style-type: none"> <li>• Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation</li> <li>• Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> <li>• Think creatively, innovatively, analytically, logically and critically</li> <li>• Understand the components that make up digital systems, and how they communicate with one another and with other systems</li> <li>• Understand the impacts of digital technology to the individual and to wider society</li> <li>• Apply mathematical skills relevant to computer programming</li> </ul> <p>The course assessment is broken down into two components, both requiring students to demonstrate practical programming skills.</p> <ul style="list-style-type: none"> <li>• Component 1 – Computational thinking, algorithms and programming - 50% Written Exam</li> <li>• Component 2 Computer Systems – 50% Written Exam</li> </ul>
<b>Course Coordinator</b>	Mr W Kettle
<b>Faculty Lead</b>	Mr A Sandford

<b>Subject</b>	<b>Creative iMEDIA</b>
<b>Qualification Title</b>	CREATIVE iMEDIA (OCR CAMBRIDGE NATIONAL)
<b>Level of Award</b>	1 and 2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p>The course is made up of three components:</p> <p>Unit R093: Creative iMedia in the media industry (Mandatory Examined Unit)</p> <p>Unit R094: Visual identity and digital graphics (Mandatory Coursework Unit)</p> <p>Unit R095: Characters and comics (Coursework Unit)</p> <p>Weighting - 60% coursework; 40% external assessment</p>
<b>Course Description</b>	<p>Creative iMedia is suitable for everyone who is passionate about creative media. This suite offers vocationally-related, high quality, industry-recognised qualifications that develop skills and techniques for using digital media. Qualifications enable learners to gain relevant workplace skills and techniques, keeping them one step ahead in a highly competitive market.</p> <p>This course is designed to provide candidates with an understanding of the types and uses of digital graphics. Candidates will explore the equipment and settings required to take photographs and source digital images. They will be able to develop competencies in using digital image manipulation software to edit digital images to a particular specification and will be able to save these in different formats for different purposes such as digital animation.</p> <p>Lessons are primarily skills focused, allowing students to demonstrate creativity and software skills working through a set of pre-determined tasks. A scenario is given at the start of each coursework unit, this includes the client and work required. These scenarios are set by the exam board and changed annually. This course allows students to set and work at their own pace, whilst learning about pre-production skills used in industry.</p>
<b>Course Coordinator</b>	Mr W Kettle
<b>Faculty Lead</b>	Mr A Sandford

<b>Subject</b>	<b>DESIGN AND TECHNOLOGY</b>
<b>Qualification Title</b>	WJEC/EDUCAS GCSE Design and Technology (Qual code C600QS QN 603/1121/6)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	Written Exam 50% NEA 50%
<b>Course Description</b>	<p>Are you the next big designer? Fancy yourself as a problem solver? Would you like to explore a creative industry that could take you all over the world?</p> <p>Look around you...almost everything you own and use has been designed and manufactured, using traditional skills or new technologies.</p> <p>Whether you want to work with:</p> <ul style="list-style-type: none"> <li>• timbers</li> <li>• metal</li> <li>• graphics</li> <li>• plastics</li> </ul> <p>then this is the course for you.</p> <p>You will have the opportunity to explore and experiment with a range of materials and processes to create exciting and innovative products. This will allow you to build up a range of skills and knowledge throughout Year 10.</p> <p>Within Year 11 you will have hands on experience of developing your own product which will count for 50% of your final grade.</p> <p>This course will allow you to pursue a wide range of exciting career opportunities in an ever-growing creative industry.</p> <p>What will you design?</p>
<b>Design Technology Lead</b>	Mr A Sandford
<b>Faculty Lead</b>	Mr A Sandford

<b>Subject</b>	<b>HEALTH AND SOCIAL CARE</b>
<b>Qualification Title</b>	BTEC Level 1/Level 2 Tech award in Health and Social Care
<b>Level of Award</b>	1/2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p>Assessment: Two internally marked assignments and one externally marked set task.</p> <p><u>Component 1 - Human Lifespan Development</u> internal assessment - 30 % coursework</p> <p><u>Component 2 - Health and social care services and values</u> internal assessment - 30% coursework</p> <p><u>Component 3 - Health and wellbeing</u> External Exam – 40% Written examination</p>
<b>Course Description</b>	<p>Are you interested in becoming a Nurse, Midwife, Paramedic, Physiotherapist, Occupational therapist, Social worker, Teacher or working in mental health?</p> <p>Do you want to learn more about how to improve your own health and wellbeing?</p> <p>If so this course, which is equivalent to a GCSE, could be the first step towards a career in the Health or Social care sector.</p> <p><b>What does the qualification cover?</b> The Award gives learners the opportunity to develop sector-specific knowledge and skills:</p> <ul style="list-style-type: none"> <li>● Interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing.</li> <li>● Investigating care values, that are vitally important in the sector with the opportunity to practise applying them</li> <li>● Developing your knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.</li> </ul>
<b>Course Coordinator</b>	Miss C Cole
<b>Faculty Lead</b>	Mr A Sandford

<b>Subject</b>	<b>HOSPITALITY AND CATERING</b>
<b>Qualification Title</b>	WJEC Hospitality and Catering Technical Award.
<b>Level of Award</b>	Level 1/2 vocational Technical Award
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p>This qualification has 2 units:</p> <p>Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes.</p>
<b>Course Description</b>	<p>If you are interested in exploring what is hospitality, what kinds of technologies are used within the industry, changing trends and developments within and beyond the United Kingdom, what makes someone a vegan or gluten free, what skills are needed to prepare you for industry.....then this qualification is for you.</p> <p><i>Summary Assessment</i></p> <p>Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification</p> <p>Unit 2: Hospitality and catering in action Controlled practical assessment: approximately 12 hours 60% of qualification</p>
<b>Department Lead</b>	Mr S Pidgeon
<b>Faculty Lead</b>	Mr A Sandford

## Expressive Arts

<b>Subject</b>	<b>ART</b>
<b>Qualification Title</b>	OCR Art & Design GCSE (code J171)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	Areas covered in GCSE Art:  Drawing, illustration, painting, ceramics, sculpture, mixed media. Artists work reviewed and used to inspire coursework, Nunzio Paci, Graffiti artist Pez, Salvador Dali, Georgia O'Keeffe, Rene Magritte
<b>Course Description</b>	<p>60% of the qualification is coursework, produced throughout Year 10 and the first term of Year 11. This includes a wide range of work such as drawing, illustration, painting, ceramics, sculpture, and mixed media. The coursework combines both teacher-led and student-led projects, all developed around the theme of Surrealism. Students are supported in incorporating their own ideas and interests into their work so that their coursework reflects their individual passions and creative strengths. Final coursework pieces are selected and completed during the first half of the spring term in Year 11.</p> <p>The remaining 40% is the final examination, which consists of an eight-week practical project responding to a selected question and inspired by an artist. This culminates in a 10-hour practical examination, completed over two days in the second half of the spring term in Year 11.</p> <p>Students regularly progress on to A-level Art and Photography at Launceston Sixth, achieving excellent results, before moving on to art universities or employment within companies that hold worldwide reputations. Some former students have established their own successful businesses, while others have won prestigious international awards for their work.</p>
<b>Course Coordinator</b>	Mr L Wade
<b>Faculty Lead</b>	Mrs L Rose

<b>Subject</b>	<b>PERFORMING ARTS</b>
<b>Qualification Title</b>	Pearson BTEC Level 1/2 Tech Award in Performing Arts (603/7054/3)
<b>Level of Award</b>	Level 1/2 (Equivalent to GCSE)
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p>Component 1 – Exploring the Performing Arts. 30% of your course (36 marks)</p> <p>Component 2 – Developing Skills and Techniques. 30% of your course (36 marks)</p> <p>Component 3 – Responding to a Brief. 40% of your course (48 marks)</p>
<b>Course Description</b>	<p>If you are passionate about the world of performance—whether that is on stage as an actor, or behind the scenes as a designer—this BTEC is designed for you. Unlike a traditional GCSE, this course focuses heavily on the professional industry, looking at how shows are actually made and the work that goes into being a professional artist.</p> <p>The course is highly practical. You will participate in workshops to develop your physical and vocal skills, and you will recreate professional repertoire to understand how the experts do it. However, it is important to realize that a significant portion of your grade comes from written logs and evaluations. You will need to document your creative journey, reflecting on your progress and analyzing the work of professional practitioners.</p> <p>In Component 3, you will work as a "production company" to create a performance based on a specific brief sent by the exam board. This tests your ability to collaborate, think on your feet, and perform under pressure. Throughout the year, we aim to see live theatre and work with industry professionals to give you a real taste of the performing arts world.</p> <p>The skills you gain here—confidence, self-discipline, teamwork, and communication—are highly valued by employers in every sector. Whether you want to pursue a career in the West End or simply want to develop the "soft skills" that will help you ace a future job interview, Performing Arts offers a dynamic and rewarding pathway.</p>
<b>Course Coordinator</b>	Mrs J Taylor
<b>Faculty Lead</b>	Mrs R Scott

<b>Subject</b>	<b>MUSIC (BTEC)</b>
<b>Qualification Title</b>	BTEC (Pearson)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	Listening Examination 40% Coursework (Performing 30%, Composing 30%) 60%
<b>Course Description</b>	<p>The BTEC Tech Award in Music Practice is a specialist music industry vocational qualification with a practical focus. The aim of this qualification is to provide you with the knowledge and range of skills needed to become a successful music performer and producer. The course is equivalent to GCSE and fully accredited by OfQual and DfES.</p> <p>This course is 100% coursework. Component 3 takes the form of a timed assessment under controlled conditions based on an assignment set and marked by Pearson.</p> <p>COMPONENT 1 – EXPLORING MUSIC PRODUCTS AND STYLES 30% (internally assessed)  COMPONENT 2 – MUSIC SKILLS DEVELOPMENT 30% (internally assessed)  COMPONENT 3 – RESPONDING TO A COMMERCIAL MUSIC BRIEF 40% (externally assessed)</p> <p>Music is both a highly academic and highly creative subject. It is recommended that you take formal instrumental lessons with a qualified teacher on your instrument or voice. You should be passionate about learning an instrument or singing, and open to writing your own music and performing in front of others.</p> <p>The BTEC Music Qualification allows you to progress to, Level 3 BTEC and RSL courses, A Level Music and Music Technology courses, and higher education courses such as degrees in Music, Popular Music, Music Technology and Music Business.</p>
<b>Course Coordinator</b>	Mr R Strike

<b>Subject</b>	<b>SPORT</b>
<b>Qualification Title</b>	Pearson BTEC Tech Award Level 1/2 in Sport (code 4779)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	Unit 1: Preparing Participants to Take Part in Sport and Physical Activity Unit 2: Taking Part and Improving Other Participants Sporting Performance Unit 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
<b>Course Description</b>	<p>The BTEC Sport qualification is a varied and interesting course suitable for those students who have a strong interest in sport and want to learn more about sport, fitness and the human body.</p> <p>The BTEC Sport is 60% coursework and 40% exam. Students complete 3 components, of which one is a written paper that will be sat in the Summer term of Y11. The other two units are coursework based which are marked internally and moderated externally by the exam board.</p> <p>Coursework components include a range of tasks including, written assignments, practical performance, video evidence, presentations and leading sports events.</p> <p>Students will have six BTEC Sport lessons a fortnight, in addition to the three mandatory core PE lessons accessed by all students at KS4.</p> <p>At the end of the course students will achieve a Pass, Merit or Distinction or Distinction * grade, which are equivalent to GCSE level grades.</p>
<b>Course Coordinator</b>	Miss D Hart

## Humanities

<b>Subject</b>	<b>GEOGRAPHY</b>
<b>Qualification Title</b>	AQA Geography GCSE (code 8035)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p>Paper 1: Living with the physical environment Time: 1 hour and 30 minutes Content: The challenge of natural hazards, The living world (tropical rainforests and cold environments) Physical landscapes in the UK (coasts and glaciers), Marks: 88 Weighting: 35% of GCSE</p> <p>Paper 2: Challenges in the human environment Time: 1 hour and 30 minutes Content: Urban issues and challenges (Liverpool and Mumbai), The changing economic world, The challenge of resource management (energy) Marks: 88 Weighting: 35% of GCSE</p> <p>Paper 3: Geographical applications Time: 1 hour and 30 minutes Topics: Issue evaluation, Fieldwork, Geographical skills Marks: 76 Weighting: 30% of GCSE</p>
<b>Course Description</b>	<p>Geography will help you to gain a clear overall view of the world in the first part of the 21st century and will allow you to fully appreciate and learn from the world around you. You will be looking at the way people live in and use their environment using a variety of different techniques including; fieldwork and analysing a wide range of sources.</p> <p>Geography will provide you with a sound foundation if you intend to continue to study the subject to a higher level, but also is a subject that will support others, including both English and mathematics. It also allows you the chance to come and learn within a very successful department.</p>
<b>Course Coordinator</b>	Mrs H Gowing

<b>Subject</b>	<b>HISTORY</b>
<b>Qualification Title</b>	AQA History GCSE (code 8145)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p>1. America 1920-1973: Opportunity and Inequality. This period study focuses on the turbulent half century of change in the USA. From Boom to Bust, the American Dream to racial tension.</p> <p>2. Conflict and Tension 1918-1939. This wider world depth study focuses on the inter war years and the causes of the Second World War.</p> <p>3. Britain –Health and People: Medieval Medicine to Modern Day. This thematic study enables students to gain an understanding of how medicine and public health developed in Britain over time.</p> <p>4. Elizabethan England 1568-1603. This option allows students to study the last 35 years of Elizabeth I’s reign.</p>
<b>Course Description</b>	<p style="text-align: center;">“We are not makers of history. We are made by history.” <i>Martin Luther King</i></p> <p>For those who have enjoyed history at Year 9 and would like to discover more about the events that have shaped the world today they should opt for AQA History at GCSE. By studying GCSE History you will develop the necessary skills that can be applied to a wide number of other subjects. History is a well-respected and academic subject that will give you the necessary foundation to go on to study at A’ level, working with a dedicated and enthusiastic team of History teachers.</p> <p>You will be able to use an individual text book in the course. Books you may find useful:-</p> <ol style="list-style-type: none"> <li>1. Mastering Modern World History - Macmillan N. Lowe</li> <li>2. Mini Dictionary of 20th Century History – Oxford</li> <li>3. The Life of Elizabeth I - Alison Weir</li> </ol>
<b>Course Coordinator</b>	Mrs E Gough

<b>Subject</b>	<b>Religious Studies</b>
<b>Qualification Title</b>	AQA Religious Studies GCSE (code 8062)
<b>Level of Award</b>	2
<b>Time needed</b>	1 option block. 6 hours a fortnight
<b>Core Units</b>	<p><b>Paper 1:</b> The study of religions: beliefs, teachings and practices  <b>Time:</b> 1 hour and 45 minutes  <b>Content:</b> This is a systematic study of Christianity and Islam.  <b>Marks:</b> 96, plus 6 marks for spelling, punctuation and grammar (SPaG). Each religion is marked out of 48  <b>Weighting:</b> 50% of GCSE  <b>Questions:</b> Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.</p> <p><b>Paper 2:</b> Thematic studies  <b>Time:</b> 1 hour and 45 minutes  <b>Content:</b> This is a thematic study which explores the following four themes:</p> <ul style="list-style-type: none"> <li>● Theme A- Relationships and families.</li> <li>● Theme B- Religion and life.</li> <li>● Theme D-Religion, peace and conflict.</li> <li>● Theme E- Religion, crime and punishment.</li> </ul> <p><b>Marks:</b> 96, plus 6 marks for spelling, punctuation and grammar (SPaG). Each theme is marked out of 24  <b>Weighting:</b> 50% of GCSE  <b>Questions:</b> Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.</p>
<b>Course Description</b>	<p>Religious Studies through the systematic study of Christianity and Islam will help you to gain a clear overall view of the lived experiences of religious believers in the 21st century. You will be looking at the way belief practices and teachings influence believers' lives. The Thematic Studies provides you with the opportunities to become confident to scrutinise, evaluate and challenge those contemporary complex issues, that exist in the 21st century.</p> <p>Religious Studies will provide you with a sound foundation if you intend to continue to study the subject to a higher level, in the form of philosophy. Religious Studies is also a subject that will support others, including English, psychology, history, and geography.</p>
<b>Course Coordinator</b>	Mr M Mitcheson

## Extra Opportunities

### Ten Tors and Duke of Edinburgh Award

#### Ten Tors

In Year 10 you have the opportunity to represent the school and take part in the annual Ten Tors event, we look to year 10 to provide our 35-mile team. Over the course of two days a team of six students have to navigate themselves across Dartmoor carrying all their equipment and being completely self-sufficient.

In October there will be a Ten Tors taster day where you can come along and ask questions to find out more about this challenge as well as try out some of the skills you will need to complete it.

You then start a training programme which consists of walks on the weekends and classroom sessions after school to gain the skills needed to take on this challenge. This requires a lot of commitment, but is a great challenge to be involved with.

More information is available via [www.tentors.org.uk](http://www.tentors.org.uk)

#### The Duke of Edinburgh Award Scheme

The D of E scheme is the ideal opportunity for the students of Launceston College to widen their experience and challenge themselves alongside their academic studies.

You will be expected to be committed, enthusiastic and organised to overcome your volunteering, physical and skill sections for your Bronze D of E and demonstrating leadership, determination and resilience to overcome the 2-day expedition with your team mate.

It is the perfect opportunity for you to put yourself out of your comfort zone and develop team work and leadership throughout. The main thing is to have fun and develop your friendship further with your peers as a part of the outdoor learning opportunities we offer at Launceston College.

More information is available via [www.dofe.org](http://www.dofe.org)

## Launceston Sixth

While many Year 9 students may not yet know the career path they wish to pursue, it is important to consider how their Year 10 Options can support future Post-16 choices. Launceston Sixth is the top-performing Sixth Form for progress in Cornwall and Devon and ranks 18th in the country. We offer a wide and diverse range of academic A Levels, including many subjects not available at Key Stage 4, allowing students to explore new interests and broaden their academic horizons.

The College website provides a comprehensive Sixth Form section with course outlines, including guidance on the prior learning or skills that will be beneficial for each subject. Many Post-16 courses also require a minimum of grade 6 at GCSE in the subject to be studied, or in a closely related area.

For students with specific career aspirations or plans to pursue higher education, the UCAS website ([www.ucas.com](http://www.ucas.com)) is an invaluable resource for understanding the qualifications required for particular degree programmes.

The Sixth Form Leadership Team would be delighted to support students and their parents/carers in taking the next steps in their academic journey, providing personalised guidance to help them make informed decisions that align with their strengths, interests, and long-term goals.

Miss L Davey – Head of Launceston Sixth