



DG PATHWAYS 2021

PATHWAY 3

YOU MUST STUDY

ENGLISH LANGUAGE GCSE
ENGLISH LITERATURE GCSE
MATHEMATICS GCSE
COMBINED SCIENCE GCSE

YOU MUST THEN CHOOSE ONE OF THE FOLLOWING

HISTORY GCSE
GEOGRAPHY GCSE
SPANISH GCSE
FRENCH GCSE

THEN CHOOSE TWO OF THE FOLLOWING

CREATIVE ARTS – TEXTILES (GCSE)
CREATIVE ARTS – FINE ART (GCSE)
DESIGN TECHNOLOGY (GCSE)
MUSIC (RSL OR GCSE)
CREATIVE AND PERFORMING ARTS (LEVEL 1 AND 2)
HEALTH AND SOCIAL CARE (LEVEL 1 AND 2)
BUSINESS STUDIES (LEVEL 1 AND 2)
SPORTS STUDIES (LEVEL 1 AND 2)
INFORMATION TECHNOLOGIES (LEVEL 1 AND 2)

Welcome to Key Stage 4 pathways at Deptford Green

At Deptford Green, our curriculum is designed to provide an excellent education for all students. It is underpinned by our vision which aspires for every student to be given the opportunity to:

- Fulfil their academic potential and be able to achieve their ambitions for the next stage of their educational journey.
- Make a positive contribution to the school community and the wider community that we serve.
- Develop socially and emotionally the skills and attributes needed to live happy, safe and productive adult lives.

Our aims are underpinned by LORIC - Leadership, Organisation, Resilience, Initiative and Communication, a character-building programme.

As our Year 9 students begin to make important decisions that will affect their future, we aim to ensure that each child has the right guidance to put them on a path to reach their potential. All pathways have equal value and aim to ensure students are successful. Once completed, students will have the opportunity to follow Post 16 courses whether it be the new T levels, apprenticeships, vocational training or A levels.

We have supportive pastoral and academic teams who are looking forward to working with our Year 9 students in making these important choices. The support and encouragement parents/carers can provide at this important stage of a child's education is also critical.

We are looking forward to working directly with the parents/carers of every child in the year, and working together to ensure all our students at Deptford Green are successful. We hope that you find what you are looking for in this booklet. If not, please do contact us for further information.

Jennifer Bax
Director of Studies

ENGLISH LANGUAGE

CORE

GCSE 9-1

EXAM BOARD – AQA

“If people cannot write well, they cannot think well, and if they cannot think well, others will do their thinking for them.” – George Orwell

CONTEXT

English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others; and through their reading and listening, others can communicate with them.

Through reading, in particular, students have a chance to develop creatively, culturally, emotionally, intellectually, socially and spiritually. An excellent vocabulary and a confident command of language plays a key role in such development. Reading enables students to acquire knowledge and to build on the skills and knowledge they already have. We place emphasis on the importance of reading as it is key to academic success and is a lifelong learning skill.

All the skills of Language are essential to participating fully as a member of society. Language is the greatest social leveller and communication skills are essential to flourish in life.

THE QUALIFICATION

In KS4, we hone the academic reading, writing and speaking skills introduced in KS3 necessary to excel at GCSE level and life beyond the classroom. We do this by: introducing GCSE exam papers; practising formal writing skills and academic literacy; building reading skills and reading strategies through fiction and non-fiction texts from the 16th - 21st Century.

CLASSROOM ACTIVITIES AND ENRICHMENT

English is an exciting, fun and challenging subject at Deptford Green School. Students will learn to communicate fluently, formally and accurately through the written and spoken word. Students will write a variety of fiction and non-fiction texts to develop their communication skills for the world beyond the classroom.

We read a full variety of fiction and non-fiction texts including: newspaper and magazine articles (including online sources), short stories, diary entries, biographical and autobiographical texts and travel writing. We use the texts to allow students to practise reading and decoding skills and to understand the world around them.

Speaking and listening is also a crucial part of the curriculum. We value students' spoken language skills and how this enriches their writing and understanding, as well as promoting deeper critical thinking. Speaking and listening activities in English Language include: individual and group presentations; taking part in debates and delivering speeches.

In the last year in the English department, students have participated in a range of stimulating in-lesson and enrichment activities, including:

- Debates on current and social issues linked to non-fiction texts
- Speeches on the themes of propaganda, gender identity and social media

- Celebration of creativity during lockdown with most students contributing to 'Soap Box' speeches that they are passionate about
- After-school workshops in year 11 to consolidate and stretch knowledge and skills before examinations
- Extra-Curricular clubs including: Debate Mate and Spoken Word Club
- Jack Petchey Speak Out debate competition

ASSESSMENT

English Language GCSE comprises two papers.

Paper 1: Explorations in Creative Reading and Writing = 50% of GCSE

There are four questions about an extract from a story where students are asked to comment on the effects of language and structure methods used by the writer and to give their own opinion about the text. There is one creative writing question where students are asked to plan and write a description or narrative in 45 minutes.

Paper 2: Writer's Viewpoints and Perspectives = 50% of GCSE

There are four questions about two non-fiction texts where students are asked to summarise the sources, compare the writers' viewpoints and comment on the language features used by the writers. The second part of the exam is a writing task. Students are asked to plan and write a non-fiction text (speech, letter, article etc.) in 45 minutes.

WHAT DO THE STUDENTS SAY?

“The debates are the best thing we do in English. We are always encouraged to form our own opinions and to stand up for what we believe in. I also like that I have become a better listener because of the speaking and listening that we practise in class.” – Year 11 student

“I like the way that my teacher does lots of creative writing with us. we get to write our own stories and plays and poems. It really helps me to use my imagination!” – Year 10 student

“I like reading articles from around the world and from the past. I feel like I can confidently talk about things from different cultures and from different perspectives.” – Year 10 student

CONTACT

Head of Communications Faculty – Ms Player – aplayer@deptfordgreen.co.uk

ENGLISH LITERATURE

CORE

GCSE (1-9)

EXAM BOARD – AQA

“Description begins in the writer’s imagination, but should finish in the reader’s” – Stephen King

CONTEXT

Literature has a pre-eminent place in education and in society. Exposure to a wide range of literary genres and diverse writers will allow students to better understand the world around them. The study of Literature allows students to develop their critical thinking skills, discover new ideas and enhance their emotional well-being.

Through reading, in particular, students have a chance to develop creatively, culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. Reading enables students to acquire knowledge and to build on the skills and knowledge they already have. Reading is key to academic success and is a lifelong learning skill. Literature also provides escapism and encourages development of the imagination. Who doesn’t love a great story?

THE QUALIFICATION

English Literature is a creative, fun and challenging subject at Deptford Green School. Students will study a broad range of novels, short stories, plays, and poetry each year. They will also be writing creative texts including short stories, descriptions, plays and poetry to develop their creative writing skills for the world beyond the classroom.

Speaking and listening is a crucial part of the curriculum too. We value students’ spoken language skills and how this enriches their writing and understanding, as well as promoting creative, imaginative thinking. Speaking and listening activities in Literature include: performing monologues, drama-based activities like hot-seating, scripted plays and improvisation.

In KS4, we hone the academic reading, writing and speaking skills introduced in KS3 necessary to excel at GCSE level and life beyond the classroom. We do this by: introducing the exam texts for the Literature GCSE; practising formal writing skills and academic literacy; completing exam papers using exam timings; developing speaking skills and building reading skills and strategies through fiction and literary non-fiction texts from the 16th - 21st Century.

CLASSROOM ACTIVITIES AND ENRICHMENT

In the last year in the English department, students have participated in a range of stimulating in-lesson and enrichment activities, including:

- Debates on current and social issues linked to our key texts such as 'Who is the most marginalised character in the novel?'
- Celebration of creativity during lockdown with most students contributing to Poetry and Short Story Anthologies

- Quotation relays to aid revision
- After-school workshops in year 11 to consolidate and stretch knowledge and skills before examinations
- Extra-Curricular clubs including: Creative Writing Club and Poetry Club
- World Book Day dress up and competitions
- Critically analysing film adaptations of our key texts
- Writing poems on the themes of 'Gender' and 'Subversion'

ASSESSMENT

The English Literature GCSE comprises two papers.

Paper 1: Shakespeare and the 19th Century Novel = 40% of Literature GCSE

Students plan and answer one essay question for each text. Students will be answering questions on either *'Romeo and Juliet'* or *'Macbeth'* for the Shakespeare question and *'The Strange Case of Dr Jekyll and Mr Hyde'* by Robert Louis Stevenson for the 19th Century Novel question.

Paper 2: Modern Texts and Poetry = 60% of Literature GCSE

Students plan and answer three essay questions and one shorter comparative question. Students will study the following texts for this exam: *'An Inspector Calls'* by J.B Priestley, *'Power and Conflict Poetry anthology'* (various poets, 15 poems) and Unseen Poetry.

WHAT THE STUDENTS SAY

“I like studying poetry because I like learning the new language and structure methods. It makes me feel smart! The themes that the poets talk about are really interesting too. We learnt that conflict affects everyone, not just soldiers.” – Year 10 student

“Studying plays is the best part of English Literature. The plays make us think about the world around us and how we act.” – Year 9 student

“I like the novels and short stories that we get to read. We get to choose texts to read at home too which also like to what we are studying. I also like the way that the teachers let us come up with ideas for ourselves.” – Year 9 students

CONTACT

Head of Communications Faculty – Ms Player – aplayer@deptfordgreen.co.uk



Where could ENGLISH LANGUAGE AND LITERATURE take you?

A Levels: English will work in any subject combination and is offered in all sixth forms.

- English Literature with History and Art
- English Language with Geography and Philosophy

Apprenticeships: Level 3 Publishing assistant Apprenticeship with **@LDNapprenticeships**

Get involved in our University of Oxford Tasters and Essay Competition!

University: Liberal Arts BA at **University of Bristol:** Explore Arts and Humanities and still have the opportunity to take language and numeracy units... Perfect for all-rounders!



Skills:

Communication and Analytical skills.

A good foundation in English will underpin all other subjects at GCSE and beyond.

Digital Marketing Apprenticeship:

use online and social media platforms to design, build and implement campaigns and drive sales



English and American Studies with a year abroad at **University of Sussex**

English Language and Linguistic BA at **University of Glasgow**

Career Ideas:

Copywriter, Content Executive, Barrister, Public Relations Assistant, Speech & Language Therapist, Narrative Designer, Casting Director

MATHEMATICS

CORE

GCSE 9-1

EXAM BOARD – EDEXCEL

“The essence of Mathematics is not to make simple things complicated, but to make complicated things simple”

CONTEXT

The Deptford Green Maths Department ensures that our pupils have access to a high-quality mathematics curriculum, that is both challenging and enjoyable. Also providing our pupils with a variety of mathematical opportunities, which will enable our pupils to develop into independent learners with inquisitive minds. All our pupils have access to a secure mathematical foundation that enables all to become fluent in the fundamentals of mathematics through varied and frequent practice.

We empower our pupils to reason and communicate mathematically and to explain their ideas. Pupils can create relationships and can make judgements using mathematical language. Pupils can problem solve and apply the knowledge and skills acquired to complex, multi-step problems. Our aim is to develop deeper understanding and as a result, pupils can make links across curriculum areas and foster a mastery approach.

Pupils at Deptford Green learn to evaluate and draw conclusions based on their prior knowledge. This helps them to be successful pupils and informed citizens. A solid foundation in mathematics is an essential skill for all pupils.

THE QUALIFICATION

During key stage 4 all pupils work towards the national qualification (GCSE). Teachers aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- students can solve problems by applying their mathematical knowledge to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

CLASSROOM ACTIVITIES AND ENRICHMENT

In Maths we aim to provide practical ways to understand maths. As well as teacher and student led activities, we also use online platforms such as Hegarty Maths to enhance the understanding of Maths through ICT. Group and pair work is often used in order for peers to work together to find the answers to mathematical problems. We focus on reviewing individual progress following an assessment which allows students to progress in the areas they did not perform so well in.

ASSESSMENT

- Students will be assessed in Year 11 in three externally marked exams which are 1 hour 30 minutes long each.

WHAT THE STUDENTS SAY

“Maths is great at GCSE level, because you really get to put the things you’ve learnt lower down in the school into practice. They ask you a lot of questions which help you understand things in everyday life.” – Year 11 student

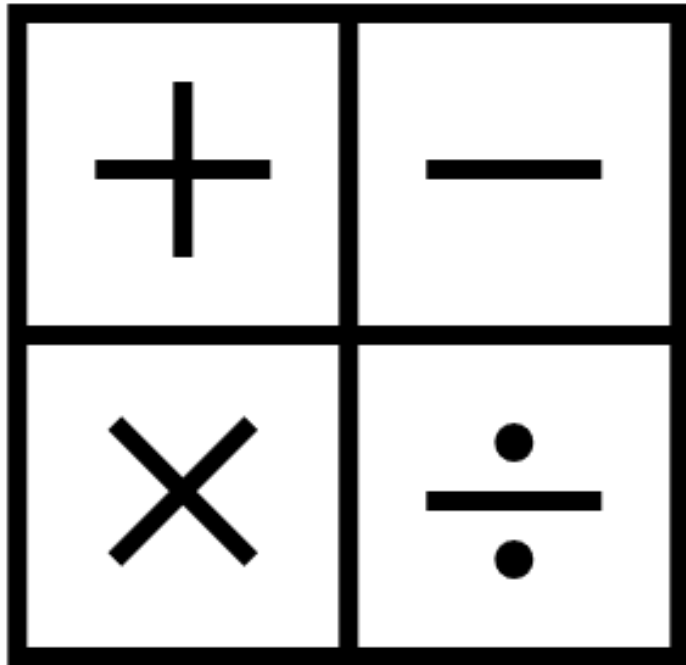
“I enjoy Maths because I like using formulas to understand lots of different things. I helped my parents do the decorating at home and realised how much maths really comes into everyday life.” – Year 11 student

“I really like using online platforms such as Hegarty Maths because you can do them in your own time and go back over things” – Year 11 student

CONTACT

Head of Maths Faculty – Ms Ebanks - aebanks@deptfordgreen.co.uk

MATHS IS EVERYWHERE



Maths in Careers - Computer Games Designer

To build a computer game, with all its user generated levels, requires some serious maths skills. Every game designer needs to have a good grasp of game theory – a branch of applied mathematics.

Aspiring video game programmers should also study trigonometry, physics, and calculus.



Maths in Careers - Doctor

There's more to medicine than just knowing the parts of the body. They use statistics and probability to interpret tests results.

When a patient is treated for an illness, the probability is used to determine which type of treatment to use, if any.

Doctors who don't understand statistics could make a wrong diagnosis.



Maths in Careers - Astronaut

Astronauts use maths in order to make precise mathematical calculations, from how the spacecraft leaves Earth's atmosphere to how the astronauts pilot the craft. Some of the best mathematicians in the world work at NASA.



Maths in Careers - Animator

An Animator uses linear algebra to show the way that an object is rotated and shifted and made larger and smaller.

As well as prized jobs at Disney and Pixar, animators can work in computer and console game development, television programming, broadband internet animation, broadcast and web advertising, education, research, and military and corporate training.





Where could MATHS GCSE take you?



Achieving a 4+ in Maths will open the door to Level 3 courses, university, apprenticeships and employment in any sector. If you do not achieve a 4 you will retake or do functional skills.

A Level combination ideas:

Maths with Physics and Chemistry
Maths, Computer Science and Economics
Maths, Philosophy and Music



Examples University Degree:

- Actuarial Mathematics BSc at University of Leeds
- Econometrics and Mathematical Economics BSc at LSE

Statistically, graduates with higher Mathematics qualifications earn more than other graduates upon entering employment in a wide range of industries.

More Level 3 ideas: T Level Accounting and T Level Finance

Apprenticeships Ideas: Level 4 Data Analyst

***A Level:** Most Sixth Forms require a minimum grade 7 in GCSE to study Maths at A Level and 8+ to study A Level Further Maths. King's Maths Sixth Form specialises in Maths .*

Careers Ideas: Data Scientist, Plumber, Electrical Engineer, Actuarial Analyst, Senior Systems Engineer, Quantity Surveyor, Rigging technical director, Software Developer, Gaffer, Electrician

COMBINED SCIENCE

CORE

GCSE 1-9

EXAM BOARD - AQA

"Science is magic that works." – Kurt Vonnegut

CONTEXT

Our vision is to ensure all students develop a deep knowledge and understanding across Biology, Chemistry and Physics. At its core, the Deptford Green science curriculum prioritises students' comprehension and application of scientific concepts, so they can use them to make sense of the modern world. Scientific knowledge becomes useful when it can be applied to formal knowledge as well as informal, everyday experience. Therefore, whilst the national curriculum prescribes which substantive and disciplinary content is taught for secondary science, we sometimes go beyond the programme of study to achieve the depth necessary to gain a full understanding of the scientific content necessary for successful progression in science.

The Deptford Green Science curriculum also emphasises some of the wider ideas that cut across the disciplines of Science, Technology, Engineering and Maths. This serves to align itself to the relevance of Science outside the classroom, where there is often no distinction made between science and technology.

THE QUALIFICATION

Students gain **two GCSEs** in Science, covering Biology, Chemistry and Physics. Topics covered are as follows:

Biology: Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics: Energy; Electricity; Particle model of matter; and Atomic structure; Forces; Waves; and Magnetism and electromagnetism

CLASSROOM ACTIVITIES AND ENRICHMENT

The science curriculum aims to inspire awe and wonder as pupils relate to and make sense of the world around them. From the uniqueness of individual genetic makeup, to the scale of the vastness of the universe. As pupils navigate the Big ideas of science, they move from the concrete to the abstract and learn that everything is connected in our physical world and beyond. In doing so, we also learn to accept that Science cannot provide all the answers and imagination and creativity can lead to new discoveries. Students will explore these things through written answers, practical experiments and investigation work.

ASSESSMENT

Biology Paper 1
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• Foundation and Higher Tier• 16.7% of GCSE
Biology Paper 2
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• Foundation and Higher Tier 2• 16.7% of GCSE

Chemistry Paper 1
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• Foundation and Higher Tier• 16.7% of GCSE
Chemistry Paper 2
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• Foundation and Higher Tier• 16.7% of GCSE

Physics Paper 1
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• Foundation and Higher Tier• 16.7% of GCSE
Physics Paper 2
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• Foundation and Higher Tier• 16.7% of GCSE

CONTACT

Head of Science Faculty – Mr Sawyer – dsawyer@deptfordgreen.co.uk



Where **COMBINED** or **TRIPLE SCIENCE** take you?



A Level Biology, Chemistry or Physics: Require minimum GCSE 6-6 in Combined Science or 6-6-6 in Triple Science with majority of sixth forms requiring a 7 +

Other Level 3 courses:

- **T LEVEL** Science or Healthcare Science
- **BTEC Extended Diploma** in Engineering, Applied Science or Forensic Science



Examples University Degree:

Natural Sciences BA at University of Cambridge
Earth and planetary Science with Year Abroad MSc at Imperial College London
Biochemistry MBiochem at University of Bath

Planning to study Medicine: You will need A Levels Biology and Chemistry, *Maths*.
Some courses do not require Maths and accept another 3rd subject, such as Psychology.

Love Science but have not yet achieved GCSE grades required for Level 3?
Did you know you could study **Level 2 Applied Science** in College?

Apprenticeships Ideas:

Level 2: Pharmacy Assistant
Level 3: Materials Technician, Dental Nurse
Level 4: Engineer surveyor

Career Ideas: Glaciologist, Space Lawyer, Virologist, Orthopaedic Surgeon, Cosmetic Scientist, Seismologist, Molecular Geneticist, Sports Engineer, Patent Attorney, Sound Technician, Mechanical Engineer, Radiographer

HISTORY

PATHWAYS 1,2,3

GCSE (1-9)

EXAM BOARD - EDEXCEL

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” - Marcus Garvey.

THINK ABOUT CHOOSING HISTORY IF YOU ENJOY:

DISCUSSING AND DEBATING NEW IDEAS	LEARNING ABOUT OTHER TIMES AND CULTURES	WRITING ESSAYS
THINKING CRITICALLY ABOUT INFORMATION	VISITING LOCAL MUSEUMS	READING A RANGE OF DIFFERENT TEXTS

CONTEXT

A strong History education plays a fundamental role in understanding not only the past, but also the present. We aim to develop an understanding of the social, political, economic and cultural foundations of society in both Britain and the wider world.

By developing a strong sense of Historical empathy and a critical understanding of the past, History education plays an important role in a student's personal intellectual, political and cultural development. Through fostering a greater understanding of the past, we believe History education prepares students for more active citizenship in the future.

History education plays a key role in developing broader literacy skills, critical thinking and cultural capital that equips students for lifelong learning and success in the community workplace.

THE QUALIFICATION

At Key Stage 4, our students study Edexcel GCSE History. The course comprises of the following units which are examined across three papers at the end of Year 11:

- Medicine in Britain 1250 - Present Day.
- Early Elizabethan England 1558 – 1588.
- Superpower Relations and the Cold War 1941-1991.
- The USA - Conflict at Home and Abroad 1954-75.

CLASSROOM ACTIVITIES AND ENRICHMENT

The History department regularly supports learning with trips to historical sites in the local community and beyond. Previous visits have included study days at the National Maritime Museum and Old Operating Theatre with many more planned in the future. The department also has links with outside organisations such as the Windrush Foundation and the Equiano Society, who have provided speakers for assemblies and a touring exhibition at the school.

ASSESSMENT

Students will sit three externally marked exams in Year 11.

WHAT THE STUDENTS SAY

"I chose History GCSE because it's interesting to know how people lived in the past and what kind of decisions they made and why." – Year 11 student

"I especially enjoy the interactive part of history allowing us to express our opinion whilst also learning from others." – Year 11 student

"It helps me to have a more balanced interpretation of the world; how beliefs and misunderstandings have triggered events and shaped the world as we know it today." – Year 11 student

CONTACT

Head of History – Mr Callaghan – jcallaghan@deptfordgreen.co.uk



Where could HISTORY take you?

A Levels:

History with Art and Spanish
History with Sociology and English
History with Politics and Drama and Theatre Studies

When searching on [apprenticeships.gov.uk](https://www.apprenticeships.gov.uk) for roles linked to history, look at:

- arts, media and publishing: for example conservation assistant, archive assistant
- Built environment: i.e stone mason



University:

BSocSc Social Anthropology at **University of Manchester**
BA History and Politics at **University of Oxford**

SKILLS:



Learn to construct an argument and assess evidence.

Develop researching, writing and presenting.

Solicitor Apprenticeship: Level 7 -six year programme.

Gain an LLB (Hons) in Legal Practice from The University of Law and qualify as a solicitor. All of your tuition fees will be paid and you will earn a salary whilst you are training and gaining your qualification.

BUILDING CRAFTS COLLEGE:

- HISTORIC ENVIRONMENT ADVICE ASSISTANT L4 APPRENTICESHIP
- CONSERVATION CONSTRUCTION SITE MANAGEMENT L6

Career Ideas:

Solicitor, Costume Designer, Actor, Policy Adviser, Cultural Participation Officer, Consultant, Curator.
History is a good pathway to careers in the Civil Service, Law, Broadcast Media and Journalism.

GEOGRAPHY

PATHWAYS 1,2,3

GCSE 9-1

EXAM BOARD – AQA

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - President Barack Obama

THINK ABOUT CHOOSING GEOGRAPHY IF YOU ENJOY:

OUT OF SCHOOL TRIPS	QUESTIONING WHY THE WORLD LOOKS HOW IT DOES	PRESENTING INFORMATION VISUALLY
DEBATING DIFFERENT PERCEPTIONS	EXPLORING WHAT LIFE IS LIKE ACROSS THE WORLD	INVESTIGATING CHANGING ECONOMIES

CONTEXT

Geography at Deptford Green is about understanding and asking questions about the world around us. Why does the world function the way it does? Will this ever change? How do I personally have an impact on the planet? What might London look like in the future?

At Deptford the Geography department likes to go that extra mile and offer its learners as full a learning experience as possible. For us this means:

- All learners at Deptford get the chance to encounter guest speakers. These provide learners with first-hand accounts on the topics they are learning in class and range from refugees to environmental scientists.
- Those who opt to take GCSE geography are provided with a wealth of revision material which has been produced by different experts around the country. Learners also get the opportunity to attend revision sessions in the run up to their exams.

THE QUALIFICATION

Geography at Deptford Green is about understanding and asking questions about the world around us. Why does the world function the way it does? Will this ever change? How do I personally have an impact on the planet? What might London look like in the future?

Geography at Deptford Green is taught through seven concepts. These concepts aim to provide all learners with:

- Locational knowledge (understanding where places are)
- Place knowledge (understanding how and why global cultures are different)
- Process knowledge (understanding why physical and human landscapes change)
- Sustainability knowledge (understanding how we impact our planet and whether we can reduce our impact)
- Environmental knowledge (understanding how places look different and why)

- Changing world knowledge (understanding how we are changing the world and what it might look like if we didn't exist)
- Connections knowledge (understanding how our everyday routines rely on global interactions)

These concepts are taught to learners through local (London), national (UK) and global contexts. To help learners appreciate how their lives are affected by geography they will have the opportunity to partake in numerous fieldwork investigations.

CLASSROOM ACTIVITIES AND ENRICHMENT

In geography, trips are a key component to understand how our world functions. At Deptford learners have the opportunity to partake in numerous trips including:

- Deptford Creek enquiry into how the course of the river Thames changes from its mouth to its source (Year 10 - Summer term)
- Housing quality enquiry across Deptford and Surrey Quays (Year 10 - Summer term)

In addition, learners partake in a number of fieldwork studies on the school grounds itself.

ASSESSMENT

Students will sit 3 exams in year 11 on a range of geographical topics.

WHAT DO THE STUDENTS SAY?

"I enjoy Geography because of the content, and what we must learn. Getting a high grade in geography isn't impossible because most of the topics normally stick in our heads, such as global warming. Also, geography explores a lot of social, economic, and environmental issues that we may not have acknowledged before. Geography is very interactive so you enjoy lessons." - Year 10 student

"I enjoy Geography because it covers a wide range of subjects, such as sciences and humanities. I can see how it is applicable in real life scenarios and like learning about other countries in case studies." - Year 11 student

CONTACT

Head of Geography – Mr Stamp - jstamp@deptfordgreen.co.uk



Where could GEOGRAPHY take you?

A Level Combination:

Geography with Biology and Sociology
Geography with Economics and French
T Level design, surveying and planning for construction

S. Deptford Green Alumni:

A Levels Geography, Biology and Chemistry at Prendergast Sixth Form
MEnvSci Environmental Science at University of Southampton

University:

BASc Global Challenge and Innovation at **Brunel University**
BSc Geography and Oceanography at **University of Liverpool**



Geography bridges Humanities and Sciences so will go well with any subject. It will help you understand the issues and challenges of the world around us. There is a growing need for people who understand climate change and find solutions

SKILLS:

Communication and Interpersonal Skills
Analytics and Presentation
Teamwork and Organisation



Get Involved at Creekside Discovery Centre!

Apprenticeships ideas:

Level 2 Arborist
Level 3 Horticultural Supervisor
Level 4 Transport Operations Manager

Career Ideas:

Cartographer, , Renewable Energy Engineer, Chartered Town Planner, Geospatial Mapping Technician, Ecologist, Forest Operative

MODERN FOREIGN LANGUAGES

PATHWAYS, 1,2,3

GCSE (1-9)

EXAM BOARD - AQA

“The limits of my language are the limits of my world.”

THINK ABOUT CHOOSING MFL IF YOU ENJOY:

TRAVELLING, WORKING AND LIVING ABROAD	LEARNING MORE ABOUT YOUR OWN LANGUAGE	COMMUNICATING WITH OTHERS IN OTHER LANGUAGES
EXPLORING CULTURES AND CUSTOMS	PROBLEM SOLVING, PUZZLES AND FINDING PATTERNS	USING APPS AND WEBSITES TO LEARN INDEPENDENTLY

CONTEXT

Learning a language at Deptford Green is exciting and challenging. Students will develop not only a language, but an understanding of people, culture, history, literature and arts from different countries. A love of learning languages is at the heart of everything we do, and our students share the same curiosity and enthusiasm. Learning a language will equip students with a wide variety of skills that will prove invaluable to them in the future. It reinforces their literacy and oracy in English, and encourages them to problem solve and show resilience.

We equip students with the confidence, vocabulary and necessary grammatical knowledge to communicate successfully across the four key skills (Listening, Reading, Speaking and Writing) in another language. In their language lessons, students will develop these four skills through a wide variety of activities that they find not only engaging and challenging, but also highly rewarding. Learning a language will also deepen their understanding and respect for other cultures through exploring the wide variety of countries where French and Spanish are spoken.

THE QUALIFICATION

Languages lessons are all created individually by our department and we use a wide range of resources, including literary and authentic texts, videos and recordings of native speakers and a variety of engaging activities and games. In class learning is supplemented with student access to our interactive online Kerboodle textbook, use of language-learning apps such as Duolingo and Quizlet and access at KS4 to ThisIsLanguage (a website with videos, vocabulary and grammar exercises to engage student learning) and GCSEPod (a website with bite-size videos on revision and exam skills). Students are also provided with vocabulary lists at KS3 and a GCSE vocabulary booklet at KS4.

We offer immersion trips to France and Spanish once a year. Students gain the experience of travelling abroad and are hosted by animators who speak to the students only in the target language to improve their communication and resilience. Students experience the local culture by visiting local towns, markets and museums, and explore wonders such as the Mont St Michel or the Roman Amphitheatre of Cartagena. Students also have the opportunity to take part in a wide range of exciting outdoor activities, including sailing, kayaking, beach football, swimming, wind-karting and tree-top climbing at Go-Ape.

Native Speakers

Native speakers of any language are encouraged to take their GCSE exam in their first language in Year 10, and will be supported by the MFL and EAL departments to do so. We support our students by offering sessions on exam skills and helping them to apply their knowledge to a language GCSE. They have the opportunity to sit PPE exams and are given detailed feedback. This prepares them for their language GCSE, and has improved their confidence for their other GCSE exams at the end of Year 11.

ASSESSMENT

Students are assessed in 4 areas – reading, writing, speaking and listening. Each of the areas is worth 25% of the GCSE. The reading, writing and listening assessments are written exams, and students are recorded for the speaking assessment.

WHAT DO THE STUDENTS SAY?

“What I like about studying Spanish is the fact that I am able to learn about a different country and a different culture. Also, I like to communicate with people in a different way”. – Year 11 student

“I love the language and I want to speak it fluently.” – Year 11 student

“I like how you get to learn about the different cultures that are in Spain. It is also cool to talk in Spanish to others in your class and have a conversation with them”.

“The language is very unique and I like to learn about culture.”

CONTACT

Ms Calvert - Head of Modern Foreign Languages - zcalvert@deptfordgreen.co.uk



Where could LANGUAGES take you?

A Levels

- French with Photography and Geography
- Spanish, with Computer Science and Maths
- French with Philosophy and Music
- Spanish with Art and Media Studies

T Level Legal

T Level Management and administration

T Level Media, Broadcast and Production



You can pick up a new language at University as part of your degree, to increase your employability or just for fun.

BA International Development and Languages at

Portsmouth University

BSc Mathematics with Spanish at **University of Southampton**

Deptford Green Alumni and Languages:

J. is studying at the **University of London Institute in Paris** for 3 years. She plans to speak 5 languages and work in International Development.

When you study a language at university, you will have the opportunity to spend a year abroad. Employers will appreciate the transferable skills such as communication, resilience, independence and confidence that you will develop.

INTERNATIONAL FREIGHT SPECIALISTS ensure companies comply with import and export laws and regulations and that goods reach their destinations in good condition and within delay. Could that be a growing sector?

Career ideas:

Air traffic controller, Intelligence Analyst, Travel Photographer, Wildlife Documentary Director, Tech Consultant, News Foreign Correspondent, Diplomatic Adviser, Pastry Chef

VISUAL ARTS - TEXTILES

PATHWAYS 1, 2, 3

GCSE (1-9)

EXAM BOARD – EDEXCEL

“In one way or another, textiles are nearly everything we use every day.”

THINK ABOUT CHOOSING VISUAL ARTS: TEXTILES IF YOU ENJOY:

USING DYES & PAINTS, STITCHING & CONSTRUCTING	USING PRACTICAL SKILLS	INVESTIGATING AND ANALYSING ARTISTS' WORK
VISUALLY PRESENTING YOUR IDEAS	CREATIVE MAKING	REFLECTIVE RECORDING

CONTEXT

Deptford Green School Visual Arts Department has facilities for painting and drawing, printmaking, digital photography, textile arts and ceramics. We have three specialist rooms and an exhibition space / workshop. The 'ARTSPACE' has a kiln room and professional printing press for specialist techniques. The textiles room has 25 sewing machines for student use and a digital printer for fabric. The department is well equipped and we aim to encourage and facilitate projects that are ambitious, individual and technically accomplished. Students thrive in a vibrant, diverse and inspirational working environment, where their creative energies can be realised. Many visual art students progress and perform beyond expectations.

We aim to maintain a high academic profile both inside and outside the classroom by means of participation in whole school events for parents, students and staff. We reach out to the community, exhibiting in local businesses and public spaces. We hold an annual event using 'ARTSPACE', exhibiting an extensive range of outcomes, across key stages, from our student artists and designers.

THE QUALIFICATION

The visual arts currently offer two endorsed courses: ART AND DESIGN–FINE ART and ART AND DESIGN-TEXTILES. Both courses are visual and creative subjects which allow students to learn about the work of contemporary and historic artist and designers, relating their knowledge to the development of their own skills as artists.

Students will have studied fine art and textile arts as an integrated course at KS3 and would have experienced a wide range of techniques and processes. Most personal interests and skill sets can be explored and developed on this examination course and students will be rewarded for what they know, what they understand and what they can demonstrate.

The courses are designed to cover four areas for the critical, practical and theoretical study of art craft and design. Students are awarded marks for:

1. Contextual understanding
2. Creative making
3. Reflective recording
4. Personal presentation

CLASSROOM ACTIVITIES AND ENRICHMENT

We aim to create a lively and active learning environment that is able to cater for the needs of all students. The displays of student outcomes, the use of resourced based stimuli and an 'open door policy' create learning spaces where students are encouraged to experiment and explore themes and ideas. Students are expected to extend their work as much as possible and not settle for the easiest option. Our approach to teaching and learning centres around key skills: Problem solving, reflection and evaluation. We encourage personal responses from students, using their own cultural experiences as a means of expression.

The department would always encourage an individual and personal approach to building a portfolio of work. First-hand experience of subject matter is achieved through observational studies or photography. Ideas are developed further using a combination of media such as pastels, charcoal, crayon, watercolour, collage and other experimental techniques. We have access to computers for students to use basic editing software, if required, and for organising work outcomes.

ASSESSMENT

Coursework and exam units are assessed using four assessment objectives. These can be summed up as:

1. DEVELOP
2. REVIEW/EXPERIMENT.
3. RECORD.
4. PRESENT

WHAT DO THE STUDENTS SAY?

Many visual art students progress and perform beyond expectations.

“I get to be creative, so say you can't do a certain skill, you can find something else to work with that you are good at.” Year 9 student.

“There is no limit to what you can create or do. You are given ideas and then you are allowed to take it wherever you want, make it your own” - Year 10 student.

CONTACT

Head of Visual Arts- Ms Scannelli - lscannelli@deptfordgreen.co.uk



Where could TEXTILES take you?

A Levels

Textiles with History and Photography
Textiles with Product Design and Maths
Textiles with Graphic Design and Music

Level 3 UAL extended diploma Fashion Design
Apprenticeship L3 Costume Performance
Technician

University:

BA Fashion Design with Knitwear at **Central St Martins**
BA Textiles Design at **Norwich University of the Arts**



Deptford Green Alumni:

M. has shown her sustainable designs at London Fashion Week where she won a Future Young Designer award

Love Textiles and Fashion? Have not yet achieved 5 GCSEs at 4+? Look at these options:

- Fashion Retail Academy Platform Traineeship
- L2 Progression Diploma Fashion Design Programme at Southwark College

More University Ideas:

BA Fashion Buying and Brand Management at **Ravensbourne**
BA Fashion and Dress History at **Brighton University**

Career Ideas:

Costume Designer, Bespoke cutter, Textiles Designer, Texture Artist, Wearable Technology Product Manager, Retail Buyer, Fashion Marketing director, Beamer, Visual Merchandiser, Puppet

Maker

VISUAL ARTS - FINE ART

PATHWAYS 1,2,3

GCSE (1-9)

EXAM BOARD – EDEXCEL

“Art speaks where words are unable to explain.”

THINK ABOUT CHOOSING VISUAL ARTS: FINE ART IF YOU ENJOY:

PAINTING, DRAWING & PRINTMAKING	USING PRACTICAL SKILLS	INVESTIGATING AND ANALYSING ARTISTS' WORK
VISUALLY PRESENTING YOUR IDEAS	CREATIVE MAKING	REFLECTIVE RECORDING

CONTEXT

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CONTACT

Head of Visual Arts - Ms Scannelli - Iscannelli@deptfordgreen.co.uk



Where could FINE ART take you?

Level 3 Diploma in Digital Media with A Level Spanish

T Level Craft and Design

The Level 3 Creative Pathway at CTK Sixth Form College includes Business, Art and Creative Media.

University:

BA Design for Publishing at Norwich **University of the Arts**

BA User Experience and User Interface Design at Ravensbourne



Deptford Green Alumni:

An. studied Graphic Design at **London College of Communication** and is now a graphic designer and a cosmetics entrepreneur

Apprenticeship Ideas:

Level 2 Bookbinding

Level 3 Junior Content Producer

ART THERAPISTS use art, drama or music to carry out therapy interventions to improve a person's mental, physical health and wellbeing.

Career Ideas:

Artistic Director, Artist Silversmith, Jewellery Designer, Digital Composer, Florist, Photographic Assistant, Ceramics Designer

DESIGN TECHNOLOGY

PATHWAYS 1-3

GCSE 9-1

EXAM BOARD – OCR

“Design creates culture. Culture shapes values. Values determine the future.”

THINK ABOUT CHOOSING DESIGN TECHNOLOGY IF YOU ENJOY:

DESIGNING AND MAKING	PROBLEM SOLVING	EXPLORING HOW PRODUCTS ARE MADE
BEING CREATIVE	WORKING WITH TOOLS	WORKING WITH OTHERS AND ON YOUR OWN

CONTEXT

In an era where technology drives and influences the world, it is important that pupils leaving Deptford Green School are prepared for the technological demands they may encounter. Environmental responsibilities together with developments in social media and design software, as well as advances in materials and manufacturing, have presented exciting new challenges and opportunities. Creative thinking implemented through practical endeavour has proven a winning formula in an increasingly broad-spectrum employment arena. Globally, pupils are being prepared for a variety of professions, many of which have not yet evolved. Of one key element we can be sure: they will all use technology. The Design and Technology Department aims to equip pupils with the technological and creative skills required to thrive in the modern workplace.

THE QUALIFICATION

The department currently offers a GCSE (9-1) in Design and Technology, following the OCR exam board specification. It is aimed at students who are interested progressing towards a career within the Design and Technology field.

In KS4 knowledge and understanding is built upon from KS3, while placing great emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The course offers a foundation in the principles and iterative design practices of various 21st century design and manufacture industries. The qualification offers flexibility in the approaches students use to apply and develop knowledge and understanding of these practices and principles when designing and making prototypes that solve real and relevant problems.

CLASSROOM ACTIVITIES AND ENRICHMENT

Students will follow a 2 year flight path following on from KS3. Throughout year 10 Students will be lead through the iterative design process using a series of bespoke projects designed by the department as well as a series on assessment to gauge and develop students' knowledge and understanding. Once completed they then will move on to completing a practice run of their final Non-exam assessment before going on to complete their final NEA and written examination during year 11.

Students will have a total of 5 lesson per fortnight and students will experience a range of activities and assessments inside and outside of the classroom. Students will be required to work as an individual as well as part of a team when completing class and homework. These will be based around core areas of the subject and will include tasks and activities that link to:

Identifying requirements	Learning from existing products and practice
Implications of wider issues	Design thinking and communication
Material considerations	Technical understanding
Manufacturing processes and techniques	Viability of design solutions.
Visits to specialist companies/organisations	Working in house with outside specialists

ASSESSMENT

The GCSE is split into 2 components:

Principles of Design and Technology - 100 marks 2 hours Written paper **50% of final grade**

This component brings together the learners' core and in-depth knowledge and understanding. The question paper is split into two sections, core knowledge and in-depth knowledge.

In addition, a minimum of 15% of the paper will assess learners' mathematical skills as applied within a design and technology context.

Iterative Design Challenge - 100 marks Approx. 40 hours Non-exam assessment **50% final grade.**

This component offers the opportunity for learners to demonstrate understanding of and skills in iterative designing, in particular: the interrelated nature of the processes used to identify needs and requirements (explore); creating solutions to meet those needs (create) ; evaluating whether the needs have been met (evaluate). As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype(s).

WHAT DO THE STUDENTS SAY?

“I enjoy DT because I love learning about technology and design concepts.” – Year 10 student

“DT is great because you can learn how to create useful products.” – Year 10 student.

“DT is a good subject to study if you want to understand how ' things' (products) work,” – Year 10 student

CONTACT

Head of Design Technology – Ms Roye - droye@deptfordgreen.co.uk



Where could **DESIGN TECHNOLOGY** take you?

A Level Product Design with Physics and Music Technology

A Level Product Design with Art and Maths

T Level building services engineering for construction

T Level maintenance, installation and repair for engineering and manufacturing

University:

BA Sustainable Product Design at **Falmouth University**

University

BA Landscape Architecture at **Ravensbourne**



Design skills and the ability to visualise new ideas can be useful in many sectors, such as advertising, crafts, media and performing arts, journalism and publishing, construction and engineering and manufacturing.

Bsc Architectural Design and Technology at Falmouth University

You'll learn how to model, simulate and design test proposals and gain project and construction management skills.

Apprenticeships that link with design technology:
Junior product designer, Theatre set carpenter, plumber, bricklayer
CAD Technician

More Career Ideas

Architectural Technician, Joiner, Furniture Designer, Plant and Mechanical Engineer, Set Designer, Ergonomist, Engraver, 3D Visualiser, BIM Manager, Electrical Engineer, Chef

MUSIC

PATHWAYS 1-3

GCSE (1-9) & LEVEL 1/2

EXAM BOARD – OCR/RSL

*“I hear and I forget. I see and I remember. I do and I understand.”
Confucius.*

THINK ABOUT CHOOSING MUSIC IF YOU ENJOY:

PERFORMING	CREATING	LISTENING TO MUSIC
HAVING FUN	DEVELOPING CONFIDENCE	WORKING WITH PEOPLE

CONTEXT

Music is all around us. It's something we can all relate to. At Deptford Green we have a well-established vibrant department able to cater for all abilities and talents. We have access to two Mac suites, a recording studio with the latest software, regular opportunities to perform live and develop skills with weekly ensemble groups designed to cater for all tastes and styles.

Both employers and universities see creative subjects as assets. Increasingly, employers and universities are looking for young people who have skills that are learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication, and tenacity to name just a few. Universities are keen to attract students who have a well-rounded education and achieve good results, no matter what the subject.

Making music can help a young person maintain good mental health during a time of high pressure. Research has shown that music can improve mood and prompt creative flow, which helps with anxiety and self-doubt. It can also help young people to regulate their emotions.

THE QUALIFICATIONS

We can offer the GCSE or RSL qualification in Music. The GCSE includes a written listening exam and is recommended for those who are proficient in a musical instrument and intend to study music at A-Level.

The GCSE is broken down into 3 parts: **Composing** - You will be required to create two pieces of Music which will be moderated. **Performing** - You will perform two pieces on your 1st study instrument, one will be a solo and one will be an ensemble. **Listening and appraising** - there is an exam to assess this at the end of the course.

You will have access to fully funded instrumental lessons throughout the course. The assessment in all areas is continuous and all areas are taught, delivered and developed throughout the course.

RSL COURSE

Whatever your hopes for your child's final years of study at school, RSL music is a wise choice. If they have a passion for a subject, they're much more likely to enjoy their study and be motivated to revise and practise. Yet there are so many other reasons why they'll

benefit from studying music. If you play an instrument and you're around beginner - Grade 1 standard, or you like composing on Logic, this course is for you.

This qualification is designed for learners wishing to gain knowledge and skills within the sphere of music Performance, technology and associated music industry disciplines. The qualification allows learners to develop their performance capabilities, gaining an effective knowledge of event organisation, rehearsal techniques and the contextual background the development of popular music.

CLASSROOM ACTIVITIES AND ENRICHMENT

Some of the activities on the RSL course will include creating music on iMacs. Sequencing tracks and learning how to record audio in the studio. There will be group performance opportunities if you have selected performance unit.

In the GCSE course, you will learn Music across four areas of study. You will master listening skills and the ability to appraise pieces of music. You will develop skills in your first study instrument with opportunities to perform as a soloist and in an ensemble. You will compose two pieces of music, one to a brief the other on whatever you like.

Extra-Curricular activities include: school orchestra, jazz band, choir, open mic club, folk club, composing club. We also regularly run project based opportunities.

ASSESSMENT

GCSE COURSE

Performance (30% of final score). Students give a performance for a minimum four minutes, including at least one minute of a group piece (ensemble playing).

Composition (30% of final score). Students create two compositions. In the first year of the course, they compose a piece of their choice. In the second, the piece is set by the exam board, usually from a choice of options.

Listening and appraising/understanding (40% of the final score). This is the only exam and is usually one and a half hours. Students are asked to listen to, and answer questions about four 'Areas of Study' taught during the course. They then do the same for previously unheard pieces.

RSL COURSE

This qualification has a mixture of externally and internally assessed units. For the internally assessed unit's, learners will receive regular feedback from their instructors. Towards the end of the course the knowledge of the learner in their specialist area (performance) will be assessed by RSL through an externally assessed unit. The work throughout the course should prepare learners for this task.

WHAT DO THE STUDENTS SAY?

“Music really allows my creative spirit to flourish. You don't just get to play instruments, but really get to think about things like performance and how music is structured. It's a great subject to pick, but be prepared to be dedicated to it and spend time outside of the classroom working on it too.” – Year 10 student

“The music course really allows me to express myself and I love learning about how music works!” – Year 10 student

CONTACT

Head of Music - Mr Rogers: mrogers@deptfordgreen.co.uk



Where could MUSIC GCSE take you?

A levels Combination examples:

A Level Music with Philosophy and Maths

A Level Music with English and French

Level 3 MUSIC PERFORMANCE AND PRODUCTION at ELAM:

Industry standard Live Rooms, control rooms and recording studios, 500 capacity live venue and a YouTube Lab and Industry Masterclasses



BA Music University of **University of Cambridge**
BA Mathematics and Music at **University of Birmingham**

BA Composition for Media, Film and Games at **ACM**



The Royal Opera House offers **apprenticeships** in backstage production and technical departments but also in IT and Finance.

Apprenticeship Idea:
L5 Audiovisual Technician



A&R Scout (Talent Scout):
Spots new trends and new artists in the music industry as they emerge, and recommending them to A&R managers at record labels

More Career Ideas:
Sound Mixer, Video Games Sound Designer, Performer, Songwriter



Where could MUSIC RSL take you?

DIVA and BCE are apprenticeship providers that regularly offer Music Traineeship and Apprenticeships with record labels for example

Southwark College:
Level 2 Progression Diploma in Music & Music Technology
Level 3 UAL Diploma in Music Performance and Production

University:
BA Music Business and Entrepreneurship at **ICMP**
BA Popular Music Performance and Production at **BIMM Institute**



CREATIVE VENUE TECHNICIANS:

provide technical support for the construction, rehearsal, presentation and removal of a live performance

Transferable skills:

Creativity
Time Management
Resilience
Teamwork



Get Involved!

DG Students can take part in Alchemy, a label project, at Goldsmiths University and work with other artists and professional musicians and access recording studio

More Career Ideas:

Front of House Manager, Backstage Crew Member, Music Producer, Radio DJ, Podcast Producer, Audio Engineer, Live Event Rigger

CREATIVE & PERFORMING ARTS

PATHWAYS 1-3

LEVEL 1&2

EXAM BOARD – RSL

"Performing live is like harvesting your crops and sharing your food with people." Jason Mraz

THINK ABOUT CHOOSING PERFORMING ARTS IF YOU ENJOY:

CREATING DYNAMIC THEATRE	HAVING IDEAS AND SEEING THEM REALISED	PERFORMING
TAKING STEPS TO ENTER THE WORLD OF THEATRE	FINDING OUT HOW WORK IS TAKEN FROM STAGE TO PAGE	DRAMATIC LITERATURE AND THEATRICAL PRODUCTIONS

CONTEXT

Any aspiring professional performer will need to learn a variety of performance skills to perform in a way that will meet the expectations of their audience, and also accurately represent them as performers. Beyond just performing effectively, performers need to think about the other performers, technical crew, performance equipment, the expectations of the audience, quality and variety in the set, and the practice and rehearsal schedule it takes to get to the final performance itself. Regularly having the opportunity to perform in front of an audience can help hone technique, expression and stage presence in order that high quality performance, and the practice required to get there, becomes second nature. Reflecting on performances is also a useful tool – as performers can see themselves through the audience's eyes and learn more about how to develop their performance style to continually improve and grow in confidence.

THE QUALIFICATION

The Level 1 & 2 Certificates in Creative and Performing Arts provide learners with skills, knowledge and understanding within the sphere of the creative and performing arts. The qualifications aim to offer practical structured learning with the flexibility to specialise in disciplines directly relevant to the creative and performing arts industries.

1. Unit Title: Live Performance

The aim of this unit is to give learners the opportunity to explore all the skills required for a live performance. These range from planning, rehearsing and the performance itself, to the reflection required post-performance to ensure continual development as performers. By undergoing the process of preparing for a live performance, learners will have the opportunity to experience the variety of activities and skills required to bring a performance together.

Learners will work with others to plan and rehearse the performance, be accountable and independent during the rehearsal process, and record their adaptations in a log of rehearsals. Students will present their work to an audience making sure that their individual contribution to the performance meets the given brief, and demonstrates the relevant skills that they have developed throughout the course.

2. Unit Title: Performing Text

Understanding exactly how dialogue / conversation works, how this is reflected in good dramatic writing and how an actor 'lifts' such speech 'off of the page' is important for those wishing to work in the theatre or as performers more widely.

Learners should understand how to **interpret and analyse** text in modern and classic dramatic writing, through describing the context of two texts – one modern and one classic – and the purpose of one scene from each, identifying demands it places on the performer and how the writer communicates role/character through language, and techniques for 'lifting' text off of the page in order to convey the role/ character.

Learners should **perform** scenes from modern and classic texts using spoken dialogue and related movement, demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality, and appropriately interpreting the character. This will be observed by the tutor and recorded.

Learners should **evaluate** their performance, identifying strengths and areas for improvement.

ASSESSMENT

UNIT 1 - Learners will provide:

- A statement of personal aims and proposal of ideas for the performance, giving reasons for their recommendations
- A production plan for working towards the live performance, including an assessment of the venue, size and make-up of audience, personal equipment needs and Health & Safety implications (including electrical safety, noise and manual handling issues)
- A record of feedback received
- A report evaluating their performance, in the light of feedback from the audience and/or teacher/tutor, with suggestions for improvement
- (Video evidence) The recording of the live performance to the target audience.

UNIT 2 - Learners will

- **describe** the context of two texts – one modern and one classic – and the purpose of one scene from each.
- Describe the writers' use of language, identifying demands it places on the performer
- Describe how the writer communicates role/character through language
- Describe techniques for 'lifting' text off of the page in order to convey the role/character

Perform the scenes from the modern and classic text by (a) using spoken dialogue and related movement (b) demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality and (c) appropriately interpreting the character. They will then **review** their performance, identifying strengths and areas for improvement.

WHAT DO THE STUDENTS SAY?

"The reason I chose drama as one of my GCSE's is because drama helps with many things. Before I chose drama, I used to be a very shy kid who didn't really speak out much, but ever since I've been doing drama my confidence level has increased massively. The lessons are also fun as they allow us to express ourselves in a normal way and without looking weird, and the teachers always teach us new things in exciting and interesting new ways. I am glad that I chose drama as one of my options and hope to continue having fun in drama learning new and old techniques to improve my acting and confidence". – Year 11 student

CONTACT

Head of Drama – Ms Hurley – lhurley@deptfordgreen.co.uk



Where could **CREATIVE AND PERFORMING ARTS** take you?

Lewisham College offers **Production Arts** and **Performance Arts** at **Level 2** and **Level 3** and has a partnership with Rose Bruford College and Goldsmiths

In Lewisham College, whether you are a performer or a 'behind the scene' student, you will benefit from a theatre, dance and technical theatre studios, rehearsal rooms and digital and photography developing dark rooms.



BA Scenic Arts (Construction, Props & Painting) at Rose Bruford College

BA Musical Theatre Goldsmiths University of London

EVENT ASSISTANTS work in an events company or festivals, helping event planners and project managers to organise and host events.

Did you know?

ART THERAPISTS use art, drama or music to carry out therapy interventions to improve a person's mental, physical health and wellbeing. Could it be a career for you?

Did you know that you could do an Apprenticeships in a Theatre, for example The National Theatre offers:

- Hair, Wigs and Make Up
- Scenic Art



More Careers Ideas:

Fight Director, Choreographer, Musical Theatre Performer, Tour Manager, Theatrical, Special Effects Hair & Media Make-Up Artist

HEALTH AND SOCIAL CARE

PATHWAYS 1-3

LEVEL 1/2

EXAM BOARD - OCR

“It is not enough to be compassionate. You must act.”

THINK ABOUT CHOOSING HEALTH & SOCIAL CARE IF YOU ENJOY:

GROUP WORK	WORKING INDEPENDENTLY	ROLE PLAY
GROUP AND INDIVIDUAL PRESENTATIONS	CONDUCTING YOUR OWN RESEARCH	PROTECTING THE RIGHTS OF OTHERS

CONTEXT

Health and social care has strong cross curricular links with both KS3 core and foundation subjects in the national curriculum, such as; Science, PSHE and Ethics. This course will enable students to, build upon; develop their knowledge and understanding from KS3 and critically engage with topics and themes within the subject.

Health and social care will; provide learners with essential knowledge, transferable skills and develop students Learner behaviours by offering opportunities for both group and independent work and offering a whole unit of assessed work on the topic of effective communication.

Health and social care will challenge all learners to critically engage with parts of the sector and apply what they have learnt to their set assignments and make synoptic links between different units. This course will also give students more autonomy and responsibility over their work and their learning.

Health and social care will equip learners with specialist knowledge and skills for everyday use and specific skills that are needed when working in the health and social care sector Students will achieve a nationally recognised level 1/ 2 health and social care qualification which will support progression into a more specialised level 3 vocational or academic course.

Health and social care will empower students as we will equip them with knowledge of their rights as service users and the rights as working for a service provider it will also equip students with knowledge of key legislation and its impact for service providers. Students will also understand the importance of equality and the engage with ways that discrimination can effect service users, the protected characteristics under the equality act and the values of equality and diversity that underpin practices within the health and social care sector

THE QUALIFICATION

Students will examine how health, social care and early years workers, and care services, can support individuals’ rights, value their diversity and provide them with equal opportunities in order to meet their needs. You will learn about different types of legislation including; types current legislation that promotes anti-discriminatory practice. you will also learn about health and safety within the work place and look at contemporary examples of service users who have not had their rights maintained or values of care respected.

Students will learn about the different types of communication skills that care practitioners use, as well as the reasons why they are important. You will also learn about the barriers to communication that practitioners may face and the different techniques that can be used to overcome these.

This unit examines systems within the body such as the digestive system and the cardiovascular system, students will learn the organs that make up the system as well as their functions, students will also learn disease associated with the body system, the symptoms of the disease and why they happen. Students will as need to know how the diseases can be diagnosed. Students will have the opportunity to use formula to work out BMI, have the opportunity to work out a person’s pulse and use a peak flow kit to measure how quickly people can blow air out of their lungs.

Students will learn about the different types of creative activities that are available, and the different needs these activities address for children and young people, adults and older adults. You will be able to explain how creative activities can help with a person’s physical, intellectual, emotional and social development. You will also learn about the many benefits of participating in creative activities and how to encourage positive experiences for all those who take part in and support them.

CLASSROOM ACTIVITES AND ENRICHMENT

You will have the opportunity to practically demonstrate effective communication skills in a health, social care or early years setting through the use of role play and presentation tasks. You also will have the opportunity to plan and carry out a creative activity suitable for an individual or group in a health, social care or early years setting. Discussions, presentations and role plays are often used in the classroom.

ASSESSMENT

RO21: Essential values of care for use with individuals in care settings (externally examined unit work 25% of final grade)

RO22: Communicating and working with individuals in health, social care and early years settings (internally examined unit work 25% of final grade)

RO25: Understanding body systems (internally examined unit work 25% of final grade)

RO27: Creative activities to support individuals in health, social care and early years settings

WHAT THE STUDENTS SAY

“What I enjoy about health and social care is the skills you learn for more medical and care jobs. Learning about the different ways to effectively talk and be able to handle a situation with someone who might struggle more really helps with the career choices I would want to make.” – Year 10 student

“Health and social is such an interactive subject. You get to work with your classmates and do group work and everyone shares their ideas. You learn about the different types of communication & have a clear understanding of security and safety.” – Year 10 student

“What I like about health and social care is that it helps you develop a deeper knowledge in communication, health and safety, equality, and diversity. It also helps you develop your skills and abilities to analyse and evaluate information, communicate effectively with individuals, groups, and organisations and how to produce accurate records and make informed decisions.” – Year 10 student

CONTACT

Head of Health and Social Care - Ms Jouvel: Jjouvel@deptfordgreen.co.uk



Where could HEALTH AND SOCIAL CARE take you?

- **T Level Health**
- BTEC Health and Social Care
- A Level Combination: Health and Social Care with Biology

- Level 2 Health and Child Care Traineeship
- Level 3 Apprenticeship Early Year Educator



University:

- Child or Adult Nursing at **University of Birmingham**
- Physical activity and Health Promotion BSc at **Oxford Brookes University**

SKILLS:

CARE AND COMPASSION
HONESTY AND INTEGRITY
TEAM WORK



Apprenticeships ideas:

- Level 3 Apprenticeship Youth Worker
- Level 5 Higher Apprenticeship in Care Leadership and Management

Work Experience Tip: take part in leadership programme at school, volunteer for a local charity or local care home or part time work in any retail environment

Careers Ideas: Medicine Management Technician, Social Worker, Occupational Therapist, Community Health Promotion Manager

BUSINESS & ENTERPRISE

PATHWAYS 1-3

LEVEL 1/2

EXAM BOARD - NCFE

"An entrepreneur is someone who jumps off a cliff and builds a plane on the way down."

THINK ABOUT CHOOSING BUSINESS IF YOU ENJOY:

SOVING PROBLEMS	LEARNING HOW BUSINESSES WORK	BEING ENTREPRENERIAL
WORKING WITH OTHERS	PRACTICAL TASKS IN LESSONS	LEARNING FROM INDUSTRY LEADERS

CONTEXT

Studying business at Deptford Green is an ideal platform for students to maximise their progress and attainment by developing the skills and talents they already hold and through practical participation in a range of vocational business activities. Thus, students become equipped with the knowledge, understanding and skills to progress onto the next stage of their education, irrespective of their prior attainment. The course gives students the opportunity to have a deeper understanding of the concept of the real business world and help to shape and inspire them to enter into the world of business. Learners also partake in a range of enrichment opportunities that help them become responsible citizens capable of making positive contributions to society.

THE QUALIFICATION

We currently offer the NCFE Level 1/2 Technical Award in Business and Enterprise. It is aimed at 14–16-year-olds studying Key Stage 4 curriculum who are interested in the business and enterprise industry sector. It complements GCSE qualifications and is designed to match the rigour and challenge of GCSE study. The qualification is graded at Level 1 Pass/Merit/Distinction/Distinction* and Level 2 Pass/Merit/Distinction/Distinction* (equivalent to GCSE grades 8.5–1).

CLASSROOM ACTIVITES AND ENRICHMENT

The NCFE Level 1/2 Technical Award in Business and Enterprise follows a 3 year flight path, starting with the introductory course in Year 9, which then leads to the final NCFE course in Year 10 & 11. The classes will normally have five sessions each over a fortnight and all students should experience most of these activities:

- Discussion - one to one or in groups
- Research – group or individual using a variety of methods
- Report writing – manually or using ICT
- Presentations – in groups or individually
- Practical work

- Display work
- Visits to organisations/companies
- Work with visitors

ASSESSMENT

At KS4, year 10, it is expected that business students sit for an externally assessed paper and in year 11 they complete their synoptic assessment. The Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way.

It enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills. As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-world situation.

WHAT THE STUDENTS SAY

"Business is universal. There are many opportunities that you can apply a business degree to. So far, this education has been very enlightening and satisfying." – Year 10 student

"I like studying business and enterprise because the skills I learn can easily be transferred to just about any future career or job position." – Year 10 student

"I like studying business and enterprise because it teaches me very useful skills that I could use in the future to have a successful business and be a good business owner. I also enjoy studying business and enterprise because I find it very interesting and it applies to the career that I want to pursue in the future." – Year 10 student

"It's nice to see behind how the world operates every day and I'd like to take it as an A level." – Year 10 student

"So I know how to be a successful entrepreneur and learn how to satisfy customers with high-quality products." Year 10 student

CONTACT

Mr Aniagwu – Head of Business and Enterprise - naniagwu@deptfordgreen.co.uk



Where could **BUSINESS** and **ENTERPRISE** take you?

Example A Levels combination:
Business, Geography and Computer Science

T LEVEL Digital Business Services

Not yet got the grades for L3, need more time? You can start at L1 or L2 in college

Get Involved in our Enterprise Challenges!



University: Business Analytics and Management BSc at **University of East Anglia**

Could you run your own business while at University?

DG alumni ran a cake order business while studying Biomedical Science

SKILLS:

- COMMERCIAL AWARENESS
- DATA ANALYSIS
- PEOPLE SKILLS

Could lead to APPRENTICESHIPS:

Level 3 Macro Research Associate Morgan Stanley
Level 6 Commercial Real Estate at TFL
Level 7 Assurance at EY

More UNIVERSITY Degree examples:

Business Studies and Japanese BSc at **Cardiff University**

Business with Marketing BSc at **City University of London**



CAREERS IDEAS:

Risk Manager, Investment Administrator, Entrepreneur, IT Sales consultant, Retail buyer, Building Services Project manager

SPORTS STUDIES

PATHWAYS 1,2,3

LEVEL 1&2

EXAM BOARD – CAMBRIDGE

“PE is Powerful Education”

THINK ABOUT CHOOSING SPORTS STUDIES IF YOU ENJOY:

ANALYSING SPORTS PERFORMANCE	PRACTICAL PE	RESEARCHING CAREERS IN SPORT
COACHING AND REFEREEING	EXTENDED WRITING	USING ICT

CONTEXT

As a PE team, we aim to create an enjoyable and engaging environment where all pupils experience success through a range of sports. Our wide and varied curriculum provides the opportunity for pupils to develop a range of skills which are necessary for sport and everyday life.

It is important that every child gets the chance to experience a range of individual and team sports with the aim to motivate them to continue with physical activity in life beyond school. At Deptford Green we offer a wide range of sport such as football, basketball, handball, table tennis, badminton, fitness, cricket and athletics. We have also begun many links with clubs outside of school such as a local boxing club, a basketball club and others.

THE QUALIFICATION

Students who select Sport Studies as an option for GCSE will have five hours of lessons over two weeks. Within the course, we cover a range of topics such as Contemporary Issues in Sport, Developing Sport Skills, Sports Leadership and Working in the Sport Industry. The course is made up of four units, one being an exam and the other three being a mixture of coursework and practical performances. The course is a natural progression for students who wish to study sport in college as most colleges offer the Level 3 Sport Studies Course.

CLASSROOM ACTIVITIES AND ENRICHMENT

Extra-curricular activities are very important to the PE team at Deptford Green. We aim to offer activities every day at lunch and after school. Our extra-curricular clubs range from basketball and badminton at lunchtime to fitness, football and handball after school. We have also entered teams into the National Indoor Rowing Competitions.

ASSESSMENT

Students will be assessed practically in a number of sports, submit coursework and take one externally marked exam.

WHAT THE STUDENTS SAY

“I enjoy the coaching unit in Sport Studies as you create your own coaching plan and then you have to coach members of your class. I chose basketball and my lesson was based on shooting. I enjoyed the session and the feedback I got was good in order to improve for next time.” – Year 11 student

“In Sports Studies we use laptops and Microsoft teams a lot in lessons, this is good as I can complete my assignments online and then improve them at home.” – Year 11 student

“The exam unit is interesting as we learn about the different groups of people who participate in sport and we learn about what stops certain people to participate in sport. We have also learnt about performance enhancing drugs in sport which is interesting.” - Year 11 student

CONTACT

Head of PE- Mr Conway - JConway@deptfordgreen.co.uk



Where could SPORTS STUDIES take you?

Want to work as an activity leader, outdoor activity instructor or sports coach?

Level 2 Diploma in Sports Coaching combines college and work experience in local Leisure Facilities.

BTEC Level 3 Extended Diploma Sport and Exercise Science has more theory than the **BTEC Extended Diploma in Sport** and better suited for students doing well in sciences. You can progress to **university** to study a range of subjects such as Physical Education, Sports & Exercise Science, Sports Therapy or Physiotherapy.



Apprenticeship:

Activity Leadership AHOY Center in Deptford

University:

Sport Coaching BSc **Bournemouth University**

SKILLS:

COMMUNICATION
RESILIENCE
LEADERSHIP
TEAMWORK



COMMUNITY SPORT AND HEALTH OFFICERS engage people in sport and physical activity across local communities.

OUTDOOR ACTIVITY INSTRUCTORS guide children and adults in activities such as canoeing, sailing, climbing....

Dreaming of becoming a professional athlete, Football player, Boxer, Sprinteryou will need to put in hard work and perspiration! Get involved in a club and train..

💡 **SUMMER JOB IDEA:** Summer Camp Activity Leader
£12/ hour

More Career Ideas:

Sports Turf Operative, Events Assistant, Teaching Assistant / Teacher, Firefighter, Netball Development Officer, Digital Content Creator at FA

INFORMATION TECHNOLOGIES

PATHWAYS 2,3

LEVEL 1/2

EXAM BOARD – OCR

"I do not fear computers. I fear the lack of them." Isaac Asimov

THINK ABOUT CHOOSING I.T. IF YOU ENJOY:

CREATING REAL LIFE DATA SOLUTIONS	USING TECHNOLOGY	LEARNING HOW TO MANAGE SECURITY SYSTEMS
PLAN DEVELOP AND REVIEW PROJECTS	BEING INSPIRED AND CREATIVE	DEVELOPING PROJECT MANAGEMENT SKILLS

CONTEXT

Information Technologies aims to develop confident, forward thinking students who are knowledgeable about the use and purpose of technology in everyday lives. The main focus is to develop students who are reflective and logical thinkers with the ability to apply computational techniques when solving problems. By the end of the course, students would have developed employable and transferable. Students will learn through practical real life problem solving task and modelling, as well as conducting research, data processing, programming and computational thinking which will enable them to become independent learners who are creative, responsible and competent.

THE QUALIFICATION

This qualification is suitable for students aged 14-16 who wish to develop applied knowledge and practical skills in using Information Technologies

Students will learn about tools and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. They will also be taught what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to mitigate the risks of cyber-attacks. Through this qualification they will be able to select and use the most appropriate technology safely and effectively, to complete a data management task, such as monitoring customers' data and making recommendations. They will also learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle. The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study. They will also develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies.

CLASSROOM ACTIVITIES AND ENRICHMENT

- Discussion
- Research
- Problem Solving
- Practical programming and data management task.
- Coding Club
- Technology seminars
- Programming workshop at TFL
- Visit to Technological Companies

HOW WILL I BE ASSESSED?

Students will study two units with a final assessment being an exam and an internally assess task. Information Technologies is comparative and equivalent to GCSE qualifications and is designed to match the rigours and challenges of GCSE study with grades ranging for pass – distinction*

WHAT DO THE STUDENTS SAY?

IT is an innovative subject, during studying IT I am able to plan, design and develop digital products. This has also developed my IT skills when using the computer or other devices.

Main reason why I enjoy the subject because it is very practical for people who would like to work in big company and complete products for clients, it gives you experience in creating product, analysing the client brief, and understanding of client wants.

A useful skill I got from studying IT, is understanding of target audience and how it may affect the product, this skill is very useful on any job you want to do, like designers, architectures or game development. I highly recommend looking at IT as one of options if you want to work in creative jobs like design industry or creation of products, it will help you in future.

CONTACT

Head of Computing- Ms Knight - nknight@deptfordgreen.co.uk



Where could IT take you?

BTEC L3 Extended Diploma in Information Technology can lead to Apprenticeships or Degrees in information systems, computer animation, website design or database administration.

T LEVEL IN DIGITAL SUPPORT SERVICES: T Levels are L3 Technical qualifications that include 20% of your time in work experience.

 **BTEC Level 2 Certificate in ESports**

University:

Computing for Business BSc at **University of East London**

Disruptive Technologies FdSc at **Chichester College**



Jobs will change and new jobs will emerge as Technology continues to evolve and develop but you need ICT Skills in everyday life and all jobs, regardless of the level and sector, will require you to have ICT Skills.

Apprenticeships ideas:

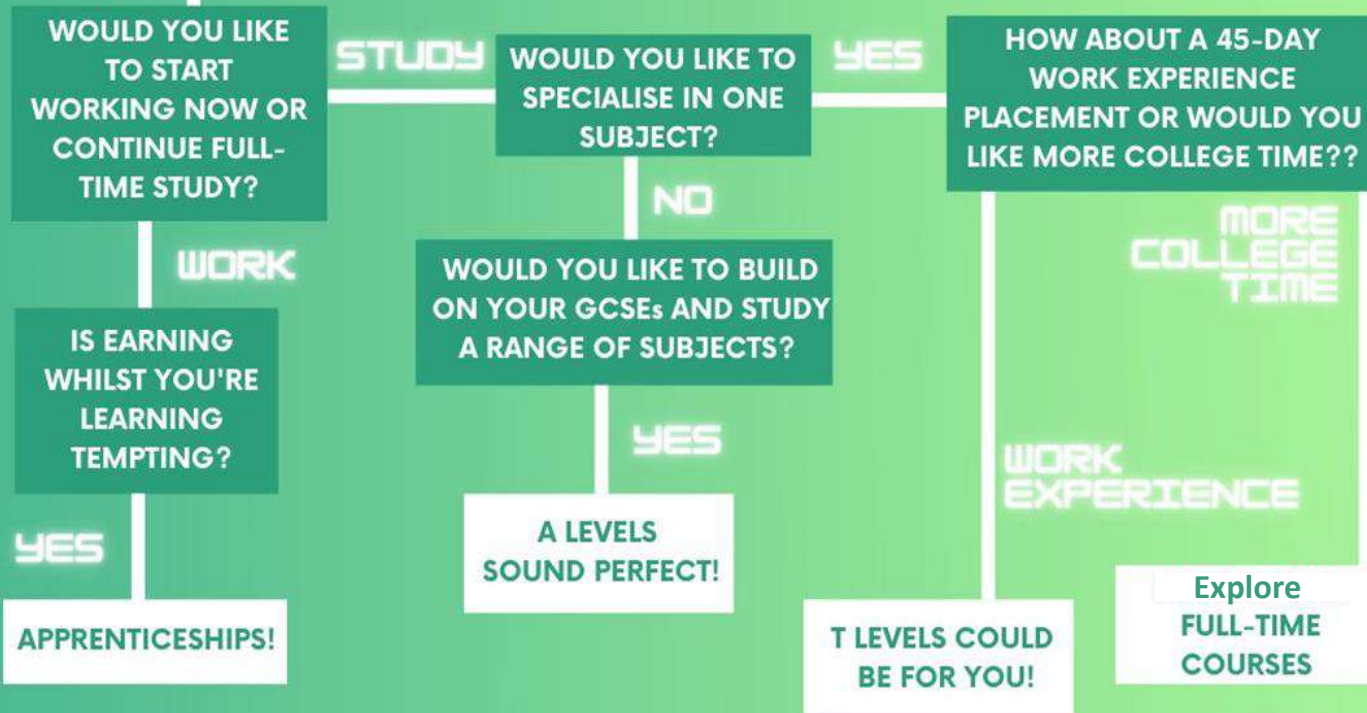
- Level 3 IT Solution Support
- Level 3 Digital Display Activation Assistant at OMD
- Level 4 Prime Brokerage Client Coverage

INFRASTRUCTURE TECHNICIANS set people up on Information Technology (IT) systems, provide support and solve problems to help organisations run smoothly.
More career Ideas: Network Manager, Database Manager, CAD Technician, Project Manager.

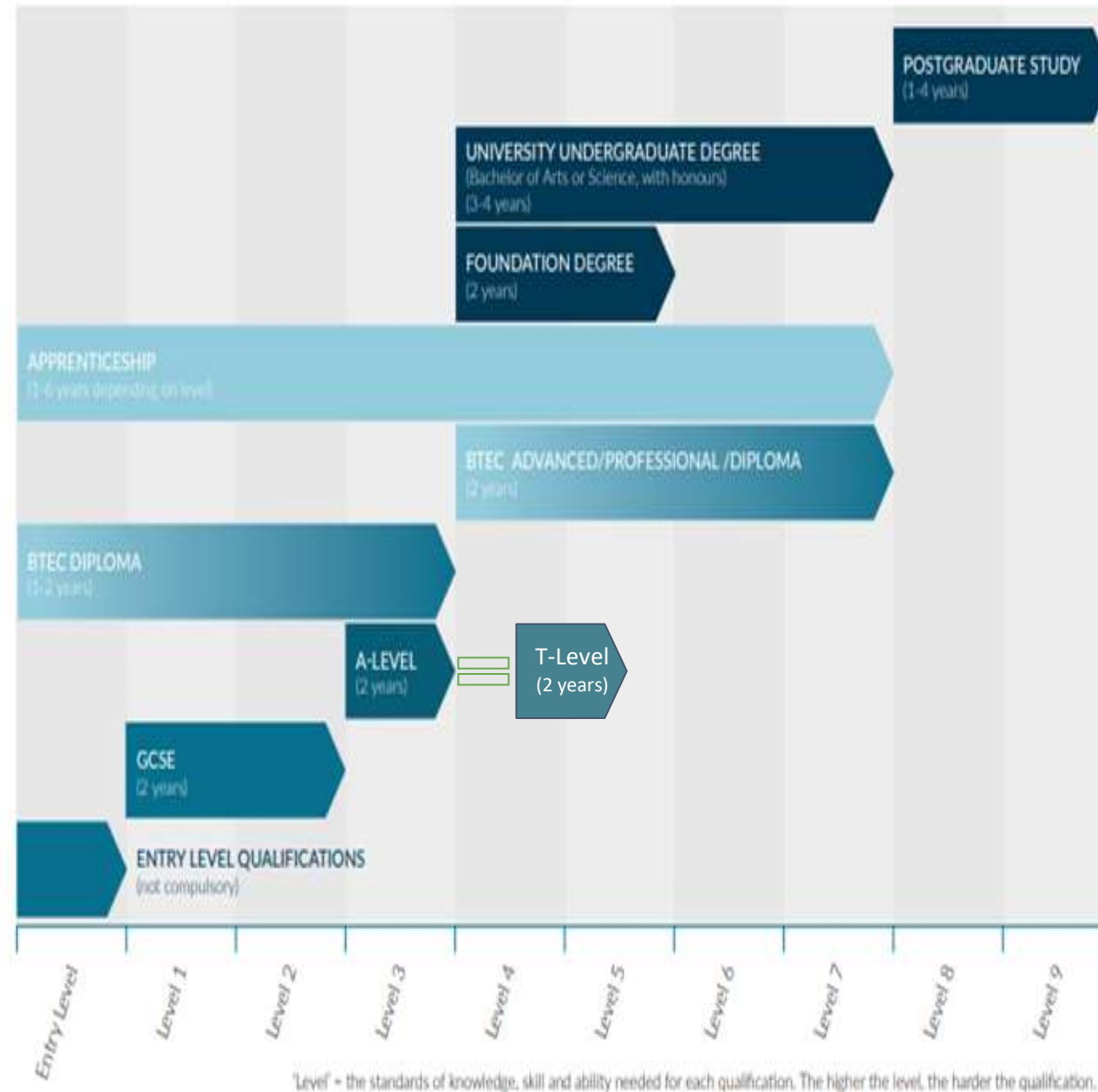
DIGITAL AND TECHNOLOGY SOLUTIONS PROFESSIONALS investigate, identify and implement technology solutions so businesses can develop new products and services and increase their productivity.



"I'M NOT SURE WHAT MY NEXT STEP SHOULD BE..."



POST-SCHOOL PATHWAYS EXPLAINED



POST-16 OPTIONS

KEY TERMS AND DEFINITIONS

ENTRY LEVEL	These are qualifications which demonstrate basic knowledge and skills.	APPRENTICESHIP	A training route: You're an employee with a contract of employment and holiday leave. By the end you will have an education-equivalent qualification matching the level of Apprenticeship you complete.
GCSE	General Certificate in Education: Demonstrates good knowledge/ understanding and skills.	FOUNDATION DEGREE	Academic and vocational qualification in higher education, equivalent to two thirds of an honours bachelor's degree.
A-LEVEL	Advanced Level: Shows the ability to gain or apply a wide range of knowledge in subject-based qualifications. Each A-Level is worth a certain amount of UCAS points, which can be used to apply to University.	BACHELOR OF ARTS (BA)/BACHELOR OF SCIENCE (BSC)	The most common type of undergraduate degree: usually lasts 3/4 years when studied full time.
BTEC DIPLOMA	Business and Technology Education Council: A specialist work-related qualification. Each BTEC diploma is worth a certain amount of UCAS points, which can be used to apply to University.	HONOURS	Means you attended a 3-year bachelor's and completed a dissertation in your final year. (Most undergraduate degrees in the UK are with honours).
ADVANCED/ PROFESSIONAL DIPLOMA	A higher level specialist work-related qualification.	RUSSELL GROUP UNIVERSITY	A group of universities with a shared focus on research and a reputation for academic achievement. Usually these universities are at the top of league tables.
UNDERGRADUATE	Your first degree—usually a BA or a BSc.	POSTGRADUATE	A range of qualifications you can do after you have completed an BA or BSc.
UCAS	The Universities and Colleges Admissions Service: They operate the admissions process to University in the UK.	DEGREE LEVEL APPRENTICESHIP	As with lower-level apprenticeships, you are employed by a company, but you spend part of your time at university and the rest with your employer.



Introducing
T-Levels

Currently, what are the options after GCSEs?
If you have achieved 5 GCSEs at 4/5 and above including English and Maths, you can do:



- An Extended Diploma (worth three A-levels)
- A Diploma (worth two A-levels)- can add one A-level
- A Foundation Diploma (worth 1.5 A-levels) -can add two A-levels
- Three A Levels
Usually need 6 + average GCSEs with 6 in the subjects chosen
- A T Level (worth 3 A Levels)
- An Advanced (Level 3) Apprenticeship (worth 2 A Levels and paid)

T Levels will eventually become one of the main choices for students after GCSE alongside:

- Apprenticeships for students who wish to learn a specific occupation 'on the job'
- A levels for students who wish to continue academic education

T Level courses are technical qualifications (equivalent to 3 A Levels) developed with employers to match industry skills demand and include:

- Core theory, concepts and skills for an industry area
 - Specialist skills and knowledge for an occupation or career
 - Industry placement with an employer
- Minimum standard in Maths and English if students have not already achieved them

T LEVELS INTRODUCTION TIMELINE



September 2020:

design, surveying and planning for construction

digital production, design and development

education and childcare

September 2021:

building services engineering for construction

digital business services

digital support and services

health

healthcare science

onsite construction

science

September 2022:

accounting

design and development for engineering and manufacturing

engineering, manufacturing, processing and control
finance

maintenance, installation and repair for engineering and manufacturing

management and administration

September 2023:

Animal care and management

agriculture, land management and production

catering

craft and design

hair, beauty and aesthetics

human resources

legal

media, broadcast and production

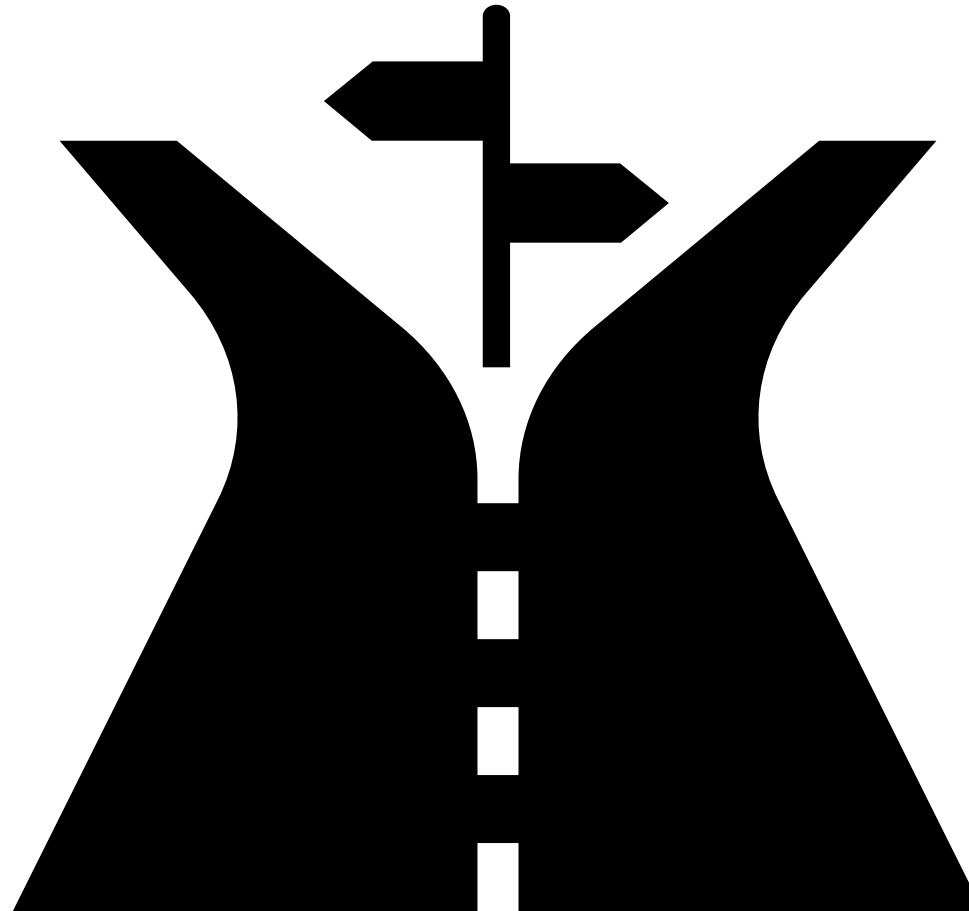
What is next after GCSEs?

If you have not yet achieved 5 GCSEs including English and Maths, you could do:

**Level 2
qualification
(1 year)**

Followed by

**Level 3
qualification
(2 years)**



Entry Level

Level 1

Level 2

Traineeship

CORE

- **If you have not yet achieved a minimum of grade 4 in English Language and in Maths at the end of Year 11:**
- You will either retake your GCSE or take a Functional skills qualification alongside your Post-16 course
- Students interested in taking a new subject at A Levels, such as Economics or Psychology, will usually need a 5/6 in English and Maths GCSE

