



COWLEY
INTERNATIONAL COLLEGE

The Curriculum at Cowley International College

Updated July 2019

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The Curriculum at Cowley International College

The last Ofsted inspection took place in 2016 and rated Cowley as a good school. The intent of the college's curriculum is to provide a flexible personalised curriculum, which promotes learning and achievement. The curriculum at Cowley is designed to prepare students for life in modern Britain. It is inclusive and flexible to cater for the needs of all students providing them with learning opportunities to achieve success and progress to the next stage. It promotes active and independent learning in an ICT rich environment.

In Years 7 and 8, the Key Stage 3 curriculum is organised into two population groups, each with five teaching sets. Students are organised into these teaching sets based on the prior attainment data from the KS2 tests in English and Maths and the CAT test results that are taken at the end of Year 6. At Key Stage 3, all students study English, Maths, Science, Design and Technology, Computing, History, Geography, Religious Education, a Modern Foreign Language, Art, Music, Physical Education, Personal and Social Education and Citizenship. Some students can opt to study Mandarin as a second Modern Foreign Language in Years 7 and 8.

The three year Key Stage 4 curriculum begins in Year 9. Students are allocated into two pathways; one which is broadly academic and another which combines both academic and vocational programmes. The students study a core curriculum, whilst also choosing their individual options from a range of GCSE or BTEC subjects. Some students are then able to take one additional subject, which they study in Years 10, and 11. The Key Stage 4 prior attainment data, assessment tests and predicted grades are used to determine the relevant pathway for each student. All the pathways offer progression routes to Sixth Form courses, further education or apprenticeships. More detail about the Key Stage 4 pathways and courses available can be found in Year 8 and 9 options booklets, which can be found on the college website. The Key Stage 4 core curriculum consists of English, Maths, Science, Computing, Physical Education, Personal and Social Education and Citizenship. The Key Stage 4 curriculum offers flexible, personalised learning opportunities to suit the needs of all our students and this includes GCSE, English Baccalaureate and BTEC courses. The importance of Cowley's great sporting tradition continues to be recognised by the school through its continued commitment to organised games. Cowley is also a leading college for the provision of vocational education qualifications and the arts.

The Sixth Form at Cowley is unique in that it offers students the possibility of studying the A-level and BTEC qualifications. In total, there are approximately 40 A-level and BTEC subjects on offer in the sixth form. Sixth form students can also follow three work-related course, namely; the nurse cadet programme that is run in conjunction with Whiston and St Helens Hospital, the construction course that offers long-term placements with employers from the construction industry, and the Foundation course that blends GCSE resits with a Level 3 BTEC course and a long-term work placement.

More details about all these courses can be found in the Sixth Form section on the college website, alongside details of the KS3 and KS4 curriculum offer.

<http://www.cowley.st-helens.sch.uk/>

English at Cowley International College

The English team is committed to developing students' understanding of the wider world and their ability to express themselves articulately and with confidence. We follow an innovative language-through-literature curriculum in order to share our passion and knowledge of our subject and to develop a deep shared understanding of texts and ideas. The curriculum is broad and engaging, with the aim of improving pupils' skills in speaking, listening, reading and writing in order to fully prepare them for life in modern Britain.

At Cowley, reading is central to the teaching and learning experience. Reading widely for pleasure is encouraged at all times and the college library is central to our vision. Accelerated Reader provides a personalised reading programme for each student; we shadow the Carnegie Prize for children's literature and we organise visits to theatres and from published authors and poets. Our students enjoy a rich and varied diet of classic and modern literature including prose, poetry, drama and non-fiction. Texts are drawn from the great British literary heritage as well as from different cultures and traditions.

Our curriculum topics and set texts help to introduce and contextualise engaging writing tasks which further consolidate learning. Students are taught to produce clear and accurate written texts in a variety of styles and to meet the needs of different purposes and audiences. Speaking and listening skills are taught explicitly and all pupils are encouraged to express their ideas confidently in a variety of situations.

Year 7	Key stage	3
<p>In Year 7, students are assessed formally at the start and end of the year, as the culmination of a sequence of themed units which are intended to develop a range of skills and deep understanding of how language can be used in literary texts. The curriculum for this year focuses on fiction with students designing their ideal books. It also requires them to have a broader and more mature understanding of literature in terms of genre. Creative writing is developed through narrative and character-based tasks, and non-fiction is included at the end of the year to capitalise on school initiatives such as Pulse TV, the BBC School Report and the Y6 journalism event.</p> <p>Term 1a: The book I'd like to read Term 1b: Prose novel: 'Once' Term 2a: Drama: Shakespearean Tragedy Term 2b: Poetry: Experiences of War Term 3a: Dickens Author Study Term 3b: In the News</p>		

Year 8	Key stage	3
<p>As in the previous year, Year 8 students are assessed formally at the start and end of the year after studying themed units and a range of literary texts. The focus of this year is non-fiction with students creating their own charity campaigns, writing advice letters for teachers and developing their understanding of effective speech writing. In mixed ability classes, students are encouraged to articulate and exchange their views by exploring the personal challenges and societal issues presented in their set texts, culminating in a debating competition between classes.</p> <p>Term 1a: Charity campaigns Term 1b: Prose novel: 'A Monster Calls', 'Wonder' or 'Face' Term 2a: Drama: 'Our Day Out' Term 2b: Poetry: Society & Protest Term 3a: Journeys & Adventures Term 3b: Up for Debate</p>		

Year 9	Key stage	3
<p>We continue to fulfil the National Curriculum in Year 9 by offering a broad and varied curriculum with a range of challenging literary texts. Two themed units draw on topical events and real experiences to link our studies meaningfully to the wider world. The curriculum is challenging and intended to provide a platform into Key Stage 4 by introducing some of the set texts from GCSE English Literature, particularly for students in the A+ pathway who will be entered for the qualification in Year 10. Students continue to use talk as a learning tool whether to debate interpretations of texts or to plan engaging writing, and also deliver presentations to the class in the final unit.</p>		
<p>Pathway E Term 1a: Prose novel: 'The Woman in Black', 'Of Mice and Men', 'Trash' or 'Stone Cold' Term 1b: First-person narratives & Fire Term 2a: Lit C1 Shakespeare: 'Macbeth' Term 2b: Comparing Relationships Poetry Term 3a: Heroes Term 3b: Places I'd Like to Go</p> <p>Pathway A+ Term 1a: Fire & First-person narratives Term 1b: Prose novel: 'A Christmas Carol' Term 2a: Lit C1 Shakespeare: 'Macbeth' Term 2b: Comparing Relationships Poetry Term 3a: Heroes Term 3b: Places I'd Like to Go</p>		

Year 10	Key stage	4
<p>The full GCSE course begins in Year 10 studying the AQA specification for English Language and the EDUQAS specification for English Literature. Considerable focus is placed on the set texts for English Literature so that they can be explored, understood and also revisited later in the course as students mature. A key feature of the language-through-literature curriculum is that literary texts are used to inform and stimulate skills work for English Language, with a range of reading and writing activities integrated into each unit. Writing remains an important focus with students producing articles and film reviews linked to the set texts.</p>		
<p>Students in Pathway A+ are entered for GCSE English Literature in Year 10 so that they can focus on one specification at a time. The principles of consolidation, interleaving and linked writing tasks are still upheld with learning building on the introductory work completed in Year 9 and similar article and review writing tasks being completed.</p>		
<p>Pathway E Term 1a: Lit C2 Post-1914 Prose/Drama 'An Inspector Calls' Term 1b: Lit C2 C19th Prose: 'A Christmas Carol' Term 2a: Lit C1 Shakespeare: 'Macbeth' Term 2b: Unseen & War Poetry Term 3a: Representations of War Term 3b: Spoken Language</p> <p>Pathway A+ Term 1a: Lit C2 Post-1914 Prose/Drama 'An Inspector Calls' Term 1b: Lit C2 C19th Prose: 'A Christmas Carol' Term 2a: Lit C1 Shakespeare: 'Macbeth' Term 2b: War & Nature Poetry Term 3a: Unseen Poetry & Lit Revision Term 3b: Representations of War & Spoken Language</p>		

Year 11	Key stage	4
<p>The Year 11 curriculum has been designed to enhance students' skills and understanding by consolidating the knowledge and skills learned during the previous four years. Key topics and texts are revisited to extend students' learning further, and students are challenged to discuss and debate conflicting ideas when comparing texts for Language Paper 2 or when interpreting works of literature. In Pathway E, students focus on Language Paper 2 and the nature poems before revising all the course content for English Language and English Literature. In Pathway A+, students have the opportunity to focus on English Language only and alternate between each paper. All students sit mock examinations before the Christmas and Easter breaks.</p> <p>Pathway E Term 1a: Lang Paper 2 & Nature Poetry Term 1b: Lang Paper 2 & Lit C1 revision Term 2a: Lang Paper 1&2 revision Term 2b: Lit C2 revision Term 3a: Lang & Lit revision Term 3b: Examinations</p> <p>Pathway A+ Term 1a: Lang Paper 2 Term 1b: Lang Paper 1 Term 2a: Lang Paper 2 revision Term 2b: Lang Paper 1 revision Term 3a: Lang Paper 1&2 revision Term 3b: Examinations</p>		

Year 12	Key stage	5
<p>The English Department offer two possible progression routes into the Sixth Form: A Level English Language and A Level English Literature. There is also the opportunity for students to resit GCSE English Language. In line with the rest of the English curriculum, students are encouraged to develop their passion for reading, to discuss and explore ideas fully and to write with confidence by expressing themselves articulately and for effect. Studying at Key Stage 5 encourages students to think critically and maturely about adult issues, and to have broader knowledge of the genres and cultures that have influenced the production of language and literature.</p> <p>Both the A Level courses follow EDUQAS specifications and are made up of four components each: three are externally examined and worth 80% of the final grade, and there is also a coursework project worth 20%. The coursework project is introduced towards the end of Year 12 and it is expected that students do the bulk of this work independently over the summer holidays. Year 12 students sit internal examinations in January and June.</p> <p>English Language Component 1: Language Concepts & Issues: analytical work on spoken English and power Component 2: Language Change Over Time: initial work on Standard English Component 3: Creative & Critical Use of Language: thematic work on genres and situations Component 4: Language & Identity: investigation work on gender and culture leading to coursework draft</p> <p>English Literature Component 1: Poetry: Seamus Heaney's 'Field Work' & Owen Sheers' 'Skirrid Hill' Component 2: Drama: 'The Tempest', 'A Streetcar Named Desire' and 'The Duchess of Malfi' Component 3: Modernism investigation introducing unseen prose from 1918-1939 & unseen poetry Component 4: Dystopian Fiction: 'A Handmaid's Tale' and 'The Road' leading to coursework draft</p>		

Year 13	Key stage	5
<p>As with the GCSE course, the majority of texts and topics are introduced in first year of the course so that students can focus on consolidating their skills and knowledge in the final year. Year 13 students sit mock examinations in January.</p> <p>English Language Component 1: Language Concepts & Issues: child language acquisition & revision of previous topics Component 2: Language Change Over Time: C21st English & Language Change (1500-present) Component 3: Creative & Critical Use of Language: creative writing & commentaries Component 4: Language & Identity: final version of coursework submitted in December</p>		

English Literature

Component 1: Poetry: selected poems by John Keats & revision of previous set texts

Component 2: Drama: revision of all set texts

Component 3: Unseen prose from 1918-1939 & unseen poetry

Component 4: Dystopian Fiction: final version of coursework submitted in December

For further information about the English curriculum, please contact:

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Mathematics at Cowley International College

Year 7	Key stage	3
<p>In Year 7 we have designed a scheme of work that develops what pupils have learnt at primary school. Our pupils build on their Key Stage 2 learning and make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.</p> <p>The curriculum for Year 7 covers new learning with particular reference to topics such as algebra, probability and statistics and we aim to ensure that pupils gain key skills including developing their problem-solving skills and ability to communicate mathematically.</p>		
Year 8	Key stage	3
<p>In Year 8 our pupils build on their Year 7 learning and continue to extend their Mathematical knowledge. We put a lot of focus on ensuring that pupils are ready to start their GCSE course and encourage problem solving and reasoning opportunities in all of our lessons. Pupils are exposed to more challenging work throughout the year and more complex multistep problems with a greater literacy content.</p>		
Year 9	Key stage	4
<p>In Year 9, students begin their GCSE course, building on the skills learned in lower school and preparing them for Years 10 and 11. Pupils will sit their exams at the end of Year 11.</p> <p>An emphasis is placed on learning the key skills and knowledge that students will need in Years 10 and 11. Students will be taught across the six key areas of mathematics, notably, Number, Ratio and Proportion, Algebra, Geometry and Measure, Statistics and Probability. Students will be taught via a number of small topics which each focuses on an area of Mathematics, whilst also drawing upon links to other areas. Regular assessments will inform their development across each of these areas. Students will be expected to complete weekly homework via MathsWatch which consolidates the work done in lessons. Prior to assessments, students will be given revision tasks in order to support their Independent Study.</p>		
Year 10	Key stage	4
<p>In Year 10, students continue their GCSE course, building on the skills learned in Year 9 and preparing them for Year 11 and GCSE Examination. An emphasis is now placed on applying the key skills that they have learnt to functional and real-life problems. Again, Students will be taught across the six key areas of mathematics, Number, Ratio and Proportion, Algebra, Geometry and Measure, Statistics and Probability.</p> <p>The big change in Year 10 is that students will complete all work in folders with the aim of ensuring work is easy to revise from. An emphasis is given on taking good notes which can be used in Independent Study. Again, regular assessment throughout the year informs us and the student of progress and attainment. These assessments are planned to replicate the style of questions that students will meet in their GCSE Exams. Through assessment, and regular marking of work, students become increasingly aware of strengths and weaknesses. Students will be expected to complete weekly homework via MathsWatch which consolidates the work done in lessons. Prior to assessments, students will be given revision tasks in order to support their Independent Study.</p>		

Year 11	Key stage	4
<p>In Year 11, students begin their final year of their GCSE course, building on the skills learned in Years 9 & 10 and preparing them for their examinations at the end of Year 11. Students will consolidate their learning in readiness for the GCSE's. A large emphasis is placed on targeting topics which students struggle with both as individuals and as a whole-class. These areas are identified via analysis of assessments, which take place on a half-termly basis.</p> <p>Students are provided with a weekly homework in the form of an examination booklet which they are expected to complete as part of their Independent Study. This is assessed by the class teacher before which students are expected to go away and make corrections in order to improve. Class teachers will identify, from these, areas of weakness, and address these areas in forthcoming lessons.</p> <p>The use of intervention strategies in Year 11 is widespread, with some students requiring further given one-to-one tuition. That said, many of our class sizes are extremely small, so that students are able to receive maximum time in lessons with class teachers.</p> <p>At the top end, students are encouraged to strive to achieve Grades 8 and 9, and are encouraged to follow one of the sixth form courses in Year 12 such as A Level Mathematics or Core Mathematics.</p>		

Year 12	Key stage	5
<p>Mathematics at Cowley in Year 12 can be accessed in 4 different ways.</p> <ol style="list-style-type: none"> 1. All students who have not yet secured a grade 4 pass at GCSE Mathematics are required to continue their GCSE mathematical studies in the sixth form. Taking exams in November and/or June. They may also be able to take additional mathematics exams in Functional Skills. 2. Students who pass GCSE Mathematics with a grade 4 or higher and who also elect to study A-levels in Physics, Biology or Chemistry will be asked to also study mathematics for an additional year to support their science-based A-levels. At the end of Year 12 they will then take the AQA Mathematical Studies examination, which carries UCAS points and will significantly improve their chances of success in their other A-levels. 3. Students who secure at least a grade 6 at GCSE Mathematics will be able to take A-level Mathematics. This is a 2-year course, with internal examinations at the end of Year 12. All students will follow the OCR (A) specification, which includes Pure Maths, Statistics and Mechanics. There is no coursework for this subject. 4. Students who secure at least a grade 7 at GCSE Mathematics will be able to take A-level Further Mathematics. Students will only take this subject if they love the algebraic aspects of mathematics, as it has to be taken in addition to A-level Mathematics. All students who take Further Mathematics must take 4 subjects in the sixth form, as opposed to the more common 3 subject model. This is a 2-year course, but with external AS examinations at the end of Year 12. All students will follow the OCR (A) specification, which includes Further Pure Core Maths, Statistics and Mechanics. There is no coursework for this subject. 		

Year 13	Key stage	5
<p>In Year 13, students can continue with their GCSE or Core Maths studies as required.</p> <p>In addition, students are expected to continue with their A-level Mathematics. This course will build on the work completed in Year 12, and continue to expand their work in Pure Maths, Statistics and Mechanics.</p> <p>Students who have previously taken Further Mathematics in Year 12 are expected to continue in Year 13, but are not obliged to do so as they will already have taken the AS examinations in Year 12. Those that do continue to study Further Mathematics in Year 13 will build on their understanding of Further Pure Core Maths, Statistics and Mechanics.</p>		

For further information about the Mathematics curriculum, please contact:

Name Mr S Howarth
Title Head of Mathematics

Science at Cowley International College

Year 7	Key stage	3
<p>Students in Year 7 will follow the first year of the Cowley KS3 Science Programme, a new tailor made programme of study designed using the combined expertise of Science teaching staff across our federation. The Cowley KS3 Science Programme recognises that not all students have the same experience studying Science at KS2, and therefore aims to ensure that all Year 7 students have a strong foundation of Scientific knowledge to build upon as their school career unfolds. Topics covered include elements across all Science strands and include Reproduction, Electricity and Magnetism, Energy and Cells</p> <p>We aim to produce confident young scientists with a love of discovery, who can work collaboratively in groups towards a common goal, using both scientific vocabulary to discuss their findings and self-reflection to critique their work.</p>		
Year 8	Key stage	3
<p>Students in Year 8 will continue their journey of scientific discovery in the second year of our two-year KS3 Programme. In Year 8 students build upon their basis of knowledge from Year 7 and delve further into the fields of Biology, Chemistry and Physics, with their designated science teachers, to prepare them for their GCSE studies, including Metals and their Reactions, Keeping Healthy and Life Support.</p> <p>In Year 8 we aim to produce well-rounded individuals who have an arsenal of analytical and investigative skills that allow them to understand and challenge the fast paced, and ever changing world around them.</p>		
Year 9	Key stage	4
<p><u>GCSE Separate Science</u></p> <p>Students who chose Separate Science as one of their options will study the disciplines of Biology, Chemistry and Physics independently. This course is a 3 year journey that begins in year 9. The students study 18 units of Biology, 15 units of Chemistry and 16 units of Physics over the 3 years. In Biology topics include Photosynthesis, Respiration and Disease. In Chemistry topics include Periodic table and Chemical change. In Physics topics include Energy and Molecules and matter. There is no coursework element. Students complete a range of required practicals throughout the course that develop their How Science Works skills, application and mathematical skills. These skills are assessed in the exams. Students are internally assessed throughout year 9 and we will report 3 separate grades home to parents by the end of year 9.</p> <p><u>GCSE Trilogy</u></p> <p>The majority of students will study a Combined Science course, called Trilogy, which is also a 3 year course that begins in year 9. The students study 17 units of Biology, 12 units of Chemistry and 13 units of Physics over the 3 years. . In Biology topics include Enzymes, Respiration and Disease. In Chemistry topics include Periodic table and Chemical change. In Physics topics include Energy and Molecules and matter. There is also no coursework element for Trilogy. Again, students complete a range of required practicals throughout the course that develop their How Science Works skills, application and mathematical skills. These skills are assessed in the exams. Students are internally assessed throughout year 9 and we will report a combined grade home to parents by the end of year 9.</p> <p><u>BTEC Science</u></p> <p>In Year 9 a small number of students will follow the Level 2 Btec in Applications of Science. This involves 3 coursework units which account for 75% of the overall grade and 1 externally examined unit which equates to 25% of the overall mark. The 3 coursework units are: Applications of Chemical Substances, Applications of Physical Science and Applications of Health Sciences. A combined coursework grade is reported on throughout year 9. The examined unit is sat in Year 11 and focuses on How Science Works and experimental method, students also sit a mock exam in year 9 and a combined coursework and examination grade is reported to parents.</p>		

Year 10	Key stage	4
<p><u>GCSE Separate Science</u> Students will have completed over a third of the topic content in year 9 and will continue to study over a third, again, in Year 10. Biology topics will include the nervous system, the kidneys and adaptations. Chemistry topics will include chemical equations, electrolysis and crude oil. Physics topics will include electromagnetism, radioactivity and electricity. Required practicals will continue and students will be assessed internally throughout the year. Students are internally assessed throughout year 10 and we will report 3 separate grades home to parents by the end of year 10. Students who studied the Btec in Applications of Science will go on to study a GCSE Separate Qualification in Biology at foundation level.</p> <p><u>GCSE Trilogy</u> Students will have completed over a third of the topic content in year 9 and will continue to study over a third, again, in Year 10. Biology topics will include the Photosynthesis, respiration and adaptations. Chemistry topics will include chemical equations, electrolysis and crude oil. Physics topics will include electromagnetism, radioactivity and electricity. Required practicals will continue and students will be assessed internally throughout the year. Students are internally assessed throughout year 10 and we will report 1 combined grade home to parents by the end of year 10.</p> <p>Some students in 2018-2019 studied Trilogy Physics throughout the whole of Year 9 and will continue in Year 10 to study both Chemistry and Biology alongside each other. These students will also be assessed throughout the year and we will report one combined grade home to parents by the end of year 10.</p>		

Year 11	Key stage	4
<p><u>GCSE Separate Science</u> Students will complete the course in the first part of Year 11 including Genetics and variation in Biology, the Earth's atmosphere in Chemistry and forces and space in Physics. They will then sit a rehearsal examination before Christmas to provide us with 3 separate grades to report home. They will then sit another rehearsal examination before Easter to again report home 3 separate grades. At the end of Year 11 they will sit 6 externally assessed examinations. The 2 Biology exams have 50% weighting each to award a final grade for Biology, the 2 Chemistry exams have a 50% weighting each to award a final grade for Chemistry and the 2 Physics exams have 50% weighting each to award a final grade for Physics.</p> <p>Some students in 2018-19 studied the separate Biology GCSE after having completed their BTEC course in Year 9. These students will also have a rehearsal examination before Christmas and Easter and their individual Biology grade will be reported home. At the end of year 11 they will sit 2 Biology exams, which will each have a 50% weighting towards their final Biology grade.</p> <p><u>GCSE Trilogy</u> Students will complete the course in the first part of Year 11 including Genetics and variation in Biology, the Earth's atmosphere in Chemistry and forces and motion in Physics. They will then sit a rehearsal examination before Christmas to provide us with 1 combined grade to report home. They will then sit another rehearsal examination before Easter to again report home 1 combined grade. At the end of Year 11 they will sit 6 externally assessed examinations. Each examination has a 16.7% weighting towards the final combined grade for Science. It will be presented as 2 grades.</p>		

Year 12 Biology	Key stage	5
<p>All life on Earth shows a common chemistry, existing as cell giving rise to biological diversity. In year 12 of Biology we look at how these key concepts come together to explain the patterns of life</p> <p>Biological molecules from the common food groups of Carbohydrates, Fats and Proteins are studied, but we advance students understanding of proteins as being a group of substances, which make up many cell structures from enzymes to hormones or antibodies.</p>		

We study how nucleic acids determine the genetic code for making proteins and thus study how our DNA can code for perfection with protein synthesis, but recognize the impact of mutation on the development of an organism.

Throughout year 12, students develop practical skills based around these concepts, studying cell division via performing root tip squashes, or mass transport in mammals by carrying out a heart dissection

Year 13 Biology

Key stage

5

Year 13 continues to develop practical skills based around the content studied. During year 13, students acquire biochemical understanding of 2 key processes in Biology, Photosynthesis and Respiration, whilst understanding the limiting factors which can affect them and thus all biological life

Students develop an understanding of how organisms respond to their environment, allowing for survival and the propagation of a species, understanding major differences between hormonal and nervous responses including Glucose and Water control

Students develop their understanding of the roles of DNA in 2 key ways in Year 13, we look at how species can exist in more than one populations and study differences between these populations caused by Natural Selection, leading ultimately to evolution. This involves studying the mechanisms to record populations in the wild whilst investigating as a practical skill the distribution of species.

By understanding how cells control their own metabolic activities, by the expression of certain genes we begin to learn how humans can artificially control this expression with numerous medical and technological applications.

Year 12 Chemistry

Key stage

5

Chemistry involves a study of the processes behind a huge range of natural and man-made phenomena. At A level, Chemistry is split into 3 strands: organic, inorganic and physical chemistry, and Year 12 focuses on the fundamental ideas that can be used to explain chemical properties and reactivity.

In physical and inorganic chemistry we will study familiar topics such as atomic structure, bonding, moles and the periodic table however we will cover them in more depth with an emphasis on understanding and application of these key ideas to novel contexts.

Organic chemistry, which is the study of the millions of covalent compounds of the element carbon, is a new area of chemistry studied at A-level and has a large significance in the modern world. Organic compounds have many diverse uses – from petroleum fuels to DNA to medicines and plastics. You will study the reactions of these compounds including how these reactions occur at a molecular level and look at methods used to analyse these compounds.

As Chemistry is a practical science, there are numerous opportunities to develop practical skills across the strands from carrying out titrations to analyse medicines and investigating enthalpy changes or rate of reaction, to making a sample of aspirin.

Year 13 Chemistry

Key stage

5

Chemistry in Year 13 builds upon the core theory and practical skills developed in Year 12 and deals in more detail with real life applications of chemistry.

In physical chemistry we learn about why chemical reactions happen and the factors that control this, as well as learning the answers to questions such as “how do batteries work?” which will lead to looking at new technology that is being developed to produce hydrogen fueled cars – a potentially pollution free alternative to petrol.

Pupils will develop their knowledge and understanding of the periodic table by studying the transition metals – a group of metals in the centre of the periodic table that have curious properties; they form differently coloured compounds and make excellent catalysts in chemical reactions. These and other properties are studied and explained with opportunities for a wide range of practical investigations.

Organic chemistry in Year 13 concerns the reactions of carbonyl compounds, a large class of compounds that are very useful synthetically, as well as stereoisomers, pairs of compounds that are mirror images of each other yet can behave differently. We will also study biochemistry looking at the structures of proteins and DNA in detail; by doing this you will be able to explain why drugs work, in particular looking at the anti-cancer drug cisplatin, as well as how new drugs are developed in industry.

Year 12 Physics	Key stage	5
<p>Students will follow the AQA A level Physics course. In the first year of the course, they will study the following units of work:</p> <ul style="list-style-type: none"> ➤ Particles and radiation ➤ Waves ➤ Mechanics ➤ Materials ➤ Electricity <p>Throughout the course, they will carry out practical work that is relevant to the topic they are studying at that time so that they develop their skills and understanding through their theoretical studies and experimental work. Through a variety of tasks, students will acquire technical skills in order to develop specific competencies in practical physics. Students are expected to provide evidence of these competencies throughout the course in order to achieve a 'pass' in the practical element of the course. The practical work will incorporate the Measurements and their Errors unit of work.</p>		

Year 13 Physics	Key stage	5
<p>In the second year of the course, students will continue to develop their skills and show evidence of the specific practical competencies as specified by the DfE. Alongside this they will study the following units of work:</p> <ul style="list-style-type: none"> ➤ Further mechanics ➤ Thermal Physics ➤ Fields (Gravitational, Electric, Magnetic) ➤ Nuclear Physics ➤ Astrophysics 		

Year 12 BTEC L3 Applied Science	Key stage	5
<p>In the first year of the course, students will complete two mandatory units and one elective unit. The two compulsory units are:</p> <ul style="list-style-type: none"> ➤ Fundamentals of Science ➤ Working in the Science <p>These units cover key concepts in biology, chemistry and physics and also give an insight in to the policies and procedures involved when working in a commercial laboratory.</p> <p>The final unit is:</p> <ul style="list-style-type: none"> ➤ Scientific Practical Techniques <p>This unit focuses on using laboratory techniques used to analyse the purity of samples and develop key skills in analysing samples in both quantitative and qualitative ways.</p>		

Year 13 BTEC L3 Applied Science	Key stage	5
<p>In the second year of the course, students will complete three elective units. These units are:</p> <ul style="list-style-type: none"> ➤ Physiology of Human Body Systems ➤ Physiology of Human Regulation and Reproduction ➤ Chemistry for Biology Technicians <p>These units focus on key processes that occur in the body, studying organ systems such as the respiratory system and the cardiovascular system. This then shifts to a focus on homeostasis and the nervous and endocrine systems. The final unit develops the key practical techniques needed to become a science technician where students become proficient in titrations and identification of organic molecules.</p>		

For further information about the Science curriculum, please contact:

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Art at Cowley International College

Year 7	Key stage	3
<p>Year 7 begins with diagnostic tests to establish baseline level data. During the first year of art education, students learn, understand and employ processes and techniques used throughout the course of Art History. Students will understand and employ Critical Peer Assessment as a method of self-evaluation – this skill will continue throughout KS3. The foci for the year are mark making and colour. Students begin to understand the differences between physical and ephemeral Art. Students have six lessons on learning the processes, techniques and relevant artists and six lessons on the production of a final piece, which confirms their learning. Progress monitored.</p>		
Year 8	Key stage	3
<p>Year 8 focuses entirely on the extension of the basic skills covered in Year 7. Students experience multi-media and are provided with the opportunity to understand the many different disciplines within the Arts. Artists - traditional and contemporary – used as examples. All project work has an employability factor – students relate each media, process and technique to specific work/jobs. Students’ progress is mapped. Students have six lessons on learning the processes, techniques and relevant artists and six lessons on the production of a final piece, which confirms their learning.</p>		
Year 9	Key stage	4
<p>First year of AQA GCSE studies: Year 9 study Post-Modernist Art – each artist used is contemporary. Students will develop a portfolio of evidence of skills and understanding. The four assessment objectives for GCSE and GCE, are employed. Students’ progress mapped. Students have six lessons on learning the processes, techniques and relevant artists and six lessons on the production of a final piece, which confirms their learning.</p>		
Year 10	Key stage	4
<p><u>GCSE Art / GCSE Photography (2 Years course):</u></p> <p>This is the second year of the GCSE course, which includes three units of coursework and an externally set exam. Students study two dimensional and three dimensional techniques, Fine Art, Graphics, Illustration and Photography research with the aim of developing their skills:</p> <p>Visual – looking, interpreting, visualising, recording Practical – technical, drawing, painting, making, exhibiting Practical - Photography/ cameras / technical imagery / video / ICT image manipulation Verbal – use of subject based terminology, evaluation, research and annotation Research and idea development – artist reference, which must directly influence the students’ choices, and consideration of various multicultural faiths and histories.</p>		
Year 11	Key stage	4
<p>Continuation of Year 10, culminating in the receipt of an externally set examination paper which, describes 7 projects; the student chooses only one. The students’ investigate their chosen project over the Spring Term - 10 weeks of personal investigation into ideas, processes, techniques and evaluation. The final piece produced during a 10-hour exam (two prearranged sessions).</p>		

Year 12	Key stage	5
<u>A Level Art / A Level Photography (2 Years course):</u> <p>From September to December students investigate a given project in which, they must demonstrate their skills. Regular visits to galleries are an essential part of the course and students are to take part in at least one international educational visit throughout the two-year full course.</p>		

Year 13	Key stage	5
<p>Personal project: (December – December)</p> <p>This project allows students to identify a theme from a suggested project title which they feel will allow their artistic development and progress; candidates are expected to develop a personal investigation based on an idea, issue, concept or theme leading to a finished piece or pieces whilst being highly selective and achieving the highest quality work. It is imperative research is conducted into their chosen artists' work, as written analysis is required.</p> <p>Externally set assignment:</p> <p>10 weeks of personal investigation into ideas, processes, techniques and evaluation culminating in a personal response to an externally set assignment which culminates in 15 hour exam (several prearranged sessions).</p>		

For further information about the Art curriculum, please contact:

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Computing at Cowley International College

Year 7	Key stage	3
<p>During Year 7 students follow a KS3 course that focuses on a combination of computer science and practical ICT skills. The course is broken into a number of computing projects including eSafety, Spreadsheets and Databases, Desktop Publishing and Graphical Editing. Students will also have the opportunity to work with different devices such as 3D printers to create physical objects and BBC Microbits to learn basic programming</p> <p>Assessment is covered through classroom based tasks.</p>		
Year 8	Key stage	3
<p>During Year 8 students follow a KS3 course that further develops skills learned in Year 7 including website development and computer number systems. Students also study the control of systems using computer algorithms, text based computer programming and computer game development.</p> <p>Assessment is covered through classroom based tasks.</p>		
Year 9	Key stage	4
<p>Students study BTEC Tech Award in Creative Media. In Year 9, students study Component 1. In this component students develop their understanding of how media products are created for specific audiences and purposes. Students will explore the relationship between genre, narrative and representation within media products and develop their understanding of how they are interpreted by audiences. You will extend your knowledge and understanding by deconstructing existing products in one of the three sectors: audio/moving image, publishing and interactive media, learning how media production techniques are used to create different effects to communicate meaning to audiences. This component will give students an understanding of media practitioners' work, techniques and technology, which are used to contribute to the creation of media products. Students will develop transferable skills, such as analysis and communication, which will support progression to Level 3 vocational or academic qualifications and employment. This component is internally assessed.</p> <p>Students have the option to study GCSE Computer Science. Students study the components of a computer system, including systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers. Students will also study programming concepts including computer algorithms, programming techniques and producing robust programs. The course will be a mixture of theory and practical programming.</p>		
Year 10	Key stage	4
<p>Students study Component 2 and will develop skills and techniques in media production processes by reworking existing media products from one, or all, of the following sectors: audio/moving image, publishing and interactive design. In this component, students will develop practical media production skills and techniques. Students will have the opportunity to specialise in one or more of the following media sectors: audio/moving image, publishing and/or interactive media. Students will take part in workshops and classes whereby they will develop practical skills and techniques applying these to relevant pre-production, production and post-production processes when reworking an existing media product/s. Throughout your development students will review their own progress and consider how to make improvements. This component is internally assessed.</p> <p>Students have the option to study GCSE Computer Science. Students study further theory of computer systems including system security, system software, computational logic, translators and facilities of languages, data representation, ethical, legal, cultural and environmental concerns.</p>		

Year 11	Key stage	4
<p>Students study Component 3 and will apply and develop their planning and production skills and techniques to create a media product in response to a client brief. In this component students will respond to a client brief and create a product in one of the following media sectors: audio/moving image, publishing or interactive. Students will interpret the client's needs and engage in the process of ideas generation, selecting and refining students ideas until you are satisfied that you have an idea that meets the requirements of the brief. Students will undertake preproduction planning to demonstrate to the client how your ideas will be implemented within a planned media product. Throughout the pre-production process students will need to monitor and review the effectiveness of their planning and intended outcome to ensure that their planned media product is fit for audience and purpose. This should enable then to make the necessary amendments and improvements to their proposed product as they enter the production stage of the process and create a suitable digital media product in response to the brief.</p> <p>Students have the option to study GCSE Computer Science. In year 11 students undertake a programming project that is set by the exam board, before revision for the two exams that take place in May.</p>		

Year 12 and 13	Key stage	5
<p>BTEC Level 3 Certificate in IT / Creative Media (Game Development)</p> <p>BTEC Level 3 Subsidiary Diploma in IT / Creative Media (Game Development)</p> <p>BTEC Level 3 90-credit Diploma in IT</p> <p>In Year 12 students have the option of a variety of level 3 BTEC courses in IT and Game Development. These are specialist qualifications with a work-related focus. They cover the key knowledge and practical skills required to work in different IT sectors. Specialist Units cover Employability Skills, Computer Systems, Computer Animation, Games Development, Programming, Web design, Databases and Projects. They cover the key knowledge and practical skills required to work in different Creative Media sectors. Specialist Units cover Planning and Pitching a Computer Game concept, Game Engines, Visual Styles, Creating a 3D Environment, 3D Graphics and Research within Creative Media.</p> <p>All qualifications are assessed through coursework developed over the two year period.</p>		

For further information about the Computing curriculum, please contact:

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Geography at Cowley International College

Year 7	Key stage	3
<p>Throughout Year 7 students will study a variety of human and physical topics in Geography.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ➤ Urban growth in Rio de Janeiro, Brazil ➤ Map skills ➤ Different Climates, with a detailed focus on hot deserts ➤ Yorkshire Dales, with a focus on limestone features, glaciation and quarrying ➤ Boscastle floods ➤ Climate emergency ➤ Nigeria, with a focus on rapid economic growth 		
Year 8	Key stage	3
<p>Throughout Year 8 students will study a variety of human and physical topics. Map skills will be taught throughout these areas.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ➤ Indonesia earthquake ➤ Comparing the economic growth of China with Malawi ➤ Population ➤ Holderness Coast ➤ Tropical rainforest ➤ Fracking in the UK 		
Year 9	Key stage	4
<p>Year 9 students will start their GCSE Geography course. Examination board is AQA. Physical topics will be taught. Geographical skills will be taught throughout.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ➤ Challenge of natural hazards; earthquakes, tropical storms and climate change ➤ Physical landscapes in the UK, with a focus on coastal and glacial landforms ➤ The living world, with a focus on ponds and tropical rainforests 		
Year 10	Key stage	4
<p>Year 10 students will continue with their GCSE course. The physical topics will be completed and human topics will be introduced. Compulsory fieldwork to Formby beach will also take place. Geographical skills will be taught throughout.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ➤ The living world, with a focus on cold environments ➤ Formby sand dune fieldwork enquiry ➤ Urban issues, with a focus on Rio de Janeiro and Bristol ➤ The changing economic world, with a focus on Nigeria and the UK 		
Year 11	Key stage	4
<p>Year 11 students will complete their GCSE course. A second compulsory fieldtrip in St Helens will also take place. Geographical skills will be taught throughout.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ➤ Resource management ➤ St Helens fieldwork enquiry ➤ Pre-released material from the examination board – topic unknown until March before the examination 		

Year 12	Key stage	5
<p>Year 12 students start the AQA A Level course. Both physical and human topics will be taught as well as fieldwork skills to prepare pupils for their independent study. There are three compulsory fieldtrips:</p> <ol style="list-style-type: none"> 1. salt marsh on the Southport coast 2. St Helens Town Centre 3. Windle Ward. <p>During the summer term students will collect data in their chosen location for their independent enquiry, worth 20% of their final grade.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ➤ Changing places, with a focus on St Helens and Brick Lane, London ➤ Coastal landscapes ➤ Water and carbon cycles ➤ Ecosystems 		

Year 13	Key stage	5
<p>Year 13 students will complete their A Level course.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ➤ Completion of independent enquiry ➤ Global systems and governance ➤ Population and the environment 		

For further information about the Geography curriculum, please contact:

Name Jane Francis

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Year 7	Key stage	3
<p>Units of work:</p> <p>Would you have liked to live in Roman Times?</p> <ul style="list-style-type: none">➤ How should we view Boudicca?➤ What happened at Pompeii?➤ Did the Romans know how to have fun? <p>Why and how did people invade England?</p> <ul style="list-style-type: none">➤ Why go to England?➤ Who won the Battle of Hastings?➤ How did Harold die? <p>How did William control England?</p> <ul style="list-style-type: none">➤ How did castles keep control?➤ What was the Harrying of the North?➤ Could William control peacefully? <p>Could Medieval Kings always do what they wanted?</p> <ul style="list-style-type: none">➤ Who had the power: the crown or the Church?➤ Could the barons control the King <p>What did medieval people fear?</p> <ul style="list-style-type: none">➤ How could you avoid Hell?➤ What caused the Black Death?➤ Could you cure the Black Death?➤ Did anyone benefit from the Black Death? <p>Would you have gone on a Crusade?</p> <ul style="list-style-type: none">➤ Why did people go on the First Crusade?➤ Was the First Crusade successful?➤ Salah al Deen: Hero or tyrant? <p>Was Henry VIII a good king?</p> <ul style="list-style-type: none">➤ What problems did Henry face?➤ Why were the monasteries dissolved?➤ Did Edward follow in his father's footsteps?➤ Was Mary really Bloody?➤ Why is Elizabeth remembered today? <p>How did the English Civil War change England?</p> <ul style="list-style-type: none">➤ Why was there a Civil War?➤ Who fought in the Civil War?➤ What were the major battles of the war?➤ What happened to Charles? <p>What happened to England now?</p> <ul style="list-style-type: none">➤ Oliver Cromwell: Protector or Dictator?➤ What was life like in Cromwell's England? <p>What frightened people in the 17th century?</p> <ul style="list-style-type: none">➤ What made a witch?➤ Could you survive a 17th century disease?		

Would you have survived the Industrial Revolution?

- Was Charles Dickens right about workhouses?
- How were poor children treated?

Historical skills will be taught throughout

Year 8

Key stage

3

Units of work:

Was WW1 a Great War?

- Why did so many men volunteer?
- What was trench warfare like?
- Battle of the Somme: success or disaster?
- Why were soldiers shot at dawn?

Significant Depth Study – Germany

What were the key moments of WW2?

- Dunkirk: Victory or defeat?
- Why did the USA join the war?
- Were the Americans justified in dropping the atomic bombs?
- D Day: Why was this a turning point?

Thematic Study: Why do genocides happen? (Must study Holocaust and Rwanda and choose one more)

- Medieval massacres: what happened in York in 1190?
- How did the Holocaust happen?
- Who was to blame for the Rwandan massacre?
- Did people know what was happening in Bosnia?
- Was Cambodia a genocide?
- Present day genocide: what is happening in Darfur?

How did people in Britain survive the war?

- Had people's fears changed?
- How were children kept safe?
- How were people fed?
- How did people feel at the end of the war?

Thematic Study: Terrorists or Freedom Fighters? Is Terrorism a 21st century phenomenon?

- Why did the Gunpowder Plot fail?
- How were the Suffragettes different from the Suffragists?
- Did the Black Hand cause WW1?
- Did Nelson Mandela use terror tactics?
- What did the IRA want?
- What happened at Beslan School No 1?

Why is 9/11 a turning point

Did the Cold War lead to an age of fear?

- What is a Cold War?
- How close did we come to nuclear war? (Cuba)
- How would you survive a nuclear attack?
- What was it like behind the Berlin Wall?

Historical skills will be taught throughout

Year 9	Key stage	4
<p>Year 9 students will start their GCSE History course. Examination board is AQA.</p> <p>Units of work:</p> <p>America 1920-1973 Opportunity and Inequality</p> <ul style="list-style-type: none"> ➤ American people and the “Boom” ➤ Bust-Americans’ experience of the Depression and the New deal ➤ Post war America <p>Conflict and Tension in Asia 1950-1975</p> <ul style="list-style-type: none"> ➤ Conflict in Korea ➤ Escalation of conflict in Vietnam ➤ The ending of conflict in Vietnam <p>Historical skills will be taught throughout</p>		

Year 10	Key stage	4
<p>Year 10 students will continue with their GCSE course.</p> <p>Units of work:</p> <p>Britain : Health and the People c 1000-Present Day</p> <ul style="list-style-type: none"> ➤ Medicine stands still ➤ The beginnings of change ➤ A revolution in medicine ➤ Modern medicine <p>Elizabethan England c 1568-1603</p> <ul style="list-style-type: none"> ➤ Elizabeth’s court and Parliament <p>Historical skills will be taught throughout</p>		

Year 11	Key stage	4
<p>Year 11 students will complete their GCSE course.</p> <p>Units of work :</p> <p>Elizabethan England c 1568-1603</p> <ul style="list-style-type: none"> ➤ Life in Elizabethan times ➤ Troubles at home and abroad <p>Revision</p> <p>Historical skills will be taught throughout</p>		

Year 12	Key stage	5
<p>Year 12 students will start their A Level History course. Examination board is OCR.</p> <p>Units of work:</p> <ul style="list-style-type: none"> • Britain 1930-1997 • The French Revolution and the Rise of Napoleon 1774-1815 <p>Historical skills will be taught throughout</p>		

Year 13	Key stage	5
Year 13 students will complete their A Level course. Units of work : <ul style="list-style-type: none">• Russia and its rulers 1855-1964• Topic based essay. This is an opportunity for students to bring together many of the skills developed through their work on the topics to an independently researched enquiry of their own choosing. Historical skills will be taught throughout.		

For further information about the History curriculum, please contact:

Name Kathy Finnigan

Title Head of History

Modern Foreign Languages at Cowley International College

Year 7	Key stage	3
<p>Throughout Year 7, students follow either a course in French or German which allows progression from language learning skills which may have been developed in KS2 yet enables complete beginners to quickly access the basics. Areas covered include family, house and home, pets, school life, hobbies, sports, food and my town - all linked strongly to the culture of the target language. Skills of listening, reading, writing and speaking are balanced as well as a strong literacy focus to help students manage more generic language learning strategies.</p>		
Year 8	Key stage	3
<p>In Year 8, skills are further developed from Year 7 with a focus on tools of language in terms of being able to understand and communicate using different tenses, which is a key feature of progression in Year 8. Topic areas covered may include holidays and travel, health, environment, media and hobbies, school and the world of work. As in Year 7, cultural aspects are explored to enable students to see their language learning in a wider cultural context of the target language.</p>		
Year 9	Key stage	4
<p>In Year 9, students follow the GCSE programme of study offered by AQA. In this first year, students complete theme 1 of the course (Identity and culture) – this covers areas such as family and relationships, technology in everyday life, free time activities and customs and festivals of the target language country. The scope of study enables the students to be able to listen, respond, write and read in the target language using a range of strategies. All learning is set in the cultural backdrop of the target language country. Students will be expected to have acquired knowledge and understanding of grammatical structures and be able to apply it. In addition, a second language is offered whereby students can complete an express course in Spanish over three years.</p>		
Year 10	Key stage	4
<p>In Year 10, students continue to follow the GCSE programme of study offered by AQA. In this second year, students complete theme 2 of the course (Local, national, international and global areas of interest) – this covers areas such as travel and holidays, environmental concerns, social issues such as health and poverty, and home and town. The scope of study enables the students to be able to listen, respond, write and read in the target language using a range of strategies. All learning is set in the cultural backdrop of the target language country. Students will be expected to have acquired knowledge and understanding of grammatical structures and be able to apply it.</p>		
Year 11	Key stage	4
<p>In Year 11, students continue to follow the GCSE programme of study offered by AQA. In this third year, students complete theme 3 of the course (Current and future study and employment) – this covers areas such as school life, education post 16, and career choices and ambitions. The scope of study enables the students to be able to listen, respond, write and read in the target language using a range of strategies. All learning is set in the cultural backdrop of the target language country. Students will be expected to have acquired knowledge and understanding of grammatical structures and be able to apply it.</p>		

Year 12	Key stage	5
<p>A Level French / German / Spanish (AQA) – year 1 The course offered accommodates the linguistic level of students newly qualified in GCSE French, German or Spanish.</p> <p>It concentrates on developing written fluency and conversation skills and provides a range of stimulating and absorbing study topics with contemporary, literary and cultural content. Grammatical knowledge is developed in context throughout the course. We hope that by studying a language, students will gain a lasting appreciation of the language studied, the ability to comprehend in a wide range of contexts and the ability to communicate readily in the target language for a variety of purposes. The course content also provides purposeful knowledge of and insights into other cultures, both contemporary and historic, whilst providing valuable skills for foreign travel, further education and employment.</p> <p>In year 12, students study two key themes including social issues and trends and artistic and cultural life – units of study are individual to the target language studied. Students also study a work of literature in the target language and a contemporary film, which they are then able to write about using critical analysis skills in the target language. An individual research project is also undertaken for presentation and discussion in the speaking assessment.</p>		

Year 13	Key stage	5
<p>A Level French / German / Spanish (AQA) – year 2 The course offered accommodates the linguistic level of students newly qualified in GCSE French, German or Spanish.</p> <p>It concentrates on developing written fluency and conversation skills and provides a range of stimulating and absorbing study topics with contemporary, literary and cultural content. Grammatical knowledge is developed in context throughout the course. We hope that by studying a language, students will gain a lasting appreciation of the language studied, the ability to comprehend in a wide range of contexts and the ability to communicate readily in the target language for a variety of purposes. The course content also provides purposeful knowledge of and insights into other cultures, both contemporary and historic, whilst providing valuable skills for foreign travel, further education and employment.</p> <p>In year 13, students continue to study two key themes including social issues and trends and artistic and cultural life – units of study are individual to the target language studied. Students also study a work of literature in the target language and a contemporary film, which they are then able to write about using critical analysis skills in the target language. An individual research project is also undertaken for presentation and discussion in the speaking assessment.</p>		

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Physical Education and Games at Cowley International College

Year 7	Key stage	3
<p>Year 7 will be a baseline year for our students where they will experience different activities. Students will follow a 2 hours a week core Physical Education curriculum. The girls' activities involve units of work in dance, gymnastics, multi skills, hockey, netball, athletics, tennis and rounders. The boys' activities comprise gymnastics, badminton, football, rugby, athletics and cricket. Both curriculums are flexible to allow us to change activities to best suit the groups needs. In PE lessons students will be in their academic sets and in Games lessons they will be set in ability.</p>		
Year 8	Key stage	3
<p>Year 8 will be a development year for our students where they will expand and improve on the activities covered in yr 7. Students will follow a 2 hours a week core Physical Education curriculum. The girls' activities involve units of work in dance, gymnastics, multi skills, hockey, netball, athletics, tennis and rounders. The boys' activities comprise gymnastics, badminton, football, rugby, athletics and cricket. Both curriculums are flexible to allow us to change activities to best suit the group needs. In PE lessons students will be in their academic sets and in Games lessons they will be set in ability.</p>		
Year 9	Key stage	4
<p>In Year 9 all students will continue to follow a 2 hours a week core curriculum but new, additional activities will be introduced. The girl's curriculum will include units of work in basketball, badminton, football, leadership, dance and gymfit and for the boys units of work in boxing, basketball, table tennis, circuit training and weights are added.</p> <p>In Year 9, students in pathway E will also complete a vocational qualification in PE and Sport. They will receive additional hours to complete all theory work on this course. We will be completing the OCR National Cambridge in Sports Science.</p> <p>National Cambridge Units will include:</p> <p>Reducing the Risk of Sports Injury The Body's Response to Physical Training.</p> <p><u>PE Options:</u></p> <p>Pathway E students will have the option to pick additional Physical Education lessons. The PE department will allocate them onto either the GCSE course or a vocational course depending on set criteria.</p> <p>GCSE Physical Education (Sept 2019) From Sep 2019 yr 9 students will have an option to study a 3 year GCSE in Physical Education. The assessment for this course will be 70% theory work with 2 x one hour examinations and 30% will be based on the students practical ability over three activities (1 individual sport, 1 team sport and 1 other).</p> <p>Units covered in Yr 9 include:</p> <ul style="list-style-type: none"> - The Structure and Function of the Skeletal System. - The Structure and Function of the Muscular System. - Movement Analysis. - The Cardiovascular and Respiratory Systems. - The Effect of Exercise on the Body Systems. <p>BTEC Level 2 Sport (Sept 2019) From Sep 2016 students will have an option to study a 3 year BTEC Level 2 Sport course. This course has a 25% external examination and 75% coursework. There is no practical examination with this course.</p> <p>Student will be placed on either the GCSE course or the BTEC course based on teacher assessments allowing them the best chance to achieve.</p> <p>BTEC Units will include: This is a preparatory year where they will develop the skills and knowledge required to be able to start the coursework in Year 10. Examples of what they do this year include:</p>		

- Gain a basic understanding of Anatomy and Physiology.
- Gain experience of sports officiating.
- Understand the basic protocols for fitness testing.
- Understand the components of fitness
- Develop basic coaching and leadership skills

Pathway E students will also have an opportunity to study a 2 year BTEC Dance course which consists of three practical assessments with theory imbedded throughout. There is no final exam and all assessments are internally recorded. As there are limited places on this course there is a 6 week taster trial where students can express their interest on this course. Places are allocated based on interest, dedication and ability and the taster trial is run during the games rotation in the first 2 terms of year 9.

Year 10	Key stage	4
<p><u>Core PE</u></p> <p>In Year 10 students follow a core curriculum but are also given opportunity to select an options programme. Activities available for the girls include badminton, netball, health related fitness, volleyball, tennis, athletics, rounders in core Physical Education. In the options programme students select from boxercise, basketball, hockey, table tennis, rugby, outdoor education, cricket, football, leadership and zumba. The boys' activities consist of rugby, football, table tennis, weights, cricket, badminton, basketball, softball and circuit training.</p> <p>GCSE PE course units will include:</p> <ul style="list-style-type: none"> - Recap of previous Anatomy and Physiology work. - The Components of Fitness. - The Principles of Training. - Preventing Injury in Physical Activity and Training. - Engagement Patterns of Different Social Groups in Physical Activity and Sport - Commercialisation of Physical Activity and Sport. - Ethical and Socio-Cultural Issues in Physical Activity and Sport. <p>BTEC Units will include:</p> <p>Unit 1 – Fitness for Sport and Exercise (Externally assessed)</p> <ul style="list-style-type: none"> - Components of fitness - Methods of training - Fitness testing <p>Unit 4 – The Sports Performer in Action (Internally assessed)</p> <ul style="list-style-type: none"> - Major body systems - Effects of exercise on each system 		

Year 11	Key stage	4
<p><u>Core Physical Education:</u></p> <p>Students are given opportunity to select from a wide and varied range of activities, including individual and team sports as well as body movement activities such as yoga, fitness and aerobics.</p> <p>Students will be able to access local facilities, such as Queens Park basketball & Dave Clarke Golf centre.</p> <p>GCSE PE course units will include:</p> <ul style="list-style-type: none"> - Recap of previous yr 9 and 10 work. - Sports Psychology - Health, Fitness and well Being - Completion of Coursework component of course. <p>BTEC units will include:</p> <p>Unit 5 – Training for Personal Fitness (Internally assessed)</p> <ul style="list-style-type: none"> - Identifying personal fitness goals - Designing a 6 week training programme - Carrying out the 6 week training programme <p>Unit 2 – Practical Sports Performance (Internally assessed)</p> <ul style="list-style-type: none"> - Understand rules regulations and officiating in two sports - Understand key skills, techniques and tactics in two sports 		

Year 12	Key stage	5
<p>A Level Physical Education (OCR)</p> <p>A Level Physical Education is a two year course which covers a wide range of theoretical areas which are fundamental to the understanding of Sport and Physical Education.</p> <p>In the first year of the course, the theory element comprises units in:</p> <ul style="list-style-type: none"> • Anatomy and physiology • Acquiring movement skills • Biomechanics <p>These are assessed by written external examinations at the end of the two years (70% of the final mark).</p> <p>The practical component (20% of the final mark) involves students performing or coaching in one chosen activity. This is assessed through video evidence and external moderation.</p>		

Year 13	Key stage	5
<p>A Level Physical Education (OCR)</p> <p>In the second year of the course, the students cover theoretical units in:</p> <ul style="list-style-type: none"> • Sports psychology • Exercise science • Socio-cultural studies relating to participation in physical activity. <p>These are assessed by written external examinations at the end of the two years (70% of the final mark).</p> <p>Students also perform an oral presentation which involves evaluating and planning for the improvement of performance in their chosen activity (10% of the final mark). This is assessed through video evidence and external moderation.</p>		

For further information about the Physical Education curriculum, please contact:

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Religious Education at Cowley International College

Year 7	Key stage	3
<p>Pupils begin their studies of religion at Cowley by examining the relevance of religion in the modern world. They will examine whether religion should be considered a force for good in modern society.</p> <p>In their second unit of work, pupils will examine the life of Jesus. They will look at key events in Jesus' life, and analyse the implications of these events for Christians today.</p> <p>In unit 3, pupils will study Judaism. They will gain a deeper understanding of key aspects of the Jewish faith, including festivals, places of worship and the salvation history of the Jewish people.</p> <p>Pupils will finish year 7 with a study of Hinduism, where they will study concepts such as karma and reincarnation.</p>		

Year 8	Key stage	3
<p>In Year 8, the Religious Education curriculum takes a more philosophical focus. Pupils begin the year by examining whether miracles can really happen. Pupils then use the skills they have developed in this unit to complete a 'mysteries project' – a study into a phenomena which interests them which cannot be wholly explained by science. In the past, pupils have completed projects on topics such as the Loch Ness Monster, the lost city of Atlantis and the existence of ghosts.</p> <p>Pupils will then move on to complete a unit of work on Islam. They will examine key features of the Islamic faith, including beliefs and practices. They will then move on to consider the role of Islam in the modern world.</p>		

Year 9	Key stage	4
<p>In year 9, some pupils will begin the two year GCSE course. At Cowley, we follow the Eduqas Route A GCSE course, with a focus on Christianity and Islam. It is these two world religions which form the basis of GCSE study in year 9. Pupils will study four units this year – Christianity Beliefs and Teachings, Christianity Beliefs and Practices, Islam Beliefs and Teachings and Islam Practices.</p> <p>Pupils who do not study the GCSE course have the opportunity to study a varied and interesting curriculum in year 9, which focuses on ethical issues. Pupils begin the year by studying the sanctity of life, and applying this to the particular issue of abortion. In unit 2, pupils move on to a study of philosophy, examining the problem of evil and suffering and the challenges this poses to religious beliefs. In their third unit of study, pupils study issues relating to crime and punishment, including the particular attitudes religious and non-religious believers may have towards the death penalty. Finally, pupils will look at global issues, including wealth and poverty and the environment.</p>		

Year 10	Key stage	4
<p>In year 10, pupils complete the second and final year of the Eduqas Route A GCSE. This year, their studies focus on the Philosophy and Ethics component of the course, which is worth 50% of their overall GCSE grade. Pupils will study four units:</p> <ul style="list-style-type: none"> -Relationships (including religious attitudes to divorce, same sex relationships and the role of the family) -Life and Death (including religious attitudes to abortion, euthanasia and beliefs about the creation of the world) -Good and Evil (including religious attitudes to crime and punishment, evil and suffering) -Human Rights (including religious attitudes to prejudice and discrimination, and wealth and poverty) <p>Each of the above viewpoints will be studied from both Muslim and Christian perspectives.</p>		

Year 12	Key stage	5
<p>We follow the Eduqas A Level Religious Studies course. The course is split into three elements – Philosophy, Ethics and Christianity.</p> <p>In year 12 Philosophy, students will study arguments for the existence of God, including the ontological, teleological and cosmological arguments.</p> <p>In year 12 Ethics, students will study a variety of ethical theories, including utilitarianism, situation ethics and natural moral law. They will consider how these theories can be applied to topics such as nuclear weapons and animal testing.</p> <p>In year 12 Christianity, students will study key religious figures and sacred texts, with a particular focus on the nature of Jesus and interpretations of the Bible. They will study key religious concepts, including the nature of God and the trinity.</p>		

Year 13	Key stage	5
<p>In Year 13, pupils study the second year of the Eduqas A Level Religious Studies course. The course retains the three elements of Philosophy, Ethics and Christianity.</p> <p>In year 13 Philosophy, students study the meaning and significance of religious language, and whether religious language can ever be meaningful.</p> <p>In year 13 Ethics, students will study meta-ethical theories and will examine and analyse concepts such as determinism and pre-destination.</p> <p>In year 13 Christianity, pupils will study the sacraments of Baptism and the Eucharist, as well as looking at sociological applications of Christianity today.</p>		

For further information about the Religious Education curriculum, please contact:

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PSHE at Cowley International College

Year 7	Key stage	3
<p>Pupils will begin year 7 with a series of lessons designed to support them with the transition to secondary school, covering topics such as self-esteem, teamwork and learning to learn. Pupils will then move on to look at how they can keep themselves safe and healthy, looking at living a healthy lifestyle, safety in and outside the home and online safety. After Christmas, pupils continue to consider how to keep themselves healthy by looking at the importance of good sleep habits as well as the effects of alcohol and smoking and how to resist these pressures. In the final term, the curriculum takes a more relationships-based focus, with lessons on valuing difference, bullying and healthy relationships. Pupils then complete a series of lessons on puberty before finishing the year by looking at financial decision-making</p>		

Year 8	Key stage	3
<p>The year 8 curriculum further develops some of the themes studied in year 7. In the first term, pupils will cover topics including first aid, road safety, valuing difference and drug use. At the beginning of the Spring term, while pupils are choosing their GCSE options, they will study a unit on careers and making good choices for the future. In the second half of the spring term pupils will learn about good emotional wellbeing, including resilience and dealing with loss. In the Summer term, pupils will study positive relationships and decisions around sex and contraception before finishing the year with a unit on financial planning.</p>		

Year 9	Key stage	3
<p>The year 9 PSHE curriculum begins with a unit which looks at keeping safe, with a particular focus on gang crime. Pupils will also examine eating disorders, managing stress and family relationships. In the Spring term, pupils will focus on examining issues around prejudice and discrimination, with a particular focus on prejudice against the LGBT+ community. They will also look at issues surrounding drug and alcohol use. Before Easter, pupils will complete a unit on enterprise and employability skills. In the final term, pupils will study relationships and sex education, looking at managing relationships, consent and the media's influence on our perceptions of sex and relationships.</p>		

Year 10	Key stage	4
<p>To begin year 10, pupils will look at personal identify and study habits, to provide them a solid grounding for their ongoing GCSE and Btec courses. Pupils will study a wide variety of topics, including gambling, the beginning and ending of intimate relationships, alcohol and drug use and knife crime.</p>		

Year 11	Key stage	4
<p>The year 11 curriculum focuses on preparing pupils for transition to the next stage of education. Pupils will learn how to manage the risks that they will begin to encounter now that they are becoming more independent in their own lives. They will complete a unit of work on careers to help support them in making their next steps. Finally, pupils will complete a unit of work on study skills and stress management.</p>		

For further information about the PSHE curriculum, please contact:

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Animal Care at Cowley International College

Year 9	Key stage	4
<p>In Year 9, students study Unit 4 Animal Housing and Accommodation. Choosing the right kind of accommodation for animals and then preparing, maintaining and cleaning it is an essential part of looking after animals. In this unit, you will explore how to select and prepare animal accommodation in line with different animals' needs. As well as learning about animal housing, you will gain an essential understanding of the purpose and characteristics of animal bedding, and how choosing the correct type of bedding can improve an animal's welfare. You will investigate how and why different types of housing and bedding are suitable for the needs of different animals, and you will learn about the importance of good animal hygiene. You will also gain practical skills by preparing animal accommodation for use, checking and maintaining the accommodation, and cleaning it out effectively. This includes learning how to clean different types of feeding and watering equipment, as well as a range of different types of housing. These are all essential skills for anyone planning to work with animals, and you will learn how to use these skills both safely and effectively.</p> <p>Students will develop transferable skills, such as analysis and communication, which will support progression to Level 3 vocational or academic qualifications and employment. This component is internally assessed.</p>		

Year 10	Key stage	4
<p>In Year 10, students study Unit 2 Animal Handling. Safe animal handling is a daily activity when dealing with animals. There are many different techniques used to handle and restrain animals in a commercial setting while also maintaining the animals' welfare and safety. This unit will help you become competent in handling and restraining small animals, large animals, exotic animals and reptiles. It will also give you the opportunity to develop the essential skills you will need in order to handle and restrain animals in a commercial setting. You will learn about the reasons why it is necessary to handle and restrain animals, such as for health inspections, grooming or training. You will learn how to approach, handle and restrain animals safely, and build your confidence through practical assignments. These skills will be important skills for any career in the animal care sector. It is also important that you work safely and effectively with a variety of animals, so in this unit you will develop safe working practices. These practices protect both your safety and the safety of the animals you handle. This will include learning about industry guidelines, health and safety legislation and animal welfare legislation. Being familiar with the hazards and risks associated with handling animals is crucial to any job in the industry. You will also learn about the control measures that can reduce the risks, and also about the procedure for reporting accidents when working with animals. Students will develop transferable skills, such as analysis and communication, which will support progression to Level 3 vocational or academic qualifications and employment. This component is internally assessed.</p> <p>Students also study Unit 1. In this unit, you will learn how to assess the health of dogs, cats, rabbits, goats, chickens and bearded dragons, but these health assessment skills are easily transferred from species to species. Assessing animal health starts with observing the overall visual signs given by the animal's appearance and behaviour, before referral if appropriate to more in-depth veterinary tests for possible ill health in the animal. You will learn about some of the most common diseases and disorders found in the species you will assess, and gain an understanding of how to identify and prevent these common ailments. As part of this unit you will also learn about the parasites that you may find on or in the animals you will assess. You will learn how these parasites are transmitted, the effect they have on animals and how their transmission can be prevented. This component is externally assessed.</p>		

Year 11	Key stage	4
<p>In Year 11, students study Unit 5 Principles of Animal Behaviour. In this unit, you will learn about the normal behaviour that we expect to see in animals, as well as abnormal behaviours that may be caused by an animal's environment. A parrot that pulls out its feathers in captivity is displaying an abnormal behaviour. Knowing that certain behaviours are abnormal will alert the animal's keeper to the fact that something is wrong. Animals kept in captivity need to be kept in an environment that fulfils their welfare needs, or else they may start to display abnormal behaviours. An environment that contains all of the stimuli needed to maintain an animal's physical and mental health is known as an 'enriched' environment. Enrichment can be as simple as changing the layout of the animal's enclosure or providing food in a variety of different ways. In this unit, you will also learn about animal behaviour by visually monitoring animals and recording the behaviours you observe. These observational skills will be useful in many careers in the animal care sector, when knowing how to observe an animal's behaviour allows you to make better decisions about its welfare. For example, if you observed an animal displaying signs of aggression, you would probably judge that it was unsuitable for handling at that time. Being able to record observed behaviour and act on information in this way is a transferable skill.</p>		

Students will develop transferable skills, such as analysis and communication, which will support progression to Level 3 vocational or academic qualifications and employment. This component is internally assessed.

Year 12 and 13	Key stage	5
<p>We offer BTEC Level 3 Animal Management at Certificate and Subsidiary Diploma levels.</p> <p>Learners have some opportunity to study in more depth a range of option areas of their choice, including:</p> <ul style="list-style-type: none">• animal training• livestock husbandry and management• biology• physiology• feeding and handling. <p>Animal Management supports people to become occupationally ready to take up employment in the Land-based sector at the appropriate level. This can follow either directly after achieving the qualification, or via the stepping stone of Higher Education in university or college. Learners develop knowledge, understanding and skills required by the sector, including essential employability skills, and apply them in real work contexts.</p> <p>Units taught are: Understand and Promote Animal Health, Undertake Animal Handling and Safe Working, Plan and Monitor Animal Feeding, Manage Animal Accommodation, Undertake Pet Store Design and Animal Management, Undertake Dog Grooming, Undertake Animal Training,</p>		

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Business at Cowley International College

Year 9	Key stage	4
<p>This is a preparatory year for students who have chosen the BTEC Level 2 Tech Award in Enterprise allowing them to develop a solid understanding of key business concepts ready to complete coursework in Year 10.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Entrepreneurs • Ownership and location • Stakeholders • Aims and objectives • Organisational structure and functional areas • Recruitment and selection • Communication 		
Year 10	Key stage	4
<p>In Year 10 students will complete the coursework unit, Component 1: Exploring Enterprises. The learning aims of this component are:</p> <ul style="list-style-type: none"> • Examine the characteristics of enterprises. • Explore how market research helps entrepreneurs to meet customer needs and understand competitor behaviour. • Investigate the factors that contribute to the success of an enterprise. <p>Students will study the following topics for Component 3: Promotion and Finance:</p> <ul style="list-style-type: none"> • Financial documents • Payment methods sources of revenues and costs • Break-even analysis • Sources of finance 		
Year 11	Key stage	4
<p>Component 3 is assessed through a two hour examination in Year 11 so students will study the remaining topics of:</p> <ul style="list-style-type: none"> • Financial statements • Profitability and liquidity • Cash flow • The promotional mix • Targeting and segmentation • Promotional methods <p>The second coursework unit, Component 2: Planning for and Pitching an Enterprise Activity will also be completed. The learning aims are:</p> <ul style="list-style-type: none"> • Explore ideas for a micro-enterprise activity. • Pitch a micro-enterprise activity. • Review own pitch for a micro-enterprise activity. 		
Year 12	Key stage	5
<p>During the first year of the BTEC Level 3 National Extended Certificate in Business, students will study two units:</p> <ul style="list-style-type: none"> • Unit 1: Exploring Business – explore the features of different businesses, investigate how businesses are organised, examine the business environment and investigate the role and contribution of innovation and enterprise to business success. • Unit 3: Personal and Business Finance – understand the importance of managing personal finance, explore the personal finance sector, understand the purpose of accounting, selecting and evaluating different sources of business finance, understand break-even and cash flow forecasts and complete statements of comprehensive income and financial position and evaluating a business's performance. <p>Unit 1 is assessed through coursework and Unit 3 is a two hour external examination.</p>		

Year 13	Key stage	5
<p>In the second year students will complete two further units:</p> <ul style="list-style-type: none"> • Unit 2: Developing a Marketing Campaign - demonstrate knowledge and understanding of principles and purposes of marketing that underpin a marketing campaign, use information to develop the rationale for a marketing campaign and plan and develop a marketing campaign. • Unit 4: Recruitment and Selection – examine how effective recruitment and selection contribute to business success, undertake a recruitment activity to demonstrate the processes leading to a successful job offer and reflect on the recruitment and selection process and your individual performance. <p>Unit 2 is assessed through a three hour externally set task and Unit 4 is coursework.</p>		

For further information about the Business curriculum, please contact:

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Childcare at Cowley International College

Year 9	Key stage	
<p>BTEC Level 2 Award in Children's Play Learning and Development:</p> <p>During the two-year course, the aim is to give students the opportunity to enter employment or apprenticeships in the childcare sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Children's Play, Learning and Development, which provides students with a license to practice as a Nursery nurse.</p> <p>Students have the opportunity to develop a range of practical and, personal skills through class work tasks and role play experiences</p> <p>In this course students will study three units in total, in Year 9 they will focus on:</p> <p>Developmental stages 0-8 Years Physical, Intellectual, Emotional & Social</p>		
Year 10	Key stage	4
<p>In Year 10 students will focus on:</p> <p>Unit 1 Patterns of Child Development 1 hour external examination.</p> <p>Unit 2 Promoting Children's Play and development. Internally assessed</p>		
Year 11	Key stage	4
<p>In Year 11 students will focus on:</p> <p>Unit 3 The Principles of Early Years Practice. Internally assessed.</p>		

Year 12	Key stage	5
<p>BTEC Level 3 in Children's Play, Learning and Development at National Award and National Diploma Levels.</p> <p>We aim to give full-time learners the opportunity to enter employment or apprenticeships in the childcare sector or to progress to higher education vocational qualifications to full degree level. Students are given the opportunity to develop further their practical and personal skills through work experience placements.</p> <p>Many of our student progress to university.</p> <p>During Year 12 the students will study a variety of units such as:</p> <ul style="list-style-type: none"> • Child Development * 1 hour External examination • Professional development • Disease and illness 		

Year 13	Key stage	5
<p>In Year 13 students will study a variety of Units such as:</p> <ul style="list-style-type: none"> • Play and Learning • Health and Safety in Early Years Settings • Safeguarding in Early Years • Observation, Assessment and Planning 		

For further information about the Childcare curriculum, please contact:

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Criminology at Cowley International College

Year 12	Key stage	5
In Year 12 students will achieve 50% of the Applied Diploma in Criminology studying the following two units: <ul style="list-style-type: none">• Unit 1: Changing Awareness of Crime covering public perception of criminality and campaigns for change. Assessment is through an 8 hour controlled assessment.• Unit 2: Criminological Theories covering social constructions of criminality, theories and causes of criminality and causes of policy change. Assessment is through a 90 minute examination.		

Year 13	Key stage	5
In Year 13 students will achieve the remaining 50% of the Applied Diploma in Criminology studying the final two units: <ul style="list-style-type: none">• Unit 3: Crime Scene to Courtroom covering the processes of criminal investigations and the prosecution of suspects and the review of criminal cases. Assessment is through an 8 hour controlled assessment.• Unit 4: Crime and Punishment covering the criminal justice system in England and Wales, the role of punishment and the measures used in social control. Assessment is through a 90 minute examination.		

For further information about the Criminology curriculum, please contact:

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Film Studies and Media at Cowley International College

Year 12	Key stage	5
<p>Film and Media has become the dominant art form of the twentieth and twenty-first century. We offer two unique courses, covering a variety of aspects of the industry.</p> <p>A Level Film Studies Film Studies A level provides a practical and theoretical grounding to all aspects of Cinema, from the making of film to the workings of the Film Industry itself. The areas of study include varieties of filmmaking throughout the history of Hollywood, differences between mainstream film and contemporary Independent film and British films since 1995. Practical film making and editing provide a major proportion of the course, with an independent student film being worth 30% of the final grade.</p> <p>BTEC Level 3 Creative Media TV and Film Production BTEC Media is a flexible course which deals with all aspects of the Media Industry. The Diploma course consists of three core units and four specialist units. In Year 12, students develop their skills in four key areas: ideas generating and pitching a proposal, planning all aspects of a project, the use of a camera to convey important information and editing skills. This will result in a short film or trailer, with a focus on the crime or horror genre.</p>		

Year 13	Key stage	5
<p>A Level Film Studies In the second year of the course, students continue their study of cinema with a focus on Global filmmaking perspectives. This looks at what we learn about different cultures and societies through film. We also study documentary film and short silent movies, considering how the industry has developed. There is a final case study on a modern experimental film. The course concludes with two 2.5 hour examinations, covering each aspect of the two year course. This is worth 70% of the final grade.</p> <p>BTEC Level 3 Creative Media TV and Film Production The second year continues developing the skills of students to create Media projects that are of an industry standard. The focus is on creating music videos and advertisements, with students partaking in research, planning, filming and editing the productions over the course of the year.</p>		

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Name Stuart Lilley

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Food, Nutrition and Hospitality at Cowley International College

Year 7	Key stage	3
<p>Students have 2 lessons a fortnight. This is a practical course where students will experience:</p> <ul style="list-style-type: none"> - food preparation and cooking skills - making dishes that can be a part of a healthy lifestyle - nutritional analysis of food - food seasonality, sourcing, and characteristics of ingredients - environmental issues relating to food <p>Students will be expected to arrive prepared to carry out practical work but wherever it is possible, school will assist in the provision of ingredients.</p>		
Year 8	Key stage	3
<p>Students study an alternative aspect of technology in Year 8.</p>		
Year 9	Key stage	4
<p>In Year 9 students who have elected to take BTEC Hospitality will begin to study for the Level 2 Award in Hospitality. This is a preparatory year where they will develop the skills and knowledge required to be able to start the coursework in Year 10. Examples of what they do this year include:</p> <ul style="list-style-type: none"> - Prepare ingredients using a range of new skills. - Make use of ingredients and methods that are new to them. - Analyse existing recipes and products, and adapt them to suit a healthy lifestyle. - Study the Hospitality industry and how it operates - Study and developing working skills <p>Students will be expected to arrive prepared to carry out practical work but wherever it is possible, school will assist in the provision of ingredients.</p>		
Year 10	Key stage	4
<p>In Year 10 students will study a two year Level 2 Award in BTEC Hospitality. Numerous units are delivered as determined by the Edexcel specification and the following opportunities exist for our students:</p> <ul style="list-style-type: none"> - Preparation, cooking and tasting of a wide range of products and dishes from around the world. - Vocational experience days (such as visits from professionals in the industry). - Planning and running events and real life experience of dealing with customers. <p>As part of this course students will sit a single, written, paper based, external examination towards the end of Year 10, lasting 1 hour and 15 minutes. There will be an opportunity to re-sit the test in Year 11. The course will be 75% internally assessed and 25% externally assessed.</p> <p>Some students who took an early option in Year 9 may be in their second year of this course.</p>		
Year 11	Key stage	4
<p>In Year 11 students are in their second or third year of studying the BTEC: Level 2 Award in Hospitality. The content is as in Year 10, and units from the Edexcel specification are delivered.</p> <p>A second opportunity to sit the exam will also happen in this year.</p>		

For further information about the Food, Nutrition and Hospitality curriculum, please contact:

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Health & Social Care at Cowley International College

Year 9	Key stage	
<p>BTEC Level 2 Tech Award in Health and Social Care:</p> <p>Students may opt to study BTEC Level 2 Tech Award in Health and Social care.</p> <p>We aim to give learners the opportunity to enter employment in the Health & Social Care sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Health and Social Care. Students have the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life through various opportunities to compete work experience placements. Students will typically study three units spread over two years.</p> <p><u>In Year 9 students will look at:</u></p> <p>Human Growth & Development from conception to Older adulthood. Including Physical, Social, Emotional & Intellectual aspects of development.</p>		
Year 10	Key stage	4
<p><u>In Year 10 students will focus on:</u></p> <p>Unit 1 Human Lifespan Development: Internally assessed Unit 2 Health and Social Care Services and Values: Internally assessed</p>		
Year 11	Key stage	4
<p><u>In Year 11 students will focus on:</u></p> <p>Unit 3 Health and Wellbeing: Synoptic external assessment</p>		

Year 12	Key stage	5
<p>BTEC Level 3 Health and Social Care at Subsidiary Diploma Level (Single) or Extended Diploma Level (Triple Nursing Cadet Programme).</p> <p>We aim to give full-time learners the opportunity to enter employment or apprenticeships in the Health and Social Care sector or to progress to higher education vocational qualifications such as the Edexcel BTEC Higher Nationals in or to full degree level.</p> <p>Students are given the opportunity to develop further their techniques, personal skills and attributes. Many of our student progress to university.</p> <p><u>In Year 12 students will study units such as:</u></p> <p><u>BTEC Level 3 Subsidiary Diploma</u> In this course the students will study six units spread over two years and these will include units such as:</p> <ul style="list-style-type: none"> • Communication • Equality and diversity • Human Growth & development <p><u>BTEC Level 3 Extended Diploma in Health and Social Care: Nursing Cadet Programme</u></p> <p>In this course students extend their studies to 18 units and this includes units such as:</p> <ul style="list-style-type: none"> • Safeguarding • Psychology and sociological aspects of care • Professional development • Disease and illness 		

Year 13	Key stage	5
<p><u>In Year 13 students will study units such as:</u></p> <p><u>BTEC Level 3 Subsidiary Diploma</u></p> <ul style="list-style-type: none"> • Care for specific needs • Developmental aspects of care and health and safety • Anatomy & Physiology <p><u>BTEC Level 3 Extended Diploma in Health and Social Care: Nursing Cadet Programme</u></p> <ul style="list-style-type: none"> • Safeguarding • Psychology and sociological aspects of care • Professional development • Disease and illness 		

For further information about the Health & Nursing curriculum, please contact:

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Law at Cowley International College

Year 12	Key stage	5
<p>Students will follow the OCR A level Law course. In the first year of the course, they will study the following units of work:</p> <p>Introduction to the nature of law The Legal System: Civil courts and other forms of dispute resolution; criminal courts and lay people; legal personnel; access to justice Law-making: Parliamentary law-making; delegated legislation; statutory interpretation; judicial precedent; law reform; European Union law Criminal Law: rules and theory; general elements of criminal liability; non-fatal offences against the person; fatal offences against the person; offences against property; defences; preliminary offences (attempts); evaluation Law of Tort: rules and theory; liability in negligence; occupier's liability; torts connected to land; vicarious liability; defences; remedies; evaluation</p>		

Year 13	Key stage	5
<p>In the second year of the course, students will study the following units of work:</p> <p>Human Rights Law: rules and theory; protection of the individual's human rights and freedoms in the UK; key provisions of the European Convention on Human Rights – Articles 5,6, 8, 10, 11; restrictions on human rights law; enforcement of human rights law; evaluation The Nature of Law: law and morality, law and justice, law and society, law and technology</p>		

For further information about the Law curriculum, please contact:

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Mandarin at Cowley International College

Year 7	Key stage	3
The topics covered in the first year will be as follows: Numbers. Basic Greetings. Age. Names. Birthdays. Pets. Hobbies. Family. Sports. Days, months and years. School subjects. Telling the time. School timetable.		
Year 8	Key stage	3
In the second year of the course, the students will develop their language further by studying the following: Food and drink. The Weather. Countries. Places to visit. Transport. Past tense. Personal appearances. Describing rooms. Colours. Clothes. Daily routines. My town. Places to meet. Future tense. My house. Jobs. Shopping. Travelling around China.		
Year 9	Key stage	4
There GCSE Mandarin course will follow five themes: Theme 1 Identity and culture. Theme 2 Local area, holiday and travel. Theme 3 My school. Theme 4 Future aspirations, study and work. Theme 5 International and global dimensions.		

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Name Mr P Edwards

Title Mandarin Leader

Performing Arts at Cowley International College

Year 7	Key stage	3
<p>Music - Students develop basic rhythm skills by taking part in a range of individual, paired and whole class activities. They develop keyboard, ukulele and singing skills by learning and performing a range of pieces of music from various times and places. They also learn to compose their own music, inspired by Minimalism, India and TV and Film Music using Garage band software.</p> <p>Drama – Students develop a range of basic improvisational skills by taking part in a range of individual, paired and whole class activities. Through a range of exploration workshopping activities, learners will develop key fundamental devising skills and techniques through a range of stimuli including 'British Values' and Bullying. Students through both practical and theoretical practice will develop a range of performance tools and techniques through a variety of texts and stimuli. Students will gain an understanding of how theatre has changed and developed throughout history and explore a range of genre's and styles. Students will participate group devising, creating, directing and performing original pieces of work.</p> <p>Dance- Students develop a range of basic dance skills by taking part in a range of individual, paired and whole class activities. Through a range of exploration workshopping activities learners will develop the key fundamental actions, shapes, dynamics and space. They also develop key choreographic skills utilizing structure, devices and relationships to create and develop their own work through a range performance mediums.</p> <p>Learners will explore and perform the key features and techniques for a range of different dance styles and genres both domestically and internationally including Bollywood, Commercial and Rock and Roll.</p> <p>Written documentation Within all topics of work - Students will develop key reflective and analytical skills needed as performance practitioner by completing a weekly skills log. Learners will identify and discuss strengths and areas for developing and setting realistic and achievable targets</p>		

Year 8	Key stage	3
<p>Music - students are introduced to Samba Music and rhythmic improvisation. They learn basic skills on voice, guitar, drums, bass guitar and keyboard and put this into practice by performing and composing Blues Music and other Pop Music from the last 60 years.</p> <p>Drama – Students are introduced to key practitioners. Students will gain an understanding of how the key conventions and methods of theatre practitioners can enhance and create an innovative performance through their own exploration of a variety of tasks. They will also gain an understanding of the key roles and responsibilities within the Creative Arts. Students will continue to galvanize key acting techniques, participate group devising, creating, directing and performing original and published pieces of work through topics such a hit play Blood Brothers and Romeo & Juliet. They will learn how to maintain a healthy voice and develop key vocal skills such projection, modulation, pitch dynamics and articulation through performing in a range of acting scenarios.</p> <p>Dance –Through workshopping, devising and performing students continue to embed a firm understanding of different styles of dance that have been made popular around the world including Hip Hop, Capoeira and Bollywood. They learn to explore a range of source material /stimuli to further develop their understanding of the components of choreography whilst developing an awareness of Musical Theatre Dance styles.</p> <p>Written documentation Within all topics of work - Students will develop key reflective and analytical skills needed as performance practitioner by completing a weekly skills log. Learners will identify and discuss strengths and areas for developing and setting realistic and achievable targets</p>		

Year 9	Key stage	4
<p>Music –Term 1 has a clear focus on ‘upskilling’ students by developing key stylistic and technical skills with your chosen instrument. They will partake in range of classroom based and public performances and industry professional workshops.</p> <p>Term 2A: Set Song Performance; Pupils will be given a selection of Pop Songs. They will be given some basic notation of the songs constituent parts and using this in conjunction with the recording; will select one of the songs to perform.</p> <p>Term 2B: Use your ears: Pupils will choose a piece of music and attempt to mount a performance of it using basic notation and aural means as a way of learning adopting the ‘Musical Futures’ model. They will create a bespoke practice plan based on an agreed target and review skills and techniques over an agreed time period.</p> <p>Term 3A: Songwriting : Pupils will adopt the practices of informal learning and then write an original song as part of a group. They will continue to develop analytical skills with self-reflection logging and responding to tutor and peer feedback.</p> <p>Acting - Term 1 : has a clear focus on ‘upskilling’ students by developing key stylistic, technical, vocal, devising, performing and acting through song skills. They will partake in range of classroom based and public performances and industry professional workshops. They will continue to develop analytical skills with self-reflection logging and responding to tutor and peer feedback.</p> <p>Term 2: Students will perform a role within extracts of a published classical play in front of a public audience. The process will consist of audition preparation, research techniques based on context and specified character development both ‘on and off text’ within a productive rehearsal period.</p> <p>Term 3: Students will perform a role with in publish contemporary play in front of a public audience. The process will consist of audition preparation, research techniques based on context and specified character development both ‘on and off text’ within a productive rehearsal period.</p>		

Year 10	Key stage	4
<p>Music – Term 1 and 2 Students follow the RSL Music Practitioners: Level 2 certificate (Performing). Students will engage with the first internally assessed unit ‘Instrumental Study’. Students will identify clear targets and construct a personal practice plan to explore and develop their personal instrumental skills and demonstrate a clear understanding of the health and safety and maintenance of their chosen instrument of study.</p> <p>Term 3 Students begin the second internally assessed unit of work ‘Developing Musical Knowledge’. Students will explore musical styles and the various distinctive traits that comprise them. They will also build a wider contextual and theoretical knowledge of contemporary music. .</p> <p>Acting: Students will follow the Level 2 RSL Certificate -Creative and Performing Arts qualification. The year will consist of completing the first internal unit of study ‘Performing Text’. Students will interpret and analyse text in modern and classic dramatic writing, performing dialogue from modern and classic texts. They will also understand exactly how dialogue / conversation works, how this is reflected in good dramatic writing and how an actor ‘lifts’ such speech ‘off the page’. These skills will develop the ability to sight read competently and bring dialogue to life.</p> <p>Dance: Students follow the Edexcel BTEC Level ½ Tech Award in Performing Arts.</p> <p>Term 1 and 2: Students will complete the internally assessed ‘Component 2’ ‘Developing Skills and Techniques in the Performing Arts’.</p> <p>Students will take part in a range workshops, classes and rehearsals gain physical, interpretative, vocal and rehearsal skill apply these skills in performance and reflect on their progress, their performance and how they could improve.</p>		

Term 3: Student start the internally assessed Component 1 'Exploring the Performing Arts'. Students will explore performance styles, creative intentions and purpose, investigate how practitioners create and influence what's performed, discover performance roles, skills, techniques and processes.

Year 11

Key stage

4

Music – Term 1; Students complete the 'Developing Musical Knowledge' unit.

Term 2 students will complete the third and final unit that is externally assessed 'Live Music Performance'. This is a task based controlled assessment and allows students to demonstrate and integrate their knowledge, skills acquired across the area of study. This will also allow learners to develop study skills and to under- pin practical skills with core knowledge and understanding.

Acting – Term 1: will consist of exploration devising skills, embedding theatre practitioner methodology and exploration of stimuli . They will also partake in a range musical theatre workshops led by industry professionals and post 16 students.

Term 2: Students complete the second and final unit that is externally assessed 'Live performance'. This is a task based Final performance controlled assessment and allows students to demonstrate and integrate their knowledge, skills acquired across the area of study. This will also allow learners to develop study skills and to under- pin practical skills with core knowledge and understanding.

Dance: Term 1: Students will complete the Component 1 'Exploring the Performing Arts'.

Term 2: Students complete the externally assessed Component 3 'Performing to a Brief. This task based final performance controlled assessment, where students work in groups of between 3 and 7 members to create a performance based on a set brief. Building on their skills in classes, workshops and rehearsals from previous components students review the process using an ideas and skills log perform a piece to their chosen audience and reflect on their performance in an evaluation report.

Year 12	Key stage	5
<p>Music – Students follow the BTEC Level 3 Subsidiary Diploma in Music (Performance) covering 3 units in year 1: These include: Music Performance Techniques, Solo Performance and Live Music Workshop.</p> <p>Musical Theatre (Acting /Singing/ Dance) – Students follow the BTEC Level 3 Diploma in Performing Arts (Musical Theatre) covering 6 units in the first year : including Drama Improvisation, Singing Skills for actors and dancers, Jazz Dance, Performance workshop, Dance Performance, Choreographic Principles.</p> <p>Both the Music and Musical Theatre courses are highly practical and skills are taught through actual practical experience with theoretical aspects taught as appropriate and relevant.</p>		

Year 13	Key stage	5
<p>Music – Students follow the BTEC Level 3 Subsidiary Diploma in Music (Performance) covering 3 units in year 2 these include: Working as a Musical Ensemble, Marketing and Promotion and Organizing a Music Event.</p> <p>Musical Theatre (Acting /Singing/ Dance) – Students follow the BTEC Level 3 Diploma in Performing Arts (Musical Theatre) covering 6 -8 units in the second year including: Theatre for Children, Jazz Dance, Performance workshop, Musical Theatre Performance/Rehearse for performance, Performing Arts Business, Developing Voice for the Actor, Auditions for Actors and Developing Classical Ballet Technique and Performing to an Audience which involves taking part in a full scale musical production.</p> <p>Both the Music and Musical Theatre courses are highly practical and skills are taught through actual practical experience with theoretical aspects taught as appropriate and relevant.</p>		

For further information about the Performing Arts curriculum, please contact:

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Psychology at Cowley International College

Year 12	Key stage	5
<p>Students taking the AQA Psychology Advanced Level course will study topics that cover the introductory topics of Psychology and Psychology in context. These include approaches, attachment, biopsychology, memory, psychopathology, and social influence.</p> <ul style="list-style-type: none"> ○ In approaches students will gain an insight into the origins of Psychology as well as the learning and cognitive approaches that are fundamental to the understanding of theories in other aspects of Psychology. ○ Attachment involves looking at stages and explanations for attachment in humans, along with studies into human and animal attachments. Students will also look at occasions when attachments fail to form. ○ In biopsychology students look at the nervous system and its role in fight or flight, and biological rhythms such as the sleep-wake cycle. Students also consider the lateralisation and localisation of brain function, ways to study the brain and how it recovers after trauma. ○ Memory focuses on models for and types of memory storage, this includes a focus on the accuracy of eye-witness testimony. ○ The primary focus in psychopathology is abnormalities and deviations from social norms. Students will study the behavioural and cognitive approaches of explaining and treating characteristics displayed by people with phobias, depression and obsessive compulsive disorder. ○ In social influence students will study types of conformity, explanations for obedience and resistance to social influence. Throughout the topic students will look at studies, events and case studies that demonstrate social influence. <p>In both years students will study research methods. This concentrates on the ways that research can be done in Psychology including experimental design and data collection techniques. Students must be aware of the Scientific process, along with different methods of data handling, data analysis, and inferential testing. Students will take internal examinations in the Summer Term to check their progress. However, these do not count towards their Advanced Level, as those will be taken at the end of Year 13.</p>		

Year 13	Key stage	5
<p>In the second year of the AQA Psychology Advanced Level course, students will look at further examples of Psychology in context and issues/debates in Psychology. These include Addiction, Gender, Issues & Debates, and Schizophrenia.</p> <ul style="list-style-type: none"> ○ When studying addiction students will focus on risk factors and explanations of different addictions such as nicotine and gambling, as well as looking at ways to reduce addiction. Students will also be required to apply theories of behaviour change to addictive behaviour. ○ In gender, students will cognitive, psychodynamic and social learning explanations of gender, along with atypical gender development. Students will also focus on gender and sex, including the role of chromosomes and hormones. ○ Issues & Debates looks at arguments that may be applied to multiple disciplines of psychology. These include gender, free will and determinism, nature-nurture, and reductionism. Students will also consider idiographic and nomothetic approaches to psychological investigation and the ethical implications of research studies. ○ The study of schizophrenia will focus on classification, symptoms, explanations and therapies. Students will consider these from a biological, psychological and cognitive view and will reflect on the importance of an interactionist approach in explaining and treating schizophrenia. <p>Students also continue to study research methods; the focus remains the same as in year 12 with students using their knowledge to design or evaluate psychological research methods, and carry out statistical tests. At the end of year 13 students will sit three 2 hour examinations that will count towards their final Advanced Level grade. These exams will cover all topics learned in both years 12 and 13.</p>		

For further information about the Psychology curriculum, please contact:

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Public Services at Cowley International College

Year 12	Key stage	5
<p>We offer BTEC Level 3 Uniformed Public Services at Certificate and Subsidiary Diploma level.</p> <p>In Year 12 student will study the right units so that they could claim the Certificate at the end of that year. This includes studying the various levels of government that exist in the UK and how they affect the Public Services. In addition, students will develop their theoretical and practical skills in leadership and team development. They will also look at the impact that Crime has on our society and the various initiatives, both locally and nationally, to deal with it.</p>		
Year 13	Key stage	5
<p>In Year 13 student will begin an in depth study of citizenship and diversity in the UK and how this affects the working lives of Uniformed Public Sector employees. We will also study the importance of discipline including conformity and obedience. Students will take part in simulated psychological experiments as well as discussing contemporary issues and news stories that relate to the Public Services</p>		

For further information about the Food, Nutrition and Hospitality curriculum, please contact:

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Sociology at Cowley International College

Year 12	Key stage	5
<p>Students will be introduced to different theories or perspectives in Sociology and will study the different research methods used by sociologists. Students will study two main topics in Year 1 of the course. They are Families and Households and Education with Research Methods. They will have an understanding of issues such as how families are changing, becoming more varied and less predictable and how schools operate and the power of teachers to influence achievement.</p>		

Year 13	Key stage	5
<p>In the second year of A Level, students will study theories and research in more depth and look at other areas of social life. Students will also study different beliefs in society and will consider why some people conform and others commit crime. By the time students finish their course they should see the world differently, have a deeper understanding of the way societies work and have learnt how to carry-out and interpret social science research.</p> <p><u>Assessment</u></p> <p>There are three exams at the end of the two year course. They each account for one third of the A-level. The three exams last 2 hours and are worth 80 marks each. The exams consist of a mixture of short answer and extended writing questions.</p>		

For further information about the Sociology curriculum, please contact:

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Vocational Sport at Cowley International College

Year 9	Key stage	4
<p>In Year 9 students who have elected to take BTEC Sport will begin to study for the Level 2 Award in Sport. This is a preparatory year where they will develop the skills and knowledge required to be able to start the coursework in Year 10. Examples of what they do this year include:</p> <ul style="list-style-type: none"> - Gain a basic understanding of Anatomy and Physiology. - Gain experience of sports officiating. - Understand the basic protocols for fitness testing. - Understand the components of fitness - Develop basic coaching and leadership skills <p>Students will be expected to arrive prepared to carry out practical work but wherever it is possible, and be expected to bring sports kit when required. .</p>		
Year 10	Key stage	4
<p>In Year 10 students will study two units, one will be externally assessed via an online, on demand one hour test. The other will be an internally assessed piece of course work.</p> <p>Unit 1 – Fitness for Sport and Exercise (Externally assessed)</p> <ul style="list-style-type: none"> - Components of fitness - Methods of training - Fitness testing <p>Unit 4 – The Sports Performer in Action (Internally assessed)</p> <ul style="list-style-type: none"> - Major body systems - Effects of exercise on each system 		
Year 11	Key stage	4
<p>In Year 11 students will study a further two internally assessed units plus have an opportunity to re-sit their external test.</p> <p>Unit 5 – Training for Personal Fitness (Internally assessed)</p> <ul style="list-style-type: none"> - Identifying personal fitness goals - Designing a 6 week training programme - Carrying out the 6 week training programme <p>Unit 2 – Practical Sports Performance (Internally assessed)</p> <ul style="list-style-type: none"> - Understand rules regulations and officiating in two sports - Understand key skills, techniques and tactics in two sports - Perform skills, techniques and tactics in two sports 		

Year 12	Key stage	5
<p>We offer BTEC Level 3 Sport at Certificate and Subsidiary Diploma level.</p> <p>In Year 12 student will study the right units so that they could claim the Certificate at the end of that year. They will gain an in depth understanding of the body's anatomy and physiology and the effects that training has on each of the body's systems. Students will also study a unit about assessing risk in sport, which will require them plan a sporting event taking into account all of the health and safety requirements needed. In addition, they will also look at fitness testing for a variety of clients from whom the results will be analysed and interpreted giving informed feedback.</p>		

Year 13	Key stage	5
<p>In Year 13, the students' knowledge will be built upon as they embark on extending their studies and knowledge into the areas of Sports coaching, in which they must study successful coaches of all levels and then plan and carry out a coaching session themselves. Alongside this unit the student will study practical team performance and training and fitness.</p> <p>Both years are practically based with time split between the classroom and the various sports venues at Cowley.</p>		

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Design and Technology at Cowley International College

Year 7	Key stage	3
<p>Throughout KS3 students will be given an experience of Design and Technology through a range of materials. The aim is to provide students with an experience of a variety of new technologies and opportunities to develop their knowledge and understanding of technological processes, products and their manufacture.</p> <p>This helps to prepare students to combine their design and making skills and understand the contribution they can make to life and work in an increasingly technological society.</p> <p>In Year 7 students are introduced to the topic 'Sustainability and the environment' and are taught long term design transferable skills using the in the following areas:</p> <ul style="list-style-type: none"> • Textiles: Encourages the use of different decorative techniques and construction skills. The students research the negative consequences of plastic and plastic carrier bags on the environment, they then design and make 'A bag for life' incorporating the techniques such as CAD etc. • Graphics: Students develop their designing and making skills through the exploration of pop up card mechanisms. • Resistant Materials: Students will engage in an iterative design and make process through the influence of biomimicry. 		

Year 8	Key stage	3
<p>In Year 8 the focus is on "Health and Safety" as students are encouraged to become independent when using tools and equipment. Students cover two areas of Design and Technology:</p> <ul style="list-style-type: none"> • Textiles: Students begin the course by creating a stitched 'Selfie' using a range of decorative stitching techniques • They then incorporate this piece of work into a decorative cushion or wall art. The students develop a range construction techniques adhering to the Health and Safety focus. • Resistant Materials: Students make a Photo Frame to learn the importance of working safely with new tools and equipment. Resistant Materials also incorporates electronics and graphics design with students developing their skills by producing a Nightlight and packaging. 		

Year 9	Key stage	4
<p>Students can opt to study the following Level 2 courses: WJEC Engineering, WJEC Construction, BTEC Art and Design – Textiles or Graphics.</p> <p>The new courses are tailored to prepare learners for a career in their chosen sector.</p> <p>BTEC Graphics is a vocational qualification introducing students to the techniques graphic designers use to create dynamic and innovative work. This course provides opportunities to be unique and creative and will give students the chance to develop their design and practical skills.</p> <p>BTEC Textiles is an interesting and appealing course, which includes many elements of fashion and textiles. This course provides opportunities to produce fashion/textile products which are unique and creative. It gives you the chance to develop practical skills and the confidence to complete design and make tasks relevant to today's environment.</p> <p>In Engineering - students will learn about health and safety, understanding machinery and selecting materials. Producing and using technical drawings including the use of CAD and CAM.</p> <p>In Construction – students will learn about health and safety within the construction environment as well as building a range of skills which cover carpentry, painting, decorating and electrical installations.</p>		

Year 10	Key stage	4
<p><u>Construction –</u> Students will build on the skills from Year 9 to further develop their understanding of the Construction Industry and what it consists of. Students will cover two units of work that cover construction trades (carpentry, electrics, decorating, tiling, working safely and project planning.</p> <p>Safety and security in construction - Examination Construction activities take place in many different contexts, learners will gain the knowledge and understanding to be able to plan how to minimise risk to their own and others health and safety in different contexts. You will learn how to look for and identify hazards to safety and security. You will learn how to measure the risk of these hazards so that you can plan ways in which you can limit the risk and work safely and securely, whatever your role or location.</p> <p>Developing construction projects – Assessed in College and externally moderated Through course learners will be able to interpret technical information to plan the refurbishment of a building, taking account of health and safety issues. They will use appropriate skills and techniques to carry out the refurbishment. You will develop a range of construction skills which can be used during construction processes, ensuring you take account of any health and safety issues.</p> <p><u>Engineering –</u> Students will build on the skills from Year 9 to further develop their understanding of Engineering and what it consists of.</p> <p>Pupils will sit an external examination towards the end of year 10 and have 1 re sit opportunity if needed in year 11.</p> <p>Unit 3: Solving Engineering Problems will be externally assessed. In this unit students will learn about how engineers in the past have found solutions to problems and how other engineers use their ideas to solve problems today. They will learn about materials, processes and maths that engineers use and how they are used to solve problems. In solving problems, they will learn to follow a process and develop drawing skills to communicate your solutions.</p> <p>Unit 1 Engineering Design - The purpose of this unit is for learners to analyse engineered products in order to propose design solutions to meet requirements. This unit is internally assessed and externally moderated.</p> <p>In this unit, students learn about that design process and how to analyse a product so you can see what features make it work and how it meets certain requirements. They will learn how to take ideas from different products in order to produce a design specification for a product.</p> <p><u>BTEC Art and Design Graphics and Textiles – Students will study core units:</u></p> <ul style="list-style-type: none"> • Introduction to Specialist Pathways in Art and Design (Internal assessment) <p>In this unit students will have opportunities to find out about, and start developing, some of these specialist skills. Students will be given an introduction to some specialist pathways. They will discover how the design or making cycle works in art and design practice and learn about the specialist materials, techniques and processes of these particular specialist pathways.</p> <ul style="list-style-type: none"> • Creative Project in Art and Design (External assessment) – to be done in year 11 <p>Students will also cover specialist units:</p> <ul style="list-style-type: none"> • Communicating Ideas in 2D/3D • Graphic Design/Textile/Fashion Briefs <p>In these units students will experiment with a range of 2D/3D mark-making activities, creating work by traditional and contemporary methods. They will gain recording skills, learn how to work from primary and secondary sources and, by exploring 2D/3D visual language, learn to generate and develop visual communication ideas successfully. They will research into disciplines such as fashion design, graphic design, and from this will help develop their skills and understanding of 2D/3D contemporary professional practice. Students will explore and investigate the methods and approaches used by artists and designers to find out how they work with 2D/3D ideas to meet the requirements and constraints of a brief. They will find out about the ways that artists and designers inform and inspire their own ideas to enable them to communicate successfully using 2D/3D visual language.</p>		

Year 11	Key stage	4
<p><u>Construction –</u></p>		
<p>Students will progress from Year 10 and continued master their understanding of the Construction Industry and what it consists of. Students will cover two units of work that cover construction trades (carpentry, electrics, decorating, tiling, working safely and project planning.</p>		
<p>Planning construction projects - Examination</p>		
<p>Through this synoptic unit, learners will use learning from the development of practical skills and health and safety requirements of construction processes and gain the knowledge and understanding needed to plan straightforward built environment development projects, You will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. You will develop an understanding of the processes that are followed by people working in construction that ensure projects are successful. You will use the knowledge and understanding you have acquired through carrying out practical construction tasks and consideration of safety and security of construction processes, together with planning skills developed through this unit, so that you can plan construction projects.</p>		
<p><u>Engineering –</u></p>		
<p>Learners can re sit the external examination towards the end of year 11 if required.</p>		
<p>Unit 2 Producing Engineering Products - The purpose of this unit is for learners to use skills developed to produce an engineered product. Throughout this unit the learners will interpret different types of engineering information in order to plan how to make engineered products. Learners will develop the skills needed to work safely with a range of engineering processes, equipment and tools. With these skills, the learners will learn to make a range of engineered processes that are fit for purpose.</p>		
<p><u>BTEC Art and Design Graphics and Textiles –</u></p>		
<p>Core Unit - Creative project in Art and Design (Externally assessed and set by exam board) - Learners will develop creative ideas, skills and intentions in response to a project brief and produce final outcomes.</p>		
<p>This creative vocational project should inspire students through this investigation of their preferred area of art design or creative media. Students can explore and apply new areas of study and new working methods. They will learn to focus the project through planning and organising, taking their ideas from concept to final outcome. Students will apply what they have learnt in previous units.</p>		

Year 12 and Year 13	Key stage	5
<u>BTEC Level 3 Subsidiary Diploma –Art and Design - Graphics/Textiles</u>		
<p>This is a two year course, providing opportunities to produce made outcomes which are unique and creative. It gives you the opportunity to develop your design and practical skills and the confidence to create Design and Make tasks.</p>		
<p>The structure of the Art and Design Graphics/Textile qualification: Contains three units in Year 12 followed by a further three units in Year 13, covering a variety of topics including; Visual Recording in Art & Design, Materials and Techniques and Processes in Art & Design.</p>		
<p>The units covered are as follows:</p>		
<p>Unit 1 – Visual Recording in Art & Design Unit 2 – Materials, Techniques and Processes in Art & Design Unit 3 - Ideas and Concepts in Art and Design Unit 4: Communication through Art and Design Unit 39: Typefaces and Letter Forms Unit 42: Design for Advertising Unit 107: Exploring Specialist Textile Techniques Unit 108: Extending Specialist Textile Techniques</p>		
<p><u>ASDAN Vocational Taster</u></p>		
<p>The ASDAN Construction Vocational Taster gives learners a practical introduction to working within the Construction industry. This course helps students to make progress towards their personal learning and career aims. Increasing learners' knowledge of different employment sectors will help them to make informed and long-lasting decisions about their post-16 destinations. This course is combined with two days' work experience combined with College taught modules including:</p>		
<ul style="list-style-type: none"> • General Construction Operations • Bricklaying • Carpentry and Joinery • Painting and Decorative Finishing • Health and Safety • Careers 		
<p><u>BTEC Level 3 Subsidiary Diploma – Engineering</u></p>		
<p>This is a two year course, providing opportunities to study a wide range of engineering topics. It gives you the opportunity to learn computer aided design, electrical engineering, automated control systems, 3D printing, machining and health and safety. Practical projects include – machining techniques, CAD, making a prosthetic limb, controlling a scaled conveyer belt, computer programming.</p>		
<p>The structure of the Engineering qualification: Contains three units in Year 12 followed by a further three units in Year 13, covering a variety of units including::</p>		
<p>Unit 1 – Health and Safety in the Engineering Workplace Unit 16 – Engineering Drawings for Technicians Unit 6 - Electrical and Electronic Principles Unit 25 - Selecting and Using Programmable Controllers Unit 10 - Properties and Applications of Engineering Materials Unit 30 – Setting and proving secondary processing machines</p>		

For further information about the Design and Technology curriculum, please contact:

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Travel and Tourism at Cowley International College

Year 9	Key stage	4
<p>In Year 9 students who have elected to take BTEC Travel and Tourism will begin to study for the Level 2 Award. This is a preparatory year where they will develop the skills and knowledge required to be able to start the coursework in Year 10. Examples of what they do this year include:</p> <ul style="list-style-type: none"> • Gain geographical knowledge of major destinations in the UK, Europe and Worldwide. • Understand the basic components of the Travel industry. • Gain an understanding of the economic impact tourism has locally and nationally. • Investigate employment opportunities in the industry. • Develop customer service practical skills. 		
Year 10	Key stage	4
<p>In Year 10, the student will begin studying for an externally assessed written exam worth 25% of their overall mark. In addition, they will also begin their first of three pieces of course work.</p> <p>Exam content includes:</p> <ul style="list-style-type: none"> • Types of tourism • Principles of sustainable tourism • Economic impacts of tourism • Industries in the sector • Interrelationships • Technology in the sector <p>Internally assessed course work unit is Unit 5 – Factors affecting worldwide travel and tourism in which students will investigate:</p> <ul style="list-style-type: none"> • Climatic conditions • Entry requirements • Time zones • Health and emergency situations 		
Year 11	Key stage	4
<p>In Year 11, students will complete their final two pieces of course work and will be given an opportunity to re-sit their external exam.</p> <p>Course work units will be:</p> <p>UK Travel and Tourism Destinations.</p> <ul style="list-style-type: none"> • City, seaside and countryside destinations • Planning and itinerary • Planning a journey using road, rail and air <p>Unit 3 – The Travel and Tourism Customer Service Experience</p> <ul style="list-style-type: none"> • Customer types and needs • Customer service skills • Impact of excellent and poor customer service 		

Year 12	Key stage	5
<p>In the first year, we will investigate the industry as a whole looking at all the employment opportunities as well as trends and factors that have affected tourism around the world. In addition, students will gain a hands on insight into how Business in tourism operates as well as gaining valuable customer service skills and knowledge. Units include:</p> <ul style="list-style-type: none"> • The Travel and Tourism Industry • The Business of Travel and Tourism • Customer Service in Travel and Tourism 		

Year 13	Key stage	5
<p>In year two, we will look closer to home and analyse the merits of the UK as a tourist destination. As well as doing an in depth study of tourism in Europe and all around the globe in our Long Haul Destinations unit. Units include:</p> <ul style="list-style-type: none"> • The UK as a destination • European Destinations • Long Haul Destinations 		

For further information about the Travel and Tourism curriculum, please contact:

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Further Details

For further details on the curriculum see online the:

- Year 8 Options Booklet and information
- Year 9 Options Booklet
- Sixth Form Course Booklet

The College Prospectus is also available online and provides information on all aspects of the college including Student Support and Homework.