



# Key Stage 4 Curriculum



## Options Booklet 2017-2019

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### Key Stage 4 and Beyond

This guide is for the use of students and parents. The purpose of the guide is to provide a summary of course details across the whole KS4 curriculum. It provides useful information describing the content, assessment and type of work involved in each subject. This guide should be used during the options process to help make informed choices.

### The Options Process—Key Dates

- Year 9 Parent Teacher Consultation Evening **Wednesday 25<sup>th</sup> January 2017**
- Year 9 Options Evening **Wednesday 8<sup>th</sup> February 2017 at 6.00pm** in the Sports Hall and North Site Hall.
- Choice forms to be completed and handed in by **Friday 24<sup>th</sup> February 2017**

More detailed course information is available from Departments. Please contact the named person responsible for the course.

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## Options 2017-2019: Key Stage 4

The principles underpinning our Key Stage 4 curriculum are: -

**A broad and balanced curriculum** in Key Stage 4; defined in terms of each student's entitlement to a full range of courses and nationally recognised qualifications.

**A recognition of the importance of core subjects.** Success in English, Mathematics and Science provides a solid foundation for progression onto higher level courses and future careers.

**A recognition of the importance of other academic subjects.** Students hoping to apply to University courses on completion of a Post 16 qualification are **strongly recommended** to consider a combination of subjects including a Modern Foreign Language (French or Spanish) and a Humanities subject (Geography or History).

**Flexibility and choice.** During Key Stage 4 students are between the compulsory curriculum of Key Stage 3 and the greater choice and flexibility of Post 16. Students deserve a curriculum that is motivating, challenging and prepares them effectively for employment, further learning and adult life.

**Coherence and progression.** As students aged 14 begin to develop their own mix of subjects, they should be able to access coherent learning programmes that enable them to progress to further learning at age 16 and beyond. All young people should be in Further Education or training until the age of 18.

**High quality guidance and support** is essential to ensure that interests, needs and aspirations are met.

**Maximising chances of success;** making use of prior attainment data and national progress data to ensure each student can reach their potential. We can provide a clear indication of the likely progress of students on particular courses and make firm recommendations to students and parents.

### The Core Curriculum

All our 14-16 year olds will continue to study the National Curriculum: English, Maths, Science, Physical Education, Religious Education, Citizenship, Relationship and Sex Education and aspects of Computing.

English, Maths, Science and Religious Education (Short Course in core and also available as a full GCSE option) lead to qualifications. Physical Education is delivered through games lessons and is also available through GCSE and BTEC options. The other core subjects are covered in tutorials, assemblies and collapsed timetable days.

### Options

Students have a wide range of GCSE subjects to choose from, both academic and practical in nature. There are also a small number of vocational subjects on offer.

One option choice must include one of the following GCSEs: Computer Science, Geography, History, French, Spanish or Triple Science. Triple Science is for students achieving grade 6 or above in assessments.

We expect the vast majority of students to select an additional 3 GCSE or equivalent subjects, with the aim of progressing onto A levels or other Level 3 courses in the future. It is possible to choose a broad and balanced selection of subjects e.g. D&T: Timber, Spanish and History, or a selection focused on one particular area of the curriculum e.g. Drama, Media Studies and Art. This will provide the opportunity to attain 9 GCSE or equivalent passes.

A minority of students would find the challenge of 9 GCSEs too demanding, so there are a small number of vocational options available. These courses deliver qualifications directly related to the world of work and students will experience a lot of practical work and build up a portfolio of evidence, which demonstrates the skills acquired. Students choosing these subjects will have the opportunity to attain a minimum of 8 GCSE or equivalent passes.

*The curriculum model is shown diagrammatically on the next page.*

### Key Stage 4 Curriculum Model

CORE giving 5 GCSEs						OPTIONS giving the equivalent of 3 or 4 GCSEs			
						OPTION A	OPTION B	OPTION C	OPTION D
<b>English Language with Literature</b> 2 GCSE <b>Mathematics</b> 1 GCSE <b>Combined Science: Trilogy (Double Award)</b> 2 GCSE <b>Physical Education</b> <b>RE (Short Course)</b> <i>Note: Triple Science takes Core time plus 1 full Option slot</i>						Choice of: Computer Science, French, History, Geography, Spanish, Triple Science.	Choice of 3 other subjects in addition to Option A: Art & Design (Textiles or Graphics) , Fine Art, Business, Computing, ICT Cambridge Nationals certificate, Drama, French, Geography, Health & Social Care, History, Media Studies, Music, Physical Education, Spanish, BTEC Sport, Triple Science, D&T Food Preparation & Nutrition, D&T Metal Engineering, D&T Paper and Card, D&T Timber, RE. There is also Construction and Hair & Beauty - these courses take up Options C&D, leaving a choice from one of the above.		

Subject	E	M	Sc	RE	PE	Core Total		OPTION A	OPTION B	OPTION C	OPTION D	Total
Periods (100mins) per 2 weeks	5	4	6	1	2	18		3	3	3	3	30

#### Year 11 2017-18

Subject	E	M	Sc	RE	PE	Core Total		OPTION A	OPTION B	OPTION C	OPTION D	Total
Periods (100mins) per 2 weeks	6	4	6	0	2	18		3	3	3	3	30

## Selecting Key Stage 4 Courses

Within this booklet there is a draft Option Choices Form. This will give students and parents a chance to review the form prior to the Options Evening on Wednesday 8<sup>th</sup> February 2017. The Options Evening will take place in the Sports Hall and there will be the opportunity to talk to subject staff and gain further information about the courses on offer. Briefings on the options process will take place in the North Site Hall at 6.00pm and 7.00pm.

To prepare for this evening and the actual options selection process, students and parents might like to think about the following key aspects:

**Assessment.** How is the subject assessed? Does this suit the student?

- **Examinations** – Almost all GCSEs and many other qualifications have an examinable component, but this can vary in terms of the number and duration of exams. The question style can also vary considerably and it is worth looking at some examples.
- **Controlled Assessment** – this is similar to coursework, marked by teachers but done under controlled conditions, usually in a classroom.
- **Portfolio**, as in BTEC and Vocational courses – students complete a wide range of assignments which may be practical or written and build up evidence towards the qualification.

**Content.** Will the student be interested and motivated by the subject specific knowledge and skills? Remember that each course lasts two years and once you've started a course it is very difficult to swap to a different one.

### Choose for success

National data now enables schools to predict the chances of success in particular subjects with considerable accuracy. We believe it is important to use that information in helping our young people make the most appropriate choice of pathway and courses.

**We will provide each student with approximate projected grades for a range of Key Stage 4 subjects in the Progress Summary issued at the Parent Teacher Consultation Evening on Wednesday 25<sup>th</sup> January 2017. These will be based on current performance, and give a good indication of potential future performance.**

When making choices it is extremely important to look beyond Key Stage 4 and consider career aspirations and potential future courses at Post 16. Many A level courses, for example, have the entry requirement of a grade A\* to B / 9 to 6 in that subject at GCSE level. Additionally, greater focus is now placed on achieving a grade 5 or above in English, Mathematics and Science as a foundation for future study and many careers. Students who achieve below a grade 4 in English and/or Maths will be required to re-sit the qualifications at Post 16.

### A word of warning

We do our very best to fulfil students' first choices. However, there is always a possibility that not enough students will choose a particular subject to make up a class; as a general rule we would need a class size of 26 for a course to be viable, with slightly smaller numbers in Design & Technology. If we have to withdraw a course due to low numbers, then reserve choices will be considered. Students and parents will be notified if this happens.

It is also possible that certain combinations of subjects cannot be accommodated; in this case the students affected will be interviewed and all alternative combinations discussed before final

decisions are made.

Whilst it is our aim to ensure as many students as possible can study their first choices, the College cannot guarantee that students will get their first choices.

## New GCSEs

The main features of the new GCSEs are:

1. A new grading scale of 9 to 1 will be used, with 9 being the top grade. This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
2. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
3. There will be new, more demanding content, which has been developed by the government and the exam boards.
4. Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
5. Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities. (Subjects with tiered examinations are Maths, Sciences and Modern Foreign Languages only).
6. Resit opportunities will only be available each November in English Language and Maths.

## Grading the New GCSEs in 2017

NEW GCSE GRADING STRUCTURE										
9	8	7	6	5	4	3	2	1	U	
<div><div><div>4 = C</div><div>and above</div><div>and above</div></div></div>										
<div><ul style="list-style-type: none"><li>Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li><li>Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.</li><li>The bottom of grade 1 will be the bottom of grade G.</li></ul></div>										
<div><div>A*</div><div>A</div><div>B</div><div>C</div><div>D</div><div>E</div><div>F</div><div>G</div><div>U</div></div>										
CURRENT GCSE GRADING STRUCTURE										

- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.
- The bottom of grade 1 will be aligned with the bottom of grade G.

## **Further advice**

If you need to discuss anything to do with options, further advice can be gained from the following key members of staff:

<b>Member of staff</b>	<b>Position</b>	<b>Nature of enquiry</b>
Mr M Quilter	Head of Progress – Year 9	General enquiries and advice regarding data/targets and appropriate coursing
Mrs W Gibson	Careers Adviser	For information on subjects and qualifications needed for particular careers
Ms P Martin Mrs J Hart	Deputy Headteacher Assistant Headteacher	For any matters relating to the options process and KS4 Curriculum
Ms E Dickinson	Head of Faculty – Visual and Performing Arts	Any enquiries to do with Art, Music, Drama and Media
Mr K Trevithick	Head of Faculty – Humanities	Any enquiries to do with Geography, History and R.E.
Mr S Ellis	Head of Faculty – Design Technology	Any enquiries to do with the full range of D&T courses
Mr J Pearson	Head of Faculty – Modern Foreign Languages	Any enquiries to do with French and Spanish
Mr N Philpott	Head of Faculty – Applied Learning	Any enquiries to do with Construction, Health & Social Care and Hair & Beauty
Mrs P Renyard/Mrs A Goodall	Head of Faculty – English	Any enquiries to do with English Language & English Literature
Mr P Eastman	Head of Faculty – Mathematics, Business and ICT	Any enquiries to do with Mathematics, Business, and Computing
Miss K Treloar	Head of Faculty – Physical Education	Any enquiries to do with PE and BTEC Sport
Mr J Hitchcock	Head of Faculty – Science	Any enquiries to do with Science
Mr E McFadden	DSENCO	Any enquires for additional support



# Core GCSE Subjects

English Language

English Literature

Mathematics

Combined Science: Trilogy

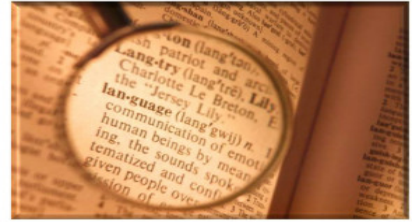
Science Triple (Option)

Religious Studies (Short Course)

# ENGLISH LANGUAGE

Examination Board: AQA

Specification No: 8700



## Description of Course

The course aims to develop:

- The ability to read, understand, analyse and respond to a range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century.
- The ability to construct and convey meaning in written language clearly and coherently.
- An understanding of the spoken word and the capacity to participate effectively by giving a speaking and listening presentation.

## How will you learn?

- Reading and responding to a variety of texts, including literary, non-literary and media texts.
- Texts will include a range of modern and older poems, novels and plays
- Writing for a range of audiences and purposes.
- Speaking and listening in a range of contexts.

## Method of Assessment

### **Paper 1 – Explorations in Creative Reading and Writing**

Section A – Reading: One literature text

Section B – Writing: descriptive or narrative writing

**1 hour 45 mins: 50% of GCSE**

### **Paper 2 – Writer's Viewpoints and Perspectives**

Section A – Reading: One non-fiction text and one literary non-fiction text

Section B – Writing: Writing to present a viewpoint

**1 hour 45 mins: 50% of GCSE**

**This GCSE will be graded on the new 9 to 1 scale.**

## Pathways after Year 11

Training Pathways	Career Routes
A Level: <ul style="list-style-type: none"> <li>▪ English Language and Literature</li> <li>▪ English Literature</li> <li>▪ Media Studies</li> <li>▪ Film Studies</li> </ul>	A range of careers including: <ul style="list-style-type: none"> <li>▪ Journalism</li> <li>▪ Advertising</li> <li>▪ Film and photography</li> <li>▪ Writing</li> <li>▪ Teaching</li> <li>▪ Publishing</li> </ul>



# ENGLISH LITERATURE

Examination Board: AQA

Specification No: 8702



## Description of Course

The course aims to develop:

- The ability to read, understand, analyse and respond to a range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century.
- The ability to construct and convey meaning in written language clearly and coherently to express ideas and explain concepts.

## How will you learn?

- Reading and responding to a variety of texts
- Analysing in a range of ways to explore language, form, structure and context
- Texts will include a range of modern and older poems, novels and plays, including Shakespeare

## Method of Assessment

### **Paper 1 – Shakespeare and the 19<sup>th</sup> Century novel**

Section A – Shakespeare: one question on the Shakespeare play you have studied.

Section B – 19<sup>th</sup> Century Novel: one question on the novel you have studied.

**1 hour 45 mins: 40% of GCSE**

### **Paper 2 – Modern texts and poetry**

Section A – Modern texts: one question on your modern prose or drama text

Section B – Poetry: one comparative question on poems you have studied

Section C – Unseen poetry: two questions on poems you have not seen before.

**2 hours 15 mins: 60% of GCSE**

**This GCSE will be graded on the new 9 to 1 scale.**

## Pathways after Year 11

Training Pathways	Career Routes
A Level: <ul style="list-style-type: none"> <li>▪ English Language and Literature</li> <li>▪ English Literature</li> <li>▪ Media Studies</li> <li>▪ Film Studies</li> </ul>	A range of careers including: <ul style="list-style-type: none"> <li>▪ Journalism</li> <li>▪ Advertising</li> <li>▪ Film and photography</li> <li>▪ Writing</li> <li>▪ Teaching</li> <li>▪ Publishing</li> </ul>





# MATHEMATICS

Examination Board: EDEXCEL

Specification No: 1MA1

## Description of Course

You will study topics from five broad areas of mathematics:

- **Number**
- **Ratio, Proportion and Rates of Change**
- **Algebra**
- **Geometry and Measures**
- **Statistics and Probability**

Students will be using and applying mathematics to solve problems in real-life contexts. They will plan and make decisions, communicate, explain and provide reasons and will develop the skills to solve functional questions.

## How will you learn?

You will continue to study mathematics following on from your Year 9 work at an appropriate level for you. Your knowledge and understanding of the subject will develop as you experience and participate in a range of activities such as:

- practising and consolidating skills in class and at home;
- working in pairs and groups to share ideas and compare strategies when solving problems;
- using ICT efficiently to explore patterns, shapes and graphs;
- investigating problems and creating opportunities to discover new areas of mathematics.

## Method of Assessment

This course is assessed at two tiers:

**Foundation:** Grades 1 to 5

**Higher:** Grades 4 to 9

There are three examination papers for each of the two tiers. Each paper has a duration of 1 hour and 30 minutes.

- Paper 1 (non-calculator) 33.3%
- Paper 2 (calculator) 33.3%
- Paper 3 (calculator) 33.3%

## Pathways after Year 11

Training Pathways	Career Routes
<p>GCSE Mathematics provides a useful foundation for many Post-16 courses and training opportunities. Courses that are currently offered at Helston Community College to extend the study of Mathematics are:</p> <ul style="list-style-type: none"> <li>▪ A Level Mathematics</li> <li>▪ A Level Further Mathematics</li> <li>▪ L3 Certificate in Core Mathematics</li> </ul>	<p>Achievement in Mathematics at all levels is advantageous and often essential for a wide variety of scientific, business and technological vocations.</p> <p>A good grade in GCSE Mathematics is needed as an entrance requirement for most courses at Key Stage 5.</p>





# GCSE COMBINED SCIENCE: TRILOGY

Examination Board: AQA

Specification No: 8464

## Description of Course

Students will follow a two year Double Award course comprising of 6 units leading to a GCSE Double Award in Combined Science. These units develop competence in the science disciplines of Biology, Chemistry and Physics.

### BIOLOGY

Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance variation and evolution; Ecology.

### CHEMISTRY

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

### PHYSICS

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

Students are taught by two specialist teachers throughout the two year course.

## How will you learn?

This course aims to teach students about the modern scientific understanding of the world, as well as how science works and its importance in the modern world. Students' learning will build upon the theories and evidence built up by thousands of scientists over hundreds of years.

Students will learn individually and in groups from demonstrations, practical investigations, ICT simulations, data-logging, class discussions, exam practice activities, theoretical modelling and through challenging questions.

## Method of Assessment

Student will be assessed via six structured written examinations at the end of Year 11: two in Biology, two in Chemistry and two in Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each written exam is 1 hour 15 minutes and is worth 16.7% of the GCSE. Questions will comprise of multiple choice, structure, closed short answers and open responses.

## Pathways after Year 11

Training Pathways	Career Routes
<p>This specification lays an appropriate foundation for further study of post-16 science subjects at Helston Community College. These may include A Levels in Biology, Chemistry and Physics.</p> <p>It also allows progression to the Medical Science Diploma at Post 16.</p>	<p>Good science qualifications are recommended to support progression into virtually every career in business, public service and industry.</p> <p>Strong Science qualifications are essential for a wide range of careers, including: Aeronautics, Archaeology, Dentistry, Engineering, Geology, Marine Biology, Medicine, Meteorology, Microbiology, Robotics, Psychology, Veterinary Science, Wildlife Conservation, Zoology, and many more.</p>





# TRIPLE SCIENCE

Examination Board: AQA

Specification No: 8461, 8462, 8463.

## Description of Course

Students will complete all the units of the GCSE Combined Science but will use one option to supplement this work with extension learning in each of the three science disciplines. This will lead to three separate GCSE grades in Biology, Chemistry and Physics. Extension learning includes:

### BIOLOGY

Culturing Micro-organisms; Monoclonal antibodies; Plant diseases; The brain; The eye; Control of human body temperature; Plant hormones; DNA structure; Cloning; The theory of evolution; Decomposition.

### CHEMISTRY

Properties of transition metals; Nanoscience; Yield and atom economy; Chemical and fuel cells; Reactions of alkenes and alcohols; Synthetic and Natural polymers; Identification of Ions; The Haber process.

### PHYSICS

Moments, levers and gears; Pressure; Reflection of waves; Sound waves; Lenses; Black body radiation, Static electricity; Induced potential, transformers and the National grid; Nuclear fusion and fission; Space Physics.

Students are taught by three specialist teachers throughout the two year course. There is a higher demand in relation to both literacy and numeracy and students are required to gain a grade 6 or above to be accepted on to the course.

## How will you learn?

This course aims to teach students about the modern scientific understanding of the world in detail, as well as how science works; the activities of scientists and the relevance and importance of science in the modern world. Students' learning will build upon the theories and evidence built up by thousands of scientists over hundreds of years.

Students will learn individually and in groups from demonstrations, practical investigations, ICT simulations, data-logging, class discussions, exam practice activities, theoretical modelling and through challenging questions.

## Method of Assessment

Student will be assessed via six structured written examinations at the end of Year 11: two in Biology, two in Chemistry and two in Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each written exam is 1 hour 45 minutes and is worth 50% towards each of the Science GCSEs. Questions will comprise of multiple choice, structure, closed short answers and open responses.

## Pathways after Year 11

Training Pathways	Career Routes
<p>This specification lays an appropriate foundation for further study of post-16 science subjects at Helston Community College. These may include A Levels in Biology, Chemistry and Physics.</p> <p>It also allows progression to the Medical Science Diploma at Post 16.</p>	<p>Good science qualifications are recommended to support progression into virtually every career in business, public service and industry.</p> <p>Strong Science qualifications are essential for a wide range of careers, including: Aeronautics, Archaeology, Dentistry, Engineering, Geology, Marine Biology, Medicine, Meteorology, Microbiology, Robotics, Psychology, Veterinary Science, Wildlife Conservation, Zoology, and many more.</p>



# RELIGIOUS STUDIES SHORT COURSE

Examination Board: WJEC EDUQAS Spec A



## Description of Course

This is a main core subject that all students will follow, one lesson a fortnight over two years. It will allow students to reflect upon the fascinating central questions and issues in human life and experiences. The course allows students to express their personal responses and informed insights on the relevance of religious beliefs, practices, values, and traditions relevant to these questions. There are 3 Components...

1. Religious, philosophical and ethical studies in the modern world
  - Relationships
  - Life and death
2. Christianity
  - Beliefs and teachings
3. Islam or Judaism
  - Beliefs and teachings

## How Will You Learn

Teaching and learning styles will be varied and will include discussion and debate, role-play, hot-seating, group work and the opportunity for independent study, as well as more formal teaching. A key feature of the course will be guest speakers and lectures, to create a more 'university' type setting for our students. Most of all, you will be encouraged to explore and investigate independently a wide range of beliefs and opinions about ethical and moral issues, and given the freedom to make up your own minds about how you view them.

## Method of Assessment

You will be continually assessed throughout the course. There is an assessment exercise at the end of each Topic. Candidates will be entered at the end of two years. Students will be required to sit 3 component papers, component one consists of 50% of total marks, with components 2 & 3 consisting of 25% each.

## Pathways after Year 11

Training Pathways	Career Routes
<p>GCSE RE would be useful for A Level Philosophy at Helston Community College. It works well in combination with other Humanities subjects (Geography and History), and English. Many students who enjoy RE go on to study Philosophy at A Level to contrast with their main science, technology or language.</p> <p>GCSE RE helps improve literacy skills which are useful in any A Level course which requires reading and writing.</p>	<p>The course can prepare you for working with the 'caring' professions, the police, social work, teaching, and it is looking likely that in future, careers in law and medicine will require grounding in ethics and morals.</p>



# Option Subjects

Art (Fine Art)  
Art & Design with Creative Graphics  
Art & Design with Creative Textiles  
Business  
Computer Science  
D&T: Food Preparation and Nutrition  
D&T: Metal Engineering  
D&T: Paper and Card  
D&T: Timber  
Drama  
French  
Geography  
Health and Social Care  
History  
ICT – Cambridge Nationals Cert  
Media Studies  
Music  
Physical Education  
Religious Studies (Full Course)  
Spanish  
Sport BTEC First Award  
Construction L1 and L2  
Hair and Beauty L2



# FINE ART

Examination Board: AQA

Specification No: 8202



## Description of Course

The GCSE Art (Fine Art syllabus) involves using a vast variety of media, techniques and concepts spanning traditional and contemporary art practice with a heavy emphasis on drawing and analysis. The course will involve aspects of each Fine Art discipline:

- Painting
- Printmaking
- Drawing
- Sculpture
- Multi-media imagery
- Lens/light based media

## How will you learn?

The course begins with a series of structured units to expand and develop each student's understanding and skill. This is teacher led but through time, each student will build their confidence and develop their own way of working to become more independent, generating their own projects through extensive personal research and investigation. Use of a sketchbook will clearly log their development and become a creative diary of their work. They will continually evaluate, demonstrating an increased ability to constructively criticise and analyse their own work using specific vocabulary to the subject.

## Method of Assessment

Through continual assessment of portfolio units and final externally set task

### **Component 1: Portfolio**

Controlled Assessment – set and marked by centre and moderated by AQA.

96 marks – 60%

Candidate portfolio selected from work undertaken during course of study and must include **more** than one project.

### **Component 2: Externally Set Assignment**

Question papers issued from March in Yr11.  
Marked by centre and moderated by AQA.

96 marks – 40%

This will begin in March Yr11 and preparation leading to the final Controlled Test over 3 days at the beginning of May.

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Level Art</li> <li>▪ A Level Photography</li> <li>▪ Cambridge Technical in Art &amp; Design</li> <li>▪ BTEC leading to direct placement/training in the workplace</li> <li>▪ Degree level— Cambridge Technical/BTEC will provide direct entry to a degree but it is usual for A Level students to take a "foundation course"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Architecture (A Level Art is mandatory)</li> <li>▪ Graphics/Advertising</li> <li>▪ Illustration</li> <li>▪ Fashion/Textiles</li> <li>▪ Television/theatre</li> <li>▪ Teaching</li> <li>▪ Art therapy</li> <li>▪ Professional artist</li> <li>▪ Product design</li> <li>▪ Ceramicist</li> <li>▪ Arts Curation/administration</li> <li>▪ Conservation</li> </ul>



**Specification No: 8201**

The GCSE Art & Design (Graphics) involves using a vast variety of media, techniques and concepts spanning traditional and contemporary creative graphics practice with a heavy emphasis on drawing and analysis. The course will involve aspects of each graphics discipline:

- Drawing, composition
- Printing and digital image creation
- Typography
- Photography
- Layout Design
- Illustration
- 3d Graphics
- Animation/Motion Graphics

### How will you learn?

The course begins with a series of structured units to expand and develop each student's understanding and skill. This is teacher led, but through time each student will build their confidence and develop their own way of working to become more independent, generating their own projects through extensive personal research and investigation. Use of a sketchbook will clearly log their development and become a creative diary of their work. They will continually evaluate, demonstrating an increased ability to constructively criticise and analyse their own work using specific vocabulary to the subject.

Through continual assessment of portfolio units and final externally set task

Controlled Assessment – set and marked by centre and moderated by AQA.

Candidate portfolio selected from work undertaken during course of study and must include **more** than one project.

Marked by centre and moderated by AQA.

96 marks – 40%

This will begin in March Yr11 and preparation leading to the final Controlled Test over 3 days at the beginning of May

### Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Levels in Art/Photography/Textiles</li> <li>▪ Cambridge Technical in Art and Design</li> <li>▪ BTEC leading to direct placement/training in the workplace</li> <li>▪ Degree level— Cambridge Technical &amp; BTEC will provide direct entry to a degree but it is usual for A level students to take a “foundation course”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Architecture (A Level Art is mandatory)</li> <li>▪ Graphics/Advertising</li> <li>▪ Illustration</li> <li>▪ Fashion/Textiles</li> <li>▪ Television/theatre</li> <li>▪ Teaching</li> <li>▪ Art therapy</li> <li>▪ Professional artist</li> <li>▪ Product design</li> <li>▪ Ceramicist</li> <li>▪ Arts Curation/ administration</li> <li>▪ Conservation</li> </ul>

# ART, CRAFT & DESIGN - WITH CREATIVE TEXTILES

Examination Board: AQA

Specification No: 8201



## Description of Course with Creative Textiles

The GCSE Art & Design (Textiles) involves using a vast variety of media, techniques and concepts spanning traditional and contemporary creative textiles practice with a heavy emphasis on Drawing and analysis. The course will involve aspects of each textile discipline:

- Constructed Textiles
- Embroidered Textiles
- Drawing and Design
- Multi-Media Imagery
- Printed Textiles
- Surface Pattern
- Colour and Textural Investigation
- Contextual Study

For further information, please see Ms Dickinson or Miss Freeston.

## How will you learn?

The course begins with a series of structured units to expand and develop each student's understanding and skill. This is teacher led, but through time each student will build their confidence and develop their own way of working to become more independent, generating their own projects through extensive personal research and investigation. Use of a sketchbook will clearly log their development and become a creative diary of their work. They will continually evaluate, demonstrating an increased ability to constructively criticise and analyse their own work using specific vocabulary to the subject.

## Method of Assessment

Through continual assessment of portfolio units and final externally set task

### **Unit 1: Portfolio of Work**

Controlled Assessment – set and marked by centre and moderated by AQA. 96 marks – 60%  
Candidate portfolio selected from work undertaken during course of study and must include **more** than one project.

### **Unit 2: Externally Set Task** Question papers issued from March in Yr11.

Marked by centre and moderated by AQA. 96 marks – 40%  
This will begin in March Yr11 and preparation leading to the final Controlled Test over 3 days at the beginning of May

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Levels in Art/Photography/Textiles</li> <li>▪ Cambridge Technical in Art &amp; Design</li> <li>▪ BTEC leading to direct placement/training in the workplace</li> <li>▪ Degree level— Cambridge Technical and BTEC will provide direct entry to a degree but it is usual for A level students to take a "foundation course".</li> </ul>	<ul style="list-style-type: none"> <li>▪ Architecture (A Level Art is mandatory)</li> <li>▪ Graphics/Advertising</li> <li>▪ Illustration</li> <li>▪ Fashion/Textiles</li> <li>▪ Television/theatre</li> <li>▪ Teaching</li> <li>▪ Art therapy</li> <li>▪ Professional artist</li> <li>▪ Product design</li> <li>▪ Ceramicist</li> <li>▪ Arts Curation/ administration</li> <li>▪ Conservation</li> </ul>



# BUSINESS

Examination Board: Edexcel

Specification No: 1Bso



## Description of Course

This course is engaging and inspiring, reflecting the demands of a truly modern and evolving business environment – a qualification that enables you to develop as commercially minded and enterprising individuals and helps you to succeed in your chosen pathway.

### **Theme 1: Investigating small business**

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

### **Theme 2: Building a business**

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

## How will you learn?

You will apply knowledge and understanding to different business contexts, ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. You will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems. You will make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

## Method of Assessment

**Theme 1: Investigating small business:** Written examination: 1 hour and 30 minutes  
50% of the qualification, 90 marks

**Theme 2: Building a business:** Written examination: 1 hour and 30 minutes  
50% of the qualification, 90 marks

## Pathways after Year 11

Training Pathways	Career Routes
<p>Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including:</p> <div style="display: flex; justify-content: space-between;"> <div> <p><b>A Level</b></p> <p>Business</p> <p>History</p> <p>Geography</p> <p>Economics</p> <p>Psychology</p> </div> <div> <p><b>BTEC Nationals</b></p> <p>Business</p> </div> </div>	<p>The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.</p> <p>GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.</p>



# COMPUTER SCIENCE



Examination Board: OCR

Specification No: J276

## Description of Course

The OCR Computer Science GCSE offers a fresh approach to the study of Computing. Students are encouraged to develop their understanding of current and emerging technologies, broaden their problem solving skills and develop skills in programming. Throughout this course, students will learn about algorithms and technical skills required to create their own computer programs. Students will also learn about the internal components of PCs, how they communicate and store data, networking and binary number systems.

To be successful in this course students need to be **Extended** in **Maths** and **Computing** and **Secure** in **English**.

## How will you learn?

This course will combine taught theory lessons alongside practical programming exercises and project work. Students will be required to spend some of their own time developing their practical skills and will be provided with all the necessary software to do this.

## Method of Assessment

### Component 1 – Computer Systems:

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. **40%**

### Component 2 – Computational Thinking, Algorithms and Programming:

This component is focused on the core theory of computer science and the application of computer science principles. **40%**

### Component 3 – Programming Project:

This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned. **20%**

## Pathways after Year 11

Training Pathways	Career Routes
Students with this qualification will be in a good position to continue their studies into a wide range of other ICT and computing qualifications. The skills that students will have acquired will also assist them in many other subject areas.	With a heavy emphasis on problem solving and programming, this course provides a strong foundation for students wishing to enter the fields of Computing, Computer Science, ICT and Software Engineering.



# DESIGN AND TECHNOLOGY

## FOOD PREPARATION AND NUTRITION

Examination Board: EDUQAS

Specification No: 601/8093/6



### Description of Course

GCSE Food Preparation and Nutrition is suitable for students who have an interest in food. It is an opportunity to investigate and develop a more in-depth knowledge of food taking into consideration for the course:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

### How will you learn?

- Individual practical work to develop skills and techniques will be completed fortnightly
- Research using ICT and other media to enhance knowledge and learning
- Outside professionals in the Catering and Hospitality Industry visiting for talks and demonstrations
- Knowledge & understanding of a variety of areas of food will be embedded in theory lessons.

### Method of Assessment

For consistency and comparability, 50% of the marks for all new GCSEs in food preparation and nutrition will be allocated to non-exam assessments, which will separately test students' knowledge, skills and understanding of the planning, preparation, cooking and presentation of food (35% of the total marks) and of the principles underlying the preparation and cooking of food (15% of the total marks). Students will undertake the following assessments:

- Assessment 1: The Food Investigation Assessment; A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. They will be required to produce a 1,500–2,000-word report setting out their findings. 15%
- Assessment 2: The Food Preparation Assessment; Prepare, cook and present a three course menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. 35%

The remaining 50% of the marks will be allocated to written examinations, set and marked by the exam board.

### Pathways after Year 11

Training Pathways	Career Routes
<p>Level 3 Food and Nutrition.</p> <p>Vocational courses such as Catering and Hospitality at local Colleges.</p>	<p>The new GCSE is useful for anyone wanting to pursue a career in food. This could be from working as a chef, to developing new food ranges, working as a nutritionist or being a teacher. There are many varied careers within the food industry and beyond which the new course would be suitable for.</p> <p>Cooking is also considered a valuable life skill and being able to cook and produce nutritional and delicious meals for families is a beneficial factor.</p>

For any further questions please don't hesitate to come and speak to either Mrs Day or Miss Hurley-Gale.

**HELSTON COMMUNITY COLLEGE**

ASPIRATION · AMBITION · ACHIEVEMENT





# GCSE DESIGN AND TECHNOLOGY

## METAL ENGINEERING



Examination Board: EdExcel

Specification No:

### Description of Course

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines particularly **mathematics and science**.

For further information, please contact Mr. Ellis

### How will you learn?

Students will study a core component which will cover a wide and varied range of aspects related to design and technology. With this option they will specialise in working in Metal and by the end of the course students will be able to:

- Demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- Use imagination, experimentation and combine ideas when designing
- Develop the skills to critique and refine their own ideas while designing and making
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- Develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- Consider the costs, commercial viability and marketing of products

### Method of Assessment

Controlled Assessment	:	50%
Final Written Examination:		50%
Section A:		Core
Section B:		Material Specialism

The Controlled Assessment topics are available from the exam board and coursework starts in the Summer term of Year 10, and the deadline is in March of the final year.

### Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Level Product Design — Resistant Materials</li> <li>▪ Tech Level - Engineering</li> <li>▪ Higher Education Degree courses</li> <li>▪ Apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local industry apprenticeships</li> <li>▪ Local employment</li> <li>▪ Engineering</li> <li>▪ Welding</li> <li>▪ Sheet Metal Work</li> <li>▪ Steel Construction</li> <li>▪ Blacksmithing</li> </ul>



## GCSE DESIGN AND TECHNOLOGY PAPER & CARD

Examination Board: EdExcel



### Description of Course

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines particularly mathematics and science. For further information, please contact Miss Jackson.

### How will you learn?

Students will study a core component which will cover a wide and varied range of aspects related to design and technology. With this option they will specialise in working in Paper & Card and by the end of the course students will be able to:

- Demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- Use imagination, experimentation and combine ideas when designing
- Develop the skills to critique and refine their own ideas while designing and making
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- Develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- Consider the costs, commercial viability and marketing of products

### Method of Assessment

Controlled Assessment	:	50%
Final Written Examination:		50%
Section A:		Core
Section B:		Material Specialism

The Controlled Assessment topics are available from the exam board and coursework starts in the Summer term of Year 10, and the deadline is in March of the final year.

### Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Level Product Design</li> <li>▪ Tech Level - Engineering</li> <li>▪ Higher Education Degree courses</li> <li>▪ Apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local industry apprenticeships</li> <li>▪ Local employment</li> <li>▪ Graphic Design</li> <li>▪ Card Engineer</li> <li>▪ Advertiser</li> <li>▪ Computer Graphics</li> </ul>





# GCSE DESIGN AND TECHNOLOGY

## TIMBER

Examination Board: EdExcel



### Description of Course

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines particularly mathematics and science. For further information, please contact Mr. Tatham

### How will you learn?

Students will study a core component which will cover a wide and varied range of aspects related to design and technology. With this option they will specialise in working in Timber and by the end of the course students will be able to:

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products

### Method of Assessment

Controlled Assessment	: 50%
Final Written Examination:	50%
Section A:	Core
Section B:	Material Specialism

The Controlled Assessment topics are available from the exam board and coursework starts in the Summer term of Year 10, and the deadline is in March of the final year.

### Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Level Product Design — Resistant Materials</li> <li>▪ Tech Level - Engineering</li> <li>▪ Higher Education Degree courses</li> <li>▪ Apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local industry apprenticeships</li> <li>▪ Local employment</li> <li>▪ Boat building</li> <li>▪ Building</li> <li>▪ Construction</li> <li>▪ Cabinet making</li> <li>▪ Carpentry</li> </ul>



# DRAMA

Examination Board: AQA

Specification No: 8261

## Description of Course

This course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets.

## How will you learn?

Learning is through a wide variety of tasks set, some building on tasks and skills introduced in years 7, 8 and 9 at a more advanced level. These include visual, aural and kinaesthetic stimuli to ensure that students are able to access the skills required to create drama. Regular theatre visits and workshops with professional companies will also inspire creativity, ideas for devising, performance skills and characterisation.

Because performance is paramount the course has as much opportunity as possible for students to do what they like best – participate in performance. All students devise drama. All students explore texts practically and work on two text-based performances.

Students can choose to develop as a:

- Performer
- Designer (lighting, sound, set, costume, puppets)
- Performer and designer.

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

## Method of Assessment

### **Component 1: Understanding drama**

**Written exam: 1 hour and 45 minutes (80 marks, 40% of GCSE)**

Knowledge and understanding of drama and theatre

Study of one set play from a choice of six. Analysis and evaluation of the work of live theatre makers

### **Component 2: Devising drama (practical)**

Devising log and a Devised performance (40% of GCSE)

Process of creating devised drama. Performance of devised drama (students may contribute as performer or designer). Analysis and evaluation of own work.

### **Component 3: Texts in practice (practical)**

Performance of Extract 1 and Extract 2 (20% of GCSE)

Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1.

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Level Drama and Theatre Studies</li> <li>▪ Various BTEC and Higher Education courses in Drama, Theatre Studies, Performing Arts, Stage Management, Lighting, Sound and Set design, Costume and stage make-up design</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching</li> <li>▪ Drama therapy</li> <li>▪ Theatre advertising and administration</li> <li>▪ Writing, directing &amp; performing</li> <li>▪ Touring companies and Theatre in Education</li> <li>▪ Television production</li> </ul>



# FRENCH

Examination Board: AQA

Specification No: 8658



## Description of Course

This is a subject for people who are interested in communicating with other people, and who wish to learn about other cultures, and in particular the French-speaking world. The course is based on the following key themes:

- a) Identity and culture,
- b) Local, national, international and global areas of interest
- c) Current and future study and employment

## How will you learn?

Teaching and learning styles will be varied and will include role-play, pair work, group work and the opportunity for independent study, as well as more formal teaching. You will have access to a very wide range of exciting resources including DVDs, podcasts, blogs, websites, and a French language assistant. Listening skills will be developed through a variety of authentic materials on mp3, CD, CDRom, and DVD so that you become familiar with the French of native speakers. Reading will focus on a variety of different material in many different styles. Writing will also range from short messages to longer texts of between 100-300 words. There will be short translations from both English to French and from French to English.

## Method of Assessment

There are four key assessments made up of listening, speaking reading and writing. Each assessment will take place at the end of the second year and each is worth 25%. The speaking assessment will be taken in April/May of the second year and will be composed of three elements: a roleplay, a photo card prompt and a conversation on two topics. There are two tiers of entry, Foundation or Higher, however each student must enter for the same tier in all papers.

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ Vocational qualifications</li> <li>▪ A Level French depending on performance</li> <li>▪ Further education courses</li> <li>▪ Degree courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advertising and market research</li> <li>▪ Civil and Diplomatic service</li> <li>▪ Hotels and catering</li> <li>▪ Teaching</li> <li>▪ Television and radio</li> <li>▪ Travel and Tourism</li> <li>▪ Voluntary organizations</li> </ul> <p>Languages graduates have an excellent record of securing employment.</p>



# GEOGRAPHY

Examination Board: AQA

Specification No: A4030



## Description of Course

The study of geography at GCSE involves four broad questions:

1. What are the physical and human processes and factors that shape our world at local, national and global scales?
2. What are the opportunities and challenges facing people as a result of these processes?
3. What are the strategies to cope with these challenges?
4. How can we investigate places geographically?

Course Content

- |                                     |   |
|-------------------------------------|---|
| 1. The challenge of natural hazards | 4. Urban issues and challenges          |
| 2. Physical landscapes in the UK    | 5. The changing economic world          |
| 3. The living world                 | 6. The challenge of resource management |

There is also 'Geographical applications and skills', which includes issue evaluation and fieldwork.

## How will you learn?

There will be a range of activities including: Discussion, Comprehension, Problem solving, Photo interpretation, Data analysis, Graphs and charts analysis, Map analysis and Geographic Information Systems.

## Method of Assessment

In class students are assessed formatively with practice questions and answer modelling with teacher and peer support, and also summatively with end of unit tests using past exam questions.

### **Examinations**

Students will be assessed using linear un-tiered terminal examinations using a new grading system 1 to 9.

Paper 1: 1 hr 30 mins – Physical Environment – 35%

Paper 2: 1 hr 30 mins – Human Environment – 35%

Paper 3: 1 hr 30 mins – Geographical Investigations – 30%

## Pathways after Year 11

Training Pathways	Career Routes
Foundation for A Level Geography, Geology and bridging subject between Arts and Science.  Links well for future courses with Geography, Environmental Science, Business, Surveying, Teaching, Social and Biological Science, Economics, Politics, Meteorology.	Career opportunities/background for work in Planning, Tourism, Recreation, Conservation, Transport, Civil Service, Civil Engineering, Armed Forces and Land Management.  Further information from Mr Stuteley and the Geography Staff





# HEALTH AND SOCIAL CARE

Examination Board: Pearson BTEC

Specification No: Level 1 /2 First Award 600/4782/3

## Description of Course

### **UNIT 1: HUMAN LIFESPAN DEVELOPMENT**

In this unit you will:

- A - Explore human growth and development across life stages.
- B - Investigate factors that affect human growth and development and how they are interrelated.

### **UNIT 2: HEALTH AND SOCIAL CARE VALUES**

In this unit you will:

- A - Explore the care values that underpin current practice in health and social care.
- B - Investigate ways of empowering individuals who use health and social care services.

### **UNIT 3: EFFECTIVE COMMUNICATION IN HEALTH AND SOCIAL CARE**

In this unit you will:

- A - Investigate different forms of communication.
- B - Investigate barriers to communication in health and social care.
- C - Communicate effectively in health and social care.

### **UNIT 5: PROMOTING HEALTH AND WELLBEING**

In this unit you will:

- A - Explore the purpose, types and benefits of health promotion.
- B - Investigate how health risks can be addressed through health promotion.

## How will you learn?

Health and Social Care will ask you to reflect on what you know and build on your existing knowledge.

You will do this through-

- Independent study
- Discussion and group work
- Short NHS Films and images
- Practical activities (a play session with visiting parents and children under 5 years)
- Talks by service providers and service users
- Visits to care providers.

## Method of Assessment

**UNIT 1: HUMAN LIFESPAN DEVELOPMENT** is as external examination 1 hour written paper 50 marks – 25%

**UNITS 2,3,5** are all **internally marked** and are worth 25% each. Selected internal assessment tasks are used for each unit, methods include assignments, projects and case studies.

## Pathways after Year 11

Training Pathways	Career Routes
<p>This provides a solid foundation for further and higher health or education studies, including A Level/ BTEC Health and Social Care and Child Care and Early Years Education.</p> <p>Helston Community College offers:</p> <ul style="list-style-type: none"> <li>▪ Level 3 BTEC Diploma in Health and Social Care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working with children and adults with disabilities</li> <li>▪ Health care worker</li> <li>▪ Support health professions</li> <li>▪ Health services</li> <li>▪ Nursing</li> <li>▪ Nursery Nurse</li> <li>▪ Teaching</li> <li>▪ Early years Practitioner</li> <li>▪ Nanny</li> </ul>



# HISTORY

Examination Board: OCR (B)

Specification No: J411



## Description of Course

- |                       |  |
|-----------------------|--|
| ▪ Thematic Study      | The People's Health, 1250 to present   |
| ▪ British Depth Study | The Elizabethans, 1580 - 1603          |
| ▪ History Around Us   | Local History Study (Pendennis Castle) |
| ▪ Period Study        | Viking Expansion, 705 – 1050           |
| ▪ World Depth Study   | Living Under Nazi Rule, 1933 - 1945    |

## How will you learn?

This is a very enjoyable and varied course since there really is something for everybody. Every topic takes a slightly different approach to History. We use full class teaching but also lots of group and discussion work. DVDs, pictures and political cartoons are used to find out about the past, across several periods, along with an interesting range of written sources and other historical evidence. The GCSE also has a local history dimension which includes fieldwork.

Students develop transferable skills, important in the world of work, including the ability to analyse, evaluate, interpret, and think critically about evidence. They also gain an understanding of up-to-date historical topics.

## Method of Assessment

There are three written papers:

- |   |  |
|---|--|
| <b>Paper 1:</b> Thematic Study and British Depth Study  | (40% of the marks – 20% for each individual component) |
| <b>Paper 2:</b> Period Study and World Depth Study      | (40% of the marks – 20% for each individual component) |
| <b>Paper 3:</b> History Around Us (Local History Study) | (20% of the marks)                                     |

## Pathways after Year 11

Training Pathways	Career Routes
GCSE History leads on to A Level History at Helston Community College. It works well in combination with other Humanities subjects (Geography and R.E.) and English, but it also alongside science, technology or languages. Many students who enjoy History GCSE also go on to study it at A Level.	Most people who study History to GCSE or higher level find it helps them to develop skills useful for a wide range of professional jobs, such as journalism, publishing, civil service, law, police force and work in the media. Some people pursue careers which involve History directly, such as work in the Heritage industry e.g. work with the National Trust, museum and archive work, archaeology and teaching. Aside from careers, many find that the study of History leads to a life-long interest in the subject.
GCSE History helps improve literacy skills which are useful in any A Level course which requires reading and writing. There are a wide variety of History and History-related courses at university.	





# ICT – CAMBRIDGE NATIONALS CERT

Examination Board: OCR

Specification No: J810



## Description of Course

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The everyday use of ICT, from PCs to smartphones, now impacts all of our lives. This new Cambridge Nationals in ICT reflects this and provides students with a solid understanding of the subject which they can use in their working lives. This course covers some technical ICT topics but also has a large creative side where students will create either graphics or a video/sound product. To be successful on this course students must be on a SECURE in Computing and Maths.

## How will you learn?

This is a mostly practical ICT course with all lessons being in a computer room. You will have to complete three practical pieces of coursework and take an exam.

When preparing for the exam you will learn like you do for any exam based subject, teacher led learning. The coursework you will be taught the skills you need then left to independently produce all the required elements of the coursework.

## Method of Assessment

You will complete 4 units, each worth 25%. One unit is a written exam; the rest is assessed using independently created coursework.

## Pathways after Year 11

Training Pathways	Career Routes
Students with this qualification will be in a good position to continue their studies into a wide range of other ICT qualifications. The useful skills that students will have acquired will also assist them in many other subject areas.	Cambridge Nationals in ICT can provide the basis for entering employment or enhancing career prospects. IT skills can be applied in a variety of different occupations and contexts.



# MEDIA STUDIES

Examination Board: AQA

Specification No: 4812



## Description of Course

The course aims to develop:

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- A choice of assignments for production
- Rigorous but accessible learning on a subject of key importance for young people's understanding of the world they experience
- Accessible to students of all ranges of ability

## How will you learn?

- Media texts will include films, television programmes, advertising, magazines, digital media, newspapers and radio broadcasts
- Production work in digital, print and audio-visual
- Opportunities to learn about real media products and industries
- Viewing, discussing, analysing and creating media texts

## Method of Assessment

**70% Examination**

**30% Media Production (Non Examined Assessment)**

### Examination

Two exam papers based on the theoretical framework topics of media forms and language, audiences, representations and industries plus a set topic renewed each year.

### Non Examined Assessment

A media product linked to the exam topic, set as a brief.

## Pathways after Year 11

Training Pathways	Career Routes
<p>A Level:</p> <ul style="list-style-type: none"> <li>▪ Media Studies</li> <li>▪ Photography</li> <li>▪ English</li> <li>▪ Business</li> <li>▪ Psychology/Sociology</li> <li>▪ Art and Graphics</li> </ul>	<p>A wide range of careers, including:</p> <ul style="list-style-type: none"> <li>▪ Journalism</li> <li>▪ Advertising</li> <li>▪ Film and photography</li> <li>▪ Writing</li> <li>▪ Teaching</li> <li>▪ Publishing</li> </ul>





# MUSIC

Examination Board: OCR

Specification No: J536



## Description of Course

This course has five areas of study:

1. **My Music** – Research and exploratory tasks in relation to their own instrument in preparation for students composing and performing coursework
2. **The Concerto Through Time** – The development of the concerto from 1650 - 1910
3. **Rhythms of the World** – Looking at the rhythmic roots of Indian, Punjabi, Eastern Mediterranean, Middle Eastern, African, Central and South American music
4. **Film Music** – From the great film composers of the 20<sup>th</sup> Century (Eric Korngold, John Williams etc.) to contemporary music (Hans Zimmer, Thomas Newman) and including music written for computer games
5. **Conventions of Pop** – From 1950's Rock 'n' Roll to solo artists of the present day

### **SPECIFIC REQUIREMENTS**

It is highly recommended that you have tuition on an instrument or voice in order to progress to the level expected in year 11. However, it is not essential to have actually gained instrumental grade exam qualifications although the standard that will be expected for GCSE performing will be equivalent to about grade 3 or 4 on your instrument or voice. If in doubt, please contact a music teacher. It is expected that you will have a basic understanding of music notation and basic keyboard skills.

## How will you learn?

You will learn the following skills:

Composing: Compositional techniques, traditional and modern harmonising and melody writing

Performing: All pupils taking the Music GCSE are strongly advised to have lessons on their chosen instrument, to support their performing work for the course.

Appraising: Listening to music related to areas of study 1 - 5 in preparation for a listening exam

All of these skills are interrelated and will be assessed. 60 % of the work is practical coursework activity.

You will also be expected to attend and take part in concerts organised by the Department.

## Method of Assessment

1. **Integrated Portfolio 30%** A performance and composition task linked by the learners own instrument
2. **Practical Component 30%** An ensemble performance and a composition to an exam board-set brief
3. **Listening Exam 40%** Listening and analysing music related to areas of study 2, 3, 4 and 5

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Level Music</li> <li>▪ OCR Cambridge Technical in Performing Arts</li> </ul> <p>Valuable for a wide range of courses at university, particularly in music</p>	<p>Valuable for careers requiring potential to think and act creatively, such as teaching, composing, performing and broadcasting.</p>



# PHYSICAL EDUCATION



Examination Board: AQA

Specification No: 8582

## Description of Course

A combination of 60% theoretical and 40% practical work

**Practical:** Students will select three physical activities from at least two different areas of the Physical Education syllabus. Assessment of these activities will involve either the role of practical performer or as a sports coach. Students will also be expected to analyse training methods and performance, and to have a thorough knowledge of the etiquette, rules and regulations of their chosen activities. This is a **demanding** part of the course and will suit students with a **high** level of practical ability, and an interest and willingness to work at a variety of physical activities both within the timetable and extra curricular activities/clubs.

**Theory:** This part of the course focuses on:  
Applied anatomy and Physiology, Movement analysis, Physical Training and the use of data.  
Sport psychology, Socio-cultural influences, Health, fitness & well-being and Use of Data.

A BTEC First Award is available for students who are interested in Sport & Leisure.

## How will you learn?

Theory work will involve note taking, discussion, videos, assignments, displays and presentations of the theoretical elements of the syllabus. In addition, homework will be set to foster independent learning. Practical sessions will involve skills acquisition of selected practical activities learning the techniques and tactics needed for success. Students will be trained how to analyse performance and devise action plans for improvement. Students will also be expected to develop and refine skills in their practical choices in their own time.

## Method of Assessment

**Paper 1** Written paper – 1 hour 15 minutes: Applied anatomy and Physiology, Movement analysis, Physical Training and the use of data. **30% of the qualification**

**Paper 2** Written paper - 1 hour 15 minutes: Sport psychology, Socio-cultural influences, Health, fitness & well-being and Use of Data. **30% of the qualification**

**Paper 3** Practical performance – internally assessed and externally moderated. **40% of the qualification**  
Grade differentiation on the theory paper will be dependent on the depth of understanding shown by candidates in their answers.

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>Level 3 Cambridge Technical in Sport and Physical Activity</li> <li>Foundation for coaching awards</li> </ul> <p>Leading to:- University degrees in Physical Education, Sports Science, Leisure or coaching. Masters degrees in any of the above</p>	<p>A career in coaching An excellent basis for careers in the leisure and fitness industries Physical Education Teacher. Physical Training Instructor in services and forces Physiotherapy Sports Psychology Youth work Outdoor Education</p>



## Examination Board: WJEC EDUQAS Spec A

This is a subject for people to reflect upon the fascinating central questions and issues in human life and experiences. The course allows students to express their personal responses and informed insights on the relevance of religious beliefs, practices, values, and traditions relevant to these questions. There are 3 Components:

- ## How Will You Learn

### **Method of Assessment**

### Pathways after Year 11

Training Pathways	Career Routes
<p>GCSE RE would be useful for A Level Philosophy at Helston Community College. It works well in combination with other Humanities subjects (Geography and History), and English. Many students who enjoy RE go on to study Philosophy at A Level to contrast with their main science, technology or language.</p> <p>GCSE RE helps improve literacy skills which are useful in any A Level course which requires reading and writing.</p>	<p>The course can prepare you for working with the 'caring' professions, the police, social work, teaching, and it is looking likely that in future, careers in law and medicine will require grounding in ethics and morals.</p>



# SPANISH

Examination Board: AQA

Specification No: 8698

## Description of Course

This is a subject for people who are interested in communicating with other people, and who wish to learn about other cultures, and in particular the Spanish-speaking world. The course is based on the following key themes:

- a) Identity and culture,
- b) Local, national, international and global areas of interest
- c) Current and future study and employment

## How will you learn?

Teaching and learning styles will be varied and will include role-play, pair work, group work and the opportunity for independent study, as well as more formal teaching. You will have access to a very wide range of exciting resources including DVDs, podcasts, blogs, websites, and a Spanish language assistant. Listening skills will be developed through a variety of authentic materials on mp3, CD, CDRom, and DVD so that you become familiar with the Spanish of native speakers. Reading will focus on a variety of different material in many different styles. Writing will also range from short messages to longer texts of between 100-300 words. There will be short translations from both English to Spanish and from Spanish to English.

## Method of Assessment

There are four key assessments made up of listening, speaking reading and writing. Each assessment will take place at the end of the second year and each is worth 25%. The speaking assessment will be taken in April/May of the second year and will be composed of three elements: a roleplay, a photo card prompt and a conversation on two topics.

There are two tiers of entry, Foundation or Higher, however each student must enter for the same tier in all papers.

## Pathways after Year 11

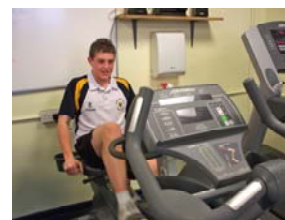
Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ Vocational qualifications</li> <li>▪ A Level Spanish depending on performance</li> <li>▪ Further education courses</li> <li>▪ Degree courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advertising and market research</li> <li>▪ Civil and Diplomatic service</li> <li>▪ Hotels and catering</li> <li>▪ Teaching</li> <li>▪ Television and radio</li> <li>▪ Travel and Tourism</li> <li>▪ Voluntary organizations</li> </ul> <p>Languages graduates have an excellent record of securing employment.</p>



# SPORT - BTEC FIRST AWARD

Examination Board: EDEXCEL

Specification No: 600/4779/3



## Description of Course

This qualification aims to develop an understanding of the relevant practical skills and associated knowledge needed to work in the sport and leisure industry. It will give the learner a broad introduction to the sector, as well as developing useful personal skills to enhance individual confidence and to help prepare for successful entry into employment. Students will complete 4 units in total to gain a qualification with a one GCSE equivalence.

### BTEC First Award in Sport

#### Core (mandatory) Units

1. Fitness for Sport and Exercise
2. Practical Sports Performance

Externally Assessed — 25%  
Internally Assessed

#### Optional Specialist Units Two chosen from:

3. The Mind and Sports Performance
4. The Sports Performer in Action
5. Training for Personal Fitness
6. Leading Sports Activities

Internally Assessed  
Internally Assessed  
Internally Assessed  
Internally Assessed — 75%

## How will you learn?

You will learn in the following ways:

- Practical activities in both team and individual sports
- Portfolio building activities with a vocational emphasis

## Method of Assessment

The whole BTEC framework has been recently revised, and the most significant change is the inclusion of an externally assessed unit. This will take the form of an onscreen test. The 3 units that are internally assessed will be largely portfolio based with students being graded at pass, merit and distinction level.

## Pathways after Year 11

Training Pathways	Career Routes
<p>Students can progress to the following courses available at Helston Community College:</p> <ul style="list-style-type: none"> <li>▪ Level 3 Cambridge Technical in Sport and Physical Activity</li> <li>▪ Helston Post-16 Sports Academy</li> </ul>	<p>By successfully undertaking the BTEC First Award in Sport, you should acquire increased self-reliance and an awareness of the vocational skills needed in the sport and leisure sector.</p> <p>Excellent basis for careers in coaching, teaching and the leisure industry.</p>



# BTEC LEVEL 1 CERT IN CONSTRUCTION

## BTEC LEVEL 2 AWARD IN CONSTRUCTION

Examination Board: EDEXCEL      Specification No: 500/6591/9  
500/8289/9



### Description of Course

Units Covered through the two courses include:

- Produce a Product L1
- Developing Bricklaying Skills L1
- Developing Carpentry Skills L1
- Developing Plastering Skills L1
- Working as a Team to handle and Store Construction materials L1
- Performing Blockwork Operations L2
- Performing Brickwork Operations L2

### How will you learn?

- Work based Learning (Out of College Projects)
- Practical experience in the workshop
- Portfolio building and independent research (Homework)

### Method of Assessment

Assessment is done in a wide range of styles:

- Observation of practical skills
- Projects
- Verbal questioning
- Simulations
- Work experience tasks
- Synoptic practical tests
- Multiple choice tests
- Written and Practical Assignments

### Pathways after Year 11

Training Pathways	Career Routes
<p>The Qualification leads directly into employment or Level 2 for those who wish to continue their training in greater depth.</p> <p>The Helston Community College trade specialist Diploma is available at post 16 for students who successfully complete this course.</p>	<p>Employment in a variety of Construction and Building trades</p> <p>Further details about this course and progression from Mr Philpott</p>



# TECHNICAL AWARD IN HAIR AND BEAUTY STUDIES LEVEL 2



Examination Board: City & Guilds

Specification No:3038-21

## Description of Course

This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate.

If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you. You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services. This qualification has three units:

- Exploring the world of hair and beauty
- Science of hair and beauty
- Design in the hair and beauty sector

## How will you learn?

You will learn in the following ways:

- Practical activities
- Portfolio building activities
- Research activities
- Group tasks/presentations

## Method of Assessment

To gain this qualification, you must successfully achieve the following assessments:

- One externally set, externally moderated assignment – 60%
- One externally set, externally marked exam, sat under examination conditions – 40%

## Pathways after Year 11

Your understanding and skills can be developed further through progression to other qualifications, specific to a sector, including:

- City & Guilds Level 2 Diploma in Beauty Therapy/Beauty Consultancy/Hair and Media Make-up
- City & Guilds Level 2 Diploma in Women's Hairdressing/ Barbering

For further details about this course and progression routes please contact Mrs O'Hare.







## Key Stage 4 Options Choices Form 2017

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Possible future career: \_\_\_\_\_

### Option A

	<i>TICK ONE</i>
Computer Science	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
History	<input type="checkbox"/>
Spanish	<input type="checkbox"/>
Triple Science	<input type="checkbox"/>

### Options B, C & D

Write 1, 2, 3 and R in the box next to each subject choice to show your order of preference (R = Reserve choice)

Art – Fine Art	<input type="checkbox"/>	*
Art and Design: Graphics	<input type="checkbox"/>	*
Art and Design: Textiles	<input type="checkbox"/>	*
Business	<input type="checkbox"/>	
Computer Science	<input type="checkbox"/>	
D&T: Food Preparation and Nutrition	<input type="checkbox"/>	
D&T: Metal Engineering	<input type="checkbox"/>	***
D&T: Paper and Card	<input type="checkbox"/>	***
D&T: Timber	<input type="checkbox"/>	***
Drama	<input type="checkbox"/>	
French	<input type="checkbox"/>	
Geography	<input type="checkbox"/>	
Health and Social Care	<input type="checkbox"/>	
History	<input type="checkbox"/>	
ICT - Cambridge Nationals Cert	<input type="checkbox"/>	
Media Studies	<input type="checkbox"/>	
Music	<input type="checkbox"/>	
Physical Education	<input type="checkbox"/>	**
RE (Full Course)	<input type="checkbox"/>	
Spanish	<input type="checkbox"/>	
Sport (BTEC)	<input type="checkbox"/>	**
Triple Science	<input type="checkbox"/>	
Construction	<input type="checkbox"/>	#
Hair and Beauty	<input type="checkbox"/>	#

### Note

Do not choose more than one Art option \*

Do not choose more than one PE option \*\*

Do not choose more than one of these D&T subjects \*\*\*

# indicates subjects which take up 2 options

*Triple Science is suitable for students currently achieving grade 6 or above.*

**Please return to your tutor by Friday 24<sup>th</sup> February 2017**