HELSTON COMMUNITY COLLEGE

ASPIRATION · AMBITION · ACHIEVEMENT

Key Stage 4 Curriculum







Options Booklet 2018-2020

Self-Help Self-Responsibility Democracy Equality Equity Solidarity Openness Honesty Social Responsibility Caring for Others

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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 31st January 2018**
- Year 9 Options Evening **Thursday 8th February 2018 at 6.00pm** in the Sports Hall and North Site Hall.
- Options Online (or paper options choice forms) to be completed by **Friday 23rd February 2018.**

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

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Options 2018-2020: 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 on to higher level courses and future careers.

A recognition of the importance of other academic subjects. Students hoping to apply for 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 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 Ÿ or above in assessmentÓ8

We expect the vast majority of students to select an additional 3 GCSE or equivalent subjects, with the aim of progressing on to 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 - 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
English Language and English Literature	**2 GCSE**		Choice of: Computer Science, French, History, Geography, Spanish, Triple Science.	Choice of 3 other subjects in addition to Option A: Art, Craft and Design: Graphics/Fine Art/Art, Craft and Creative Design, Business, Computer Science, ICT CiDA, Drama, French, Geography, Health & Social Care, History, Media Studies, Music, 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.		
Mathematics	**1 GCSE**					
Combined Science: Trilogy (Double Award)	**2 GCSE**					
Physical Education						
RE (Short Course)						
Note: Triple Science takes Core time plus 1 full Option slot						

Subject	E	M	Sc	RE	PE	Core Total	OPTION A	OPTION B	OPTION C	OPTION D	Total
Periods (75mins) per 2 weeks	7	5	8	2	2	**24**	4	4	4	4	**40**

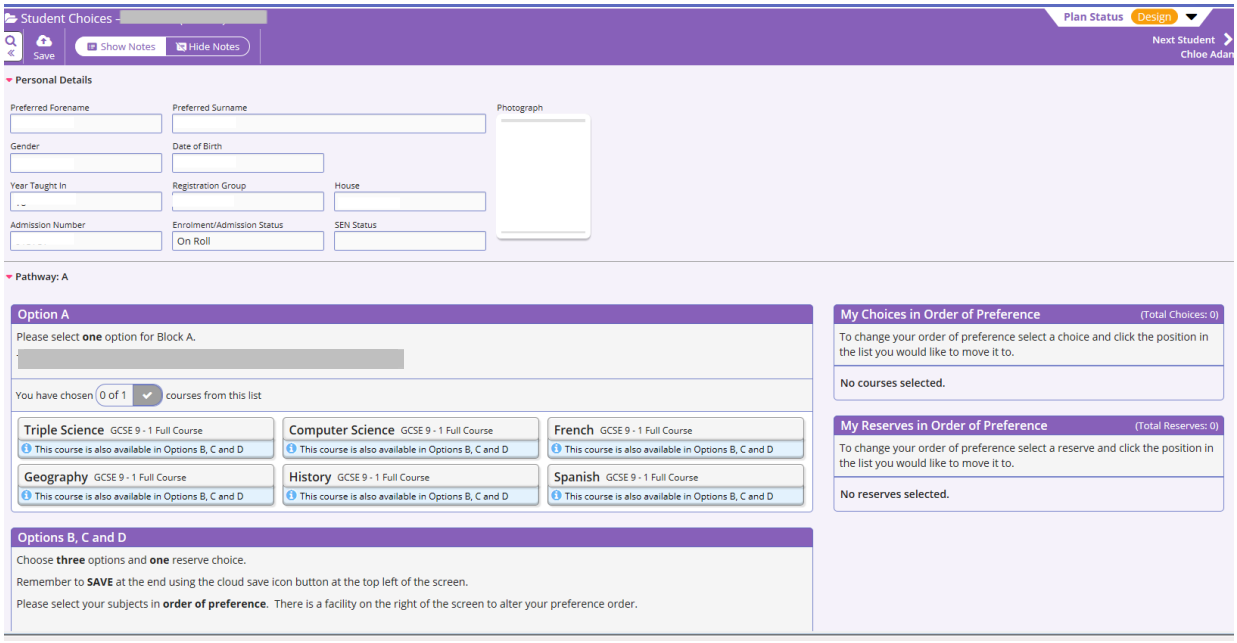
Year 11 2018-19

Subject	E	M	Sc	RE	PE	Core Total	OPTION A	OPTION B	OPTION C	OPTION D	Total
Periods (75mins) per 2 weeks	7	5	8	2	2	**24**	4	4	4	4	**40**

Selecting Key Stage 4 Courses
NEW Options Online

This year, we are introducing Options Online - this gives you the opportunity to select options with your child online and submit their choices electronically. Students will start this process during tutor time in College at the beginning of February.

Students will then be able to access the Online Options Form at home – a direct hyperlink can be found on the Helston Community College website in the "KS4 Options Evening" news article. A screenshot of the Online Options form can be seen shown below.



Choose **one** option from **Option A**.

Choose **three** options and **one** reserve choice from **Options B, C and D**.

Remember to **SAVE** at the end using the cloud save icon button at the top left of the screen.

Please select your subjects in **order of preference**. There is a facility on the right of the screen to alter your preference order.

Triple Science is suitable for students currently achieving a Grade 5 or above.

You can only select **one** Art Subject so either Fine Art, Art & Design: Graphics or Art Design and Creative Graphics.

You can only select **one** from D&T: Metal Engineering, Timber or Paper & Card

.

Construction and Hair & Beauty are the equivalent of **two** option choices.

Remember to SAVE your choices

Should you have any difficulties logging on or completing the online form, we recommend that you contact Ms Cann on 01326 575015 who can try to resolve the issue for you, or alternatively you can complete the paper version of the form on the last page of the booklet. The deadline for submission of either electronic or paper forms is Friday 23rd February 2018.

If you have any concerns or queries, or you would like to discuss your child's options with either Mrs Barnes (Head of Progress for Year 9), Mr Lewis (Assistant Headteacher), or Ms Martin (Deputy Headteacher), then please do not hesitate to contact Miss Cann (contact details as above) who will arrange an appointment for you.

Selecting your options

To aid selection, students and parents might like to think about the following key aspects:

- **Assessment.** How is the subject assessed? Does this suit the student?
- **Examinations** – All 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 31st January 2018. 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

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.

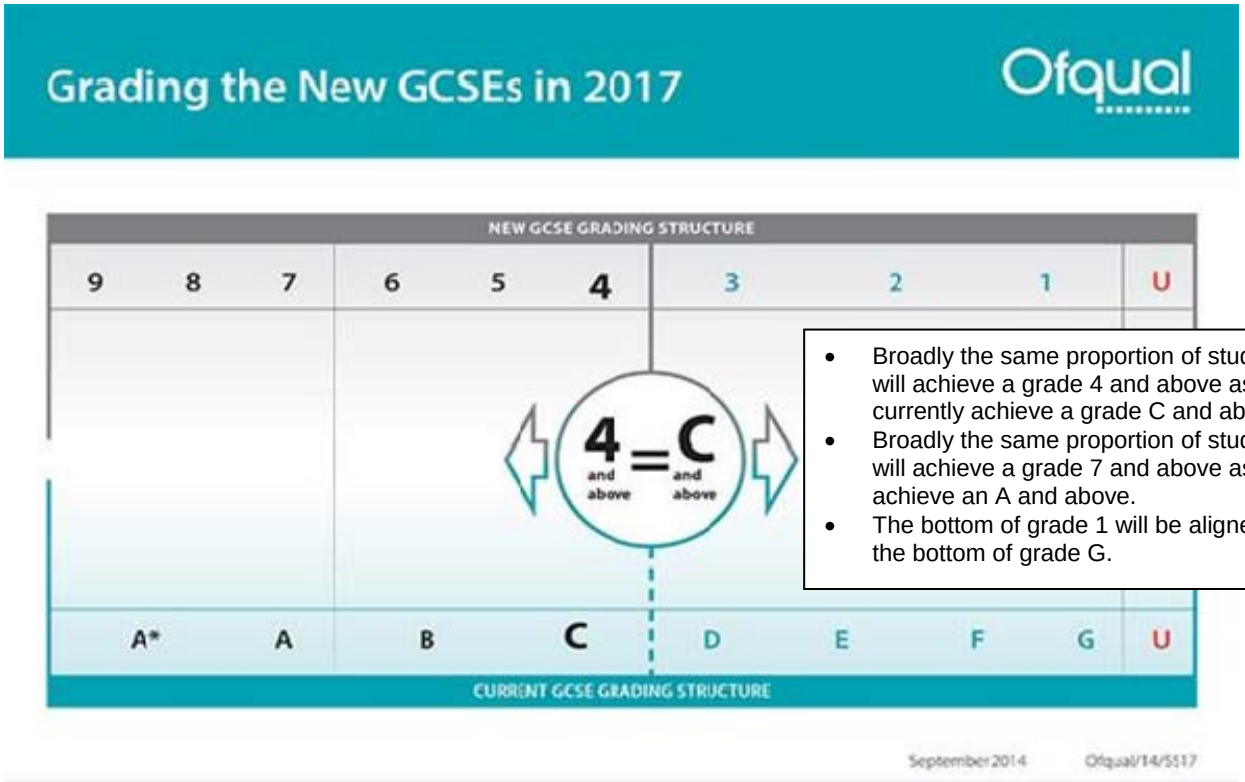
2. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.

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.



- 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:

Member of staff	Position	Nature of enquiry
Mrs S Barnes	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 Mr D Lewis	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	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	SENCO	Any enquiries for additional support

Core GCSE Subjects

English Language

English Literature

Mathematics

Combined Science: Trilogy

Triple Science (Option)

Religious Studies (Short Course) - Full Course is available as an option.

ENGLISH LANGUAGE

Examination Board: AQA **Specification No:** 8700

Course Description

The course aims to develop:

- The ability to read, understand, analyse and respond to a range of texts from the 19th, 20th and 21st 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 minutes: 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 minutes: 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: ▪ English Language and Literature ▪ English Literature ▪ Media Studies ▪ Film Studies	A range of careers including: ▪ Journalism ▪ Advertising ▪ Film and photography ▪ Writing ▪ Teaching ▪ Publishing

ENGLISH LITERATURE

Examination Board: AQA **Specification No:** 8702

Course Description
The course aims to develop: ▪ The ability to read, understand, analyse and respond to a range of texts from the 19th, 20th and 21st 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 19th Century Novel Section A – Shakespeare: one question on the Shakespeare play you have studied. Section B – 19th Century Novel: one question on the novel you have studied. **1 hour 45 minutes: 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 minutes: 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: ▪ English Language and Literature ▪ English Literature ▪ Media Studies ▪ Film Studies	A range of careers including: ▪ Journalism ▪ Advertising ▪ Film and photography ▪ Writing ▪ Teaching ▪ Publishing

MATHEMATICS

Examination Board: EDEXCEL **Specification No:** 1MA1

Course Description
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**
GCSE Mathematics provides a useful foundation for many Post-16 courses and training opportunities. ▪ A Level Mathematics ▪ A Level Further Mathematics ▪ L3 Certificate in Core Mathematics	Achievement in Mathematics at all levels is advantageous and often essential for a wide variety of scientific, business and technological vocations.

GCSE COMBINED SCIENCE: TRILOGY

Examination Board: AQA **Specification No:** 8464

Course Description

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**
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. It also allows progression to the Medical Science Diploma at Post 16.	Good science qualifications are recommended to support progression into virtually every career in business, public service and industry. 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.

TRIPLE SCIENCE

Examination Board: AQA **Specification No:** 8461, 8462, 8463

Course Description

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**
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. It also allows progression to the Medical Science Diploma at Post 16.	Good science qualifications are recommended to support progression into virtually every career in business, public service and industry. 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.

RELIGIOUS STUDIES (SHORT COURSE)

Examination Board: WJEC **Specification No:** EDUQAS Route A

Course Description

This is a main core subject that all students will follow, one lesson a week 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:

Religious, Philosophical and Ethical Studies in the Modern World

- Relationships
- Life and death

Christianity

- Beliefs and teachings

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**
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. GCSE RE helps improve literacy skills which are useful in any A Level course which requires reading and writing.	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.

Option Subjects

Art (Fine Art)
Art, Craft and Design: Graphics
Art, Craft and Creative Design
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 – CIDA - Certificate in Digital Applications
Media Studies
Music
Religious Studies (Full Course)
Spanish
Sport BTEC First Award
Construction
Hair and Beauty

FINE ART

Examination Board: AQA **Specification No:** 8202

Course Description

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.
Candidate portfolio selected from work undertaken during course of study and must include more than one project.
96 marks – 60%

Component 2: Externally Set Assignment
Question papers issued from March in Year 11.
Marked by centre and moderated by AQA.
This will begin in March Yr11 and preparation leading to the final Controlled Test over 3 days at the beginning of May.
96 marks – 40%

Pathways after Year 11

Training Pathways	Career Routes
▪ A Level Art ▪ A Level Photography ▪ Cambridge Technical in Art & Design ▪ BTEC leading to direct placement/training in the workplace ▪ 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"	▪ Architecture (A Level Art is mandatory) ▪ Graphics/Advertising ▪ Illustration ▪ Fashion/Textiles ▪ Television/theatre ▪ Teaching ▪ Art therapy ▪ Professional artist ▪ Product design ▪ Ceramicist ▪ Arts Curation/administration ▪ Conservation

ART,CRAFT AND DESIGN: GRAPHICS

Examination Board: AQA **Specification No:** 8201

Course Description

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

For further information please see Ms Dickinson or Mr Bloor.

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
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.
96 marks – 60%

Unit 2: Externally Set Assignment
Question papers issued from March in Year 11.
Marked by centre and moderated by AQA.
This will begin in March Yr11 and preparation leading to the final Controlled Test over 3 days at the beginning of May.
96 marks – 40%

Pathways after Year 11

Training Pathways	Career Routes
▪ A Levels in Art/Photography/Textiles ▪ Cambridge Technical in Art and Design ▪ BTEC leading to direct placement/training in the workplace ▪ 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".	▪ Architecture (A Level Art is mandatory) ▪ Graphics/Advertising ▪ Illustration ▪ Fashion/Textiles ▪ Television/theatre ▪ Teaching ▪ Art therapy ▪ Professional artist ▪ Product design ▪ Ceramicist ▪ Arts Curation/ administration ▪ Conservation

ART, CRAFT & CREATIVE DESIGN

Examination Board: AQA **Specification No:** 8201

Course Description

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

- Constructed Media Design
- Materials Design
- Drawing/Painting
- Multi-Media Imagery
- Printed Design
- Surface Design
- Contextual Study

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

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.
Candidate portfolio selected from work undertaken during course of study and must include more than one project.
96 marks – 60%

Unit 2: Externally Set Task
Question papers issued from March in Year 11.
Marked by centre and moderated by AQA.
This will begin in March Yr11 and preparation leading to the final Controlled Test over 3 days at the beginning of May.
96 marks – 40%

Pathways after Year 11	
Training Pathways	**Career Routes**
▪ A Levels in Art/Photography/Textiles ▪ Cambridge Technical in Art & Design ▪ BTEC leading to direct placement/training in the workplace ▪ 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".	▪ Architecture (A Level Art is mandatory) ▪ Graphics/Advertising ▪ Illustration ▪ Fashion/Textiles ▪ Television/theatre ▪ Teaching ▪ Art therapy ▪ Professional artist ▪ Product design ▪ Ceramicist ▪ Arts Curation/ administration ▪ Conservation

BUSINESS

Examination Board: Edexcel **Specification No:** 1Bso

Course Description

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
Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including: **A Level** Business History Geography Economics Psychology **BTEC Nationals** Business	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. 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.

COMPUTER SCIENCE

Examination Board: OCR **Specification No:** J276

Course Description
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 it is recommended that students are **Extended** in **Maths** due to the demand of the maths in the course however having a good work ethic and a keen interest in Computing Theory is more important.

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. **50%** **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. **50%** **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. **Required element.**

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

Course Description

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

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

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**
Level 3 Food and Nutrition. Vocational courses such as Catering and Hospitality at local Colleges.	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. 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.

DESIGN AND TECHNOLOGY
METAL ENGINEERING

Examination Board: Edexcel **Specification No:** 1D/To

Course Description

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**
▪ A Level Product Design — Resistant Materials ▪ Tech Level - Engineering ▪ Higher Education Degree courses ▪ Apprenticeships	▪ Local industry apprenticeships ▪ Local employment ▪ Engineering ▪ Welding ▪ Sheet Metal Work ▪ Steel Construction ▪ Blacksmithing

DESIGN AND TECHNOLOGY
PAPER & CARD

Examination Board: Edexcel **Specification No:** 1D/To

Course Description

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**
▪ A Level Product Design ▪ Tech Level - Engineering ▪ Higher Education Degree courses ▪ Apprenticeships	▪ Local industry apprenticeships ▪ Local employment ▪ Graphic Design ▪ Card Engineer ▪ Advertiser ▪ Computer Graphics

DESIGN AND TECHNOLOGY
TIMBER

Examination Board: Edexcel **Specification No:** 1D/To

Course Description

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**
▪ A Level Product Design — Resistant Materials ▪ Tech Level - Engineering ▪ Higher Education Degree courses ▪ Apprenticeships	▪ Local industry apprenticeships ▪ Local employment ▪ Boat building ▪ Building ▪ Construction ▪ Cabinet making ▪ Carpentry

DRAMA

Examination Board: AQA **Specification No:** 8261

Course Description

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:

- Understanding drama
- Devising drama
- 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 activities, some building on tasks and skills introduced in years 7, 8 and 9 and some introducing new skills. Regular theatre visits and workshops with professional companies will also inspire creativity. In order to get the most out of this course you will need:

- A genuine interest in theatre and its processes.
- A willingness to attend theatre events organised by the school.
- A positive attitude and willingness to be actively engaged in the practical processes of theatre.
- A willingness to learn how to analyse and form critical judgements and be able to produce these in essays.
- An open mind and a willingness to work with all members of the class.

You can choose to develop as a performer or designer (lighting, sound, set, costume, puppets). Whichever option you choose, you can be sure to gather many invaluable skills, both theatrical and transferable, to expand your horizons.

Method of Assessment

Component 1: Understanding drama - Written exam: 1 hour and 45 minutes (80 marks, 40% of GCSE)
SECTION A – 4 marks. Theatre roles and terminology. Answer 4 multiple choice questions.
SECTION B – 44 marks. Set Text. Answer 4 questions on a given extract. You will answer as a performer but must have some knowledge of design.
SECTION C – 32 marks. Live Theatre. Answer 1 question from a choice.

Component 2: Devising Drama (80 marks, 40% of your GCSE)
DUOLOGUE/GROUP PERFORMANCE or DESIGN realisation. 20 marks. Must last between 10 & 20 minutes
DEVISING LOG. 60 marks. 1,200 – 2,500 words.

Component 3: Texts in practice (40 marks, 20% of your GCSE)
PERFORMANCE OF TWO EXTRACTS. 40 marks (20 marks per extract). The extracts must be from one play and last 10 minutes if performed. The play must contrast with the set text. Performance duration – monologue 2-5 minutes, duologue 3-10 minutes, group 4-20 minutes.

Pathways after Year 11	
Training Pathways	**Career Routes**
▪ A Level Drama and Theatre Studies ▪ 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 ▪ A Level or BTEC courses in any subject – you will always need the skills that drama can teach you no matter what you decide to study in the future	▪ You need drama skills if your job entails: ▪ Talking to a group of people ▪ Getting ideas across ▪ Negotiating in the workplace ▪ Inspiring people ▪ Training people ▪ Encouraging people ▪ Managing people ▪ Supporting people ▪ Selling to people ▪ Explaining to people ▪ Teamwork ▪ Getting the most out of people

FRENCH

Examination Board: AQA **Specification No:** 8658

Course Description

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, CD Rom, 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 100-150 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 role play, 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**
▪ Vocational qualifications ▪ A Level French depending on performance ▪ Further education courses ▪ Degree courses	▪ Advertising and market research ▪ Civil and Diplomatic service ▪ Hotels and catering ▪ Teaching ▪ Television and radio ▪ Travel and Tourism ▪ Voluntary organizations Languages graduates have an excellent record of securing employment.

GEOGRAPHY

Examination Board: AQA **Specification No:** 8035

Course Description

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

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

How will you learn?

Direct instruction, discussion, reading and comprehension tasks, problem solving, photo interpretation, data analysis, graphs and charts analysis, map analysis.

Method of Assessment

Students are given past GCSE questions and assessed against GCSE marking criteria. Typically peer assessed practise questions followed by teacher assessed papers midway through and at the end of the 6units listed above in course content.

Examinations
Students will be assessed using linear un-tiered terminal examinations using a new grading system 1 to 9.
Paper 1: 1 hr 30 minutes – Physical Environment – 35%
Paper 2: 1 hr 30 minutes – Human Environment – 35%
Paper 3: 1 hr 15 minutes – Geographical Applications – 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 **Specification:** BTEC

Course Description

Component 1: HUMAN LIFESPAN DEVELOPMENT
In this unit you will:

- Explore how individuals develop physically, emotionally, socially and intellectually over time.
- Investigate how various factors, events and choices may impact on individuals' growth and development.
- Discover how people adapt to life events and cope with making changes.

Component 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES
In this unit you will:

- Learn which health and social care services are available and identify why people might need to use these services.
- Discover who's involved in providing these services and explore what might stop people from accessing the services they need.
- Look at the care values the sector has to make sure people get the care and protection they need.

Component 3: HEALTH AND WELLBEING
In this unit you will:

- Learn what 'being healthy' means to different people and explore the different factors that might influence health and wellbeing
- Identify key health indicators and how to interpret them.
- Create a health and wellbeing improvement plan for that person which includes targets and recommendations of support services available
- Reflect on the potential challenges the person may face when putting the plan into action.

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/ carers and children under 5 years)
- Talks by service providers and service users
- Visits to care providers.

Method of Assessment

Component 1: HUMAN LIFESPAN DEVELOPMENT 30%
Two internally Assessed Assignments

Component 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES 30%
Two internally Assessed Assignments

Component 3: HEALTH AND WELLBEING 40%
Externally Assessed Task

Pathways after Year 11	
Training Pathways	**Career Routes**
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. Helston Community College offers: Level 3 BTEC Diploma in Health and Social Care	▪ Working with children and adults ▪ Health Care Worker ▪ Support health professions ▪ Health Services ▪ Nursing ▪ Nursery Nurse ▪ Teaching ▪ Early years Practitioner ▪ Nanny

HISTORY

Examination Board: OCR **Specification No:** J411

Course Description

▪ Thematic Study	The People's Health, 1250 to present
▪ British Depth Study	The Elizabethans, 1580 - 1603
▪ History Around Us	History Around Us (Local History Study) Pendennis Castle
▪ Period Study	The Making of America, 1789-1900
▪ 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 and a visit to Pendennis Castle in Falmouth during the summer term of Year 10.

Method of Assessment

There are three written papers in this History GCSE:

Paper 1: Thematic Study and British Depth Study
(40% of the marks – 20% for each component)

Paper 2: History Around Us (Local History Study
(20% of the marks – just one component)

Paper 3: Period Study and World Depth Study
(40% of the marks – 20% for each component)

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 works alongside science, technology or languages. Many students who enjoy History GCSE also go on to study it at A Level. GCSE History helps improve literacy skills, which are useful in any A Level course that requires reading, writing and comprehension skills. There are a wide variety of History and History-related courses at university.	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, the civil service, the legal profession, the police force and work in the media. Some people pursue careers that involve History directly, such as working in the heritage industry (e.g. for the National Trust), museum and archive work, archaeology and also teaching. Aside from careers, many students find that the study of History leads to a life-long interest in the subject.

ICT – CIDA - CERTIFICATE IN DIGITAL APPLICATIONS

Examination Board: Pearson/Edexcel **Specification No:** 600/6627/1

Course Description
This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. This level 2 Certificate in Digital Applications has been designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and animations, web-design, interactive multimedia products and computer games. To be successful on this course students should be on a SECURE in Computing and English.

How will you learn?
This is a mostly practical ICT course with all lessons being in a computer room. You will have to complete one practical piece 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 based on learning practical skills. 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 2 units. One unit is a practical exam (worth 25%); 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.	CiDA – Certificate in Digital Applications 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

Course Description

The course aims to develop:

- Extensive and meaningful coverage of media theory and 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 media from a choice of five briefs set by the exam board.
- Opportunities to learn about real media products and industries through a range of close study products.
- 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. Texts which will be on the exam are studied together in class and learning is supplemented by students' own choice of comparison products.
Non Examined Assessment	A media product linked to the exam topic, set as a brief, along with a short statement of intent.

Pathways after Year 11

Training Pathways	**Career Routes**
A Level: ▪ Media Studies ▪ Photography ▪ English ▪ Business ▪ Psychology/Sociology ▪ Art and Graphics	A wide range of careers, including: ▪ Journalism ▪ Advertising ▪ Film and photography ▪ Writing ▪ Teaching ▪ Publishing

MUSIC

Examination Board: AQA **Specification No:** 8271

Course Description

This course has three components:

Listening to and understanding Music
You will listen to a wide range of musical genres from four different areas of study and learn key words and devices associated with these genres.

Performing Music
You will be required to produce one solo performance plus one ensemble performance *or* one recreation of a piece of music using music software plus one studio recording.

Composing Music
There are two compositions that you will need to create. One is in response to a brief set by the exam board and the other is a free composition to a brief set by the student.

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 you wish to carry out the performing coursework using music technology rather than on a traditional instrument or voice, you will be expected to have good keyboard skills and a sound understanding of music notation. If you choose the music technology route, you will need to spend significant time out of lessons to practise your music technology skills. If in doubt, please contact a music teacher.

How will you learn?

You will learn through the integration of all three components: Listening, performing and composing. There are four Areas of Study which we will cover over the two years which are connected to developing our listening, performing and composing skills.
They are:

1. **Western Classical Tradition between 1650 – 1750** (Handel, Mozart, Beethoven, Chopin, Faure & Verdi)
2. **Popular music** (Musicals, Film music, 60s and 70s Rock & Pop from 1990s)
3. **Traditional Music** (Blues, Latin-American, Reggae & British Folk)
4. **Western Classical from 1910 to present.** (Copland, Tippet, Britten, Bartok, Reich & Adams)

Method of Assessment

Listening to and understanding 40% - Students sit an exam at the end of year 11**.** Listening and analysing music related to areas of study 1, 2, 3 and 4

Performing Music 30% - Two recordings are submitted of either solo and ensemble performances or computer sequence and studio recording. They are marked by the teacher and moderated externally.

Composing Music 30% - Two compositions are submitted. They are marked by the teacher and moderated externally.

Pathways after Year 11	
Training Pathways	**Career Routes**
▪ A Level Music ▪ BTEC National Diploma in Music or Music Technology Valuable for a wide range of courses at university, particularly in Music.	Valuable for any career relating to music or the arts. More and more businesses and universities are recognising the benefits of having a musical background. It is seen as a sign that you are a creative thinker, a good team-worker, highly motivated and can manage your own time effectively.

RELIGIOUS STUDIES (FULL COURSE)

Examination Board: WJEC **Specification No:** EDUQAS Route A

Course Description

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:

Religious, Philosophical and Ethical Studies in the Modern World

- Relationships
- Life and death
- Good and evil
- Human rights

Christianity

- Beliefs and teachings
- Practices

Islam or Judaism

- Beliefs and teachings
- Practices

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**
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. GCSE RE helps improve literacy skills which are useful in any A Level course which requires reading and writing.	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.

SPANISH

Examination Board: AQA **Specification No:** 8698

Course Description
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, CD Rom, 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 100-150 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 role play, 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**
▪ Vocational qualifications ▪ A Level Spanish depending on performance ▪ Further education courses ▪ Degree courses	▪ Advertising and Market Research ▪ Civil and Diplomatic service ▪ Hotels and Catering ▪ Teaching ▪ Television and Radio ▪ Travel and Tourism ▪ Voluntary organizations Languages graduates have an excellent record of securing employment.

SPORT - BTEC FIRST AWARD

Examination Board: EDEXCEL **Specification No:** 600/4779/3

Course Description

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

Fitness for Sport and Exercise	Externally Assessed	25%
Practical Sports Performance	Internally Assessed	

Optional Specialist Units (select two only)

The Mind and Sports Performance	Internally Assessed	
The Sports Performer in Action	Internally Assessed	75%
Training for Personal Fitness	Internally Assessed	
Leading Sports Activities	Internally Assessed	

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**
Students can progress to the following courses available at Helston Community College: ▪ Level 3 Cambridge Technical in Sport and Physical Activity ▪ Helston Post-16 Sports Academy	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. Excellent basis for careers in coaching, teaching and the leisure industry.

LEVEL 2 TECHNICAL AWARD IN CONSTRUCTION AND MAINTAINING THE BUILT ENVIRONMENT

Examination Board: City and Guilds **Specification No:** 6720 - 21

Course Description
This qualification allows you to explore the construction and built environment industry. If you enjoy practical, hands on tasks but also want to discover how buildings are constructed and what happens when they require repair, maintenance or refurbishment, then this qualification is for you. You will explore the structure of the construction and built environment industry in terms of how different people work together to deliver construction projects. You will develop an understanding of what makes a building and how the selection of different materials, affects the overall look and feel. You will have the opportunity to carry out a selection of realistic practical construction tasks related to the repair, maintenance and refurbishment of a building.

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
The qualification has four units: ▪ 201: Working in the built environment ▪ 202: Construction methods and materials ▪ 203: Maintenance, repair and refurbishment of buildings ▪ 204: Using tools to construct and maintain buildings Students are graded as follows; *Distinction** *Distinction* *Merit* *Pass* **Synoptic Assignment (60%)** **Theory Exam (40%)**

Pathways after Year 11	
Training Pathways	**Career Routes**
The qualification leads directly into employment or further training. The Helston Community College trade specialist Diploma is available at Post 16 for students who successfully complete this course.	Employment in a variety of Construction and Building trades. Further details about this course and progression from Mr Philpott.

TECHNICIAL AWARD IN HAIR AND BEAUTY STUDIES LEVEL 2

Examination Board: City & Guilds **Specification No:** 3038-21

Course Description

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.

HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

KEY STAGE 4 OPTIONS CHOICES FORM 2018

Name: _____ Tutor Group: _____

Possible future career: _____

Parent/Carer signature: _____

Option A

	TICK ONE
Computer Science	
French	
Geography	
History	
Spanish	
Triple Science	

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			*
Art, Craft and Design: Graphics			*
Art, Craft and Creative Design			*
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			
Media Studies			
Music			
RE (Full Course)			
Spanish			
Sport (BTEC)			
Triple Science			
Construction			#
Hair and Beauty			#

Note

Do not choose more than one Art 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 5 or above.

If you are unable to access Options Online, please complete this form and return it to Ms Cann (South Site Reception) by Friday 23rd February