

HELSTON COMMUNITY COLLEGE

ASPIRATION · AMBITION · ACHIEVEMENT



Key Stage 4 Curriculum



Options Booklet 2022

Helston Community College

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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

- Virtual Year 9 Parent Teacher Consultation Evening **Wednesday 26 January 2022.**
- Virtual Year 9 Options Evening **Wednesday 02 February 2022, 4pm – 7pm.**
- Options Online Choices Form (or paper version) to be completed by **Friday 18 February 2022.**

Detailed course information is available within each subject's Google Classroom.

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Options 2022-2023: 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 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, BTEC and Cambridge National 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 5 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 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, 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

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, History, Geography, Spanish, Triple Science. <i>French</i>	Choice of 3 other subjects in addition to Option A: Fine Art / Art, Craft and Design: Graphics/ Computer Science / Creative Media Production / Drama / Engineering and Design / Enterprise and Marketing / D&T: Food Preparation and Nutrition / IT / Geography / History / Health and Social Care / Music / Spanish (Foundation) / Spanish / Sport (BTEC) / Travel and Tourism / Construction (Single). There is also Construction (Double) 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)	0.5 GCSE					
<i>Note: Triple Science takes Core time plus 1 full Option slot</i>						

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

Year 11

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

Selecting Key Stage 4 Courses

Options Online

To help the options process we use 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.

A screenshot of the Online Options form can be seen shown below.

The screenshot shows the 'Student Choices' interface. At the top, there are navigation buttons for 'Show Notes' and 'Hide Notes', and a 'Save' button. The 'Personal Details' section includes fields for Preferred Forename, Preferred Surname, Photograph, Gender, Date of Birth, Year Taught in, Registration Group, House, Admission Number, Enrolment/Admission Status, SEN Status, and On Roll. Below this is the 'Pathway: A' section, which is expanded to show 'Option A'. Under 'Option A', there is a dropdown menu for 'You have chosen 0 of 1 courses from this list'. A grid of course options is displayed, each with a blue information icon and a note: 'This course is also available in Options B, C and D'. The courses listed are Triple Science, Computer Science, French, Geography, History, and Spanish. To the right of the course grid are two sections: 'My Choices in Order of Preference' (Total Choices: 0) and 'My Reserves in Order of Preference' (Total Reserves: 0). Both sections contain instructions on how to change the order of preference and currently show 'No courses selected' and 'No reserves selected' respectively. At the bottom of the 'Option A' section, there is a sub-section for 'Options B, C and D' with instructions to choose three options and one reserve choice, and to remember to save at the end.

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 or Art, Craft and Design: Graphics.

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, please contact the College 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 18 February 2022.

If you have any concerns or queries, or you would like to discuss your child's options with either Mr Richardson (Director of KS3), Mr McFadden (Assistant Headteacher & SENCO), or Ms Martin (Deputy Headteacher), then please do not hesitate to contact the College and we 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 26 January 2022. 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 Engineering. 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.**

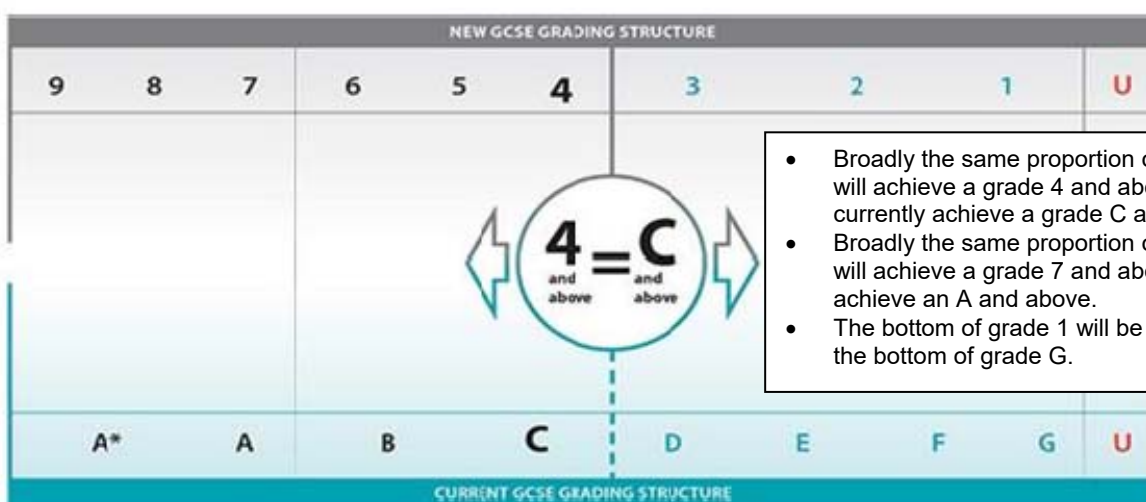
New GCSEs

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





- 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
Mr T Richardson	Director of KS3	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 E McFadden	Deputy Headteacher Assistant Headteacher & SENCO	For any matters relating to the options process and KS4 Curriculum or SEN
Ms E Stevenson	Head of Faculty – Creative Arts	Any enquiries to do with Art, Music, Drama, Hair and Beauty and Media
Mr K Trevithick	Head of Faculty – Humanities	Any enquiries to do with Geography, History and R.E
Mrs L Hocking	Head of Faculty – Technology and Enterprise	Any enquiries to do with Food, Engineering Design, Enterprise & Marketing, Information Technologies and Computer Science
Mrs E Martin	Head of Subject - Languages	Any enquiries to do with Languages
Mr N Philpott	Construction	Any enquiries to do with Construction
Mrs P Renyard	Head of Faculty – English	Any enquiries to do with English Language & English Literature
Ms J Hart	Head of Faculty – Mathematics	Any enquiries to do with Mathematics
Ms 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 and Health and Social Care.

Core GCSE Subjects

English Language

English Literature

Mathematics

Combined Science: Trilogy

Triple Science (Option)

Religious Studies (Short Course)

Parent Guide

Virtual Options Evening

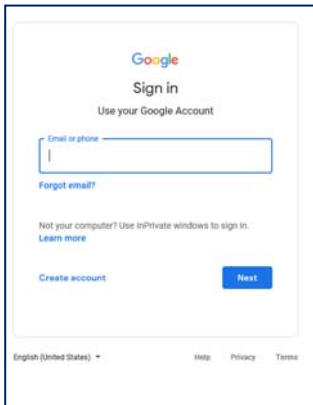
Available from Wednesday 02 February 2022

How to access Google Classroom

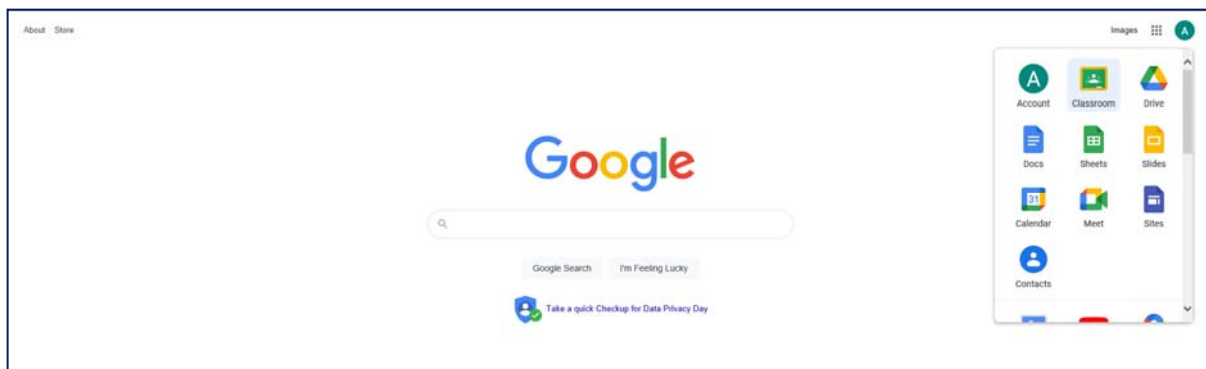
To enter Google Classroom, select the blue 'sign in' button in the top right-hand corner of the Google search engine home page.



Now enter either your child's school email address and password **OR** your own Gmail/Googlemail details.



You are now logged into Google. You need to select the Google apps icon (9 small squares) in the top right-hand corner. Then select 'Google Classroom'.

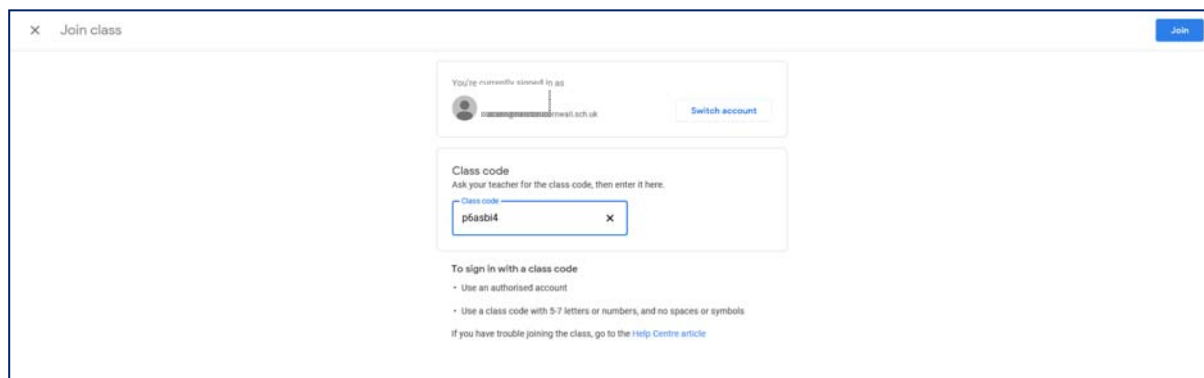
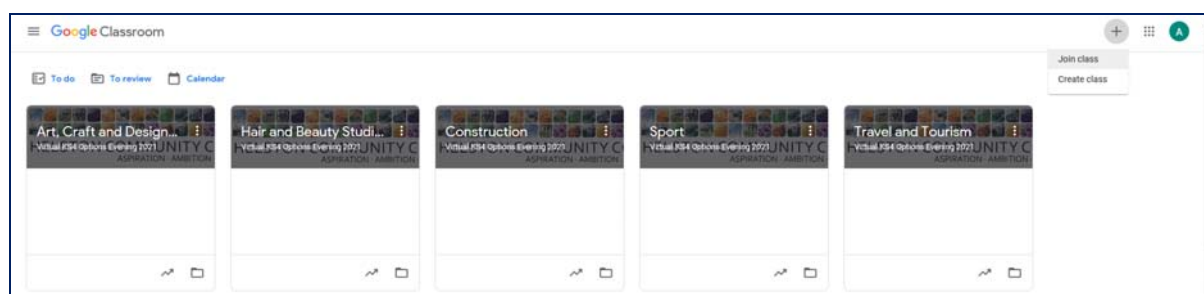


Now you are in Google Classroom, you need to join the correct classrooms for the subjects your child is interested in.

Below you will find a list of classroom access codes.

Subject	Google Classroom Code
Help and Support	2n14rhe
Art, Craft and Design	p6asbi4
Fine Art	nmtxggy
Computer Science	kikctad
Construction	tvhva4h
Creative Media Production	lvvatuq
Drama	v4zy24l
Engineering Design	zss7r7k
English	uj6xx6s
Enterprise and Marketing	v4mkpev
Food	mpgeyel
Geography	xrbecmi
Hair and Beauty Studies	k675soi
Health and Social Care	3gyzmuc
History	3goxpd2
IT	qlb7bdf
Maths	eelbeuf
Music	7do763c
RE	syygglc
Science	frqnw54
Languages	hrfr2me
Sport	taz7m5b
Travel and Tourism	s6azrug

Simply click the '+' icon in the top right-hand corner, select 'Join class' and enter the corresponding code to the subject you are after. Then select the blue 'Join' button in the top right-hand corner. Repeat this step for all subjects you wish to explore.



Now you are set up for Options Evening, please explore the various subject classrooms you have joined.

How to submit your child's choices via Options Online

We hope you will have found the Options Evening informative. Once your child has decided on their options, they can submit their choices online by following the steps below.

1. Students should check their school email account. They should have received an email from noreply@sims.co.uk.
2. On the email, select 'Accept Invitation'.
3. In the next window, select 'Sign in with Google'.
4. Students will then need to sign in using their school email and password ([their username]@helston.cornwall.sch.uk). Their password is the same password they use to login to a school computer.
5. Once signed-in, students then need to select 'Register'.
6. They will be asked a security question which will be their date of birth. It must be entered in the following format: 26/05/2006
7. Students may then be asked to click on their Google account to re-sign-in.
8. The following options page should then appear. Here students can select their options. Remember to select 3 subjects in order of preference and 1 reserve. Please remember to select SAVE in the top left-hand corner.

The screenshot displays the 'Options Online' interface. At the top left, there is a 'Save' button. The main area contains instructions: 'Choose **three** options and **one** reserve choice. 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.' Below this, it notes 'Triple Science is suitable for students currently achieving a Grade 5 or above. You can only select **one** Art Subject so either Fine Art or Art & Design: Graphics. Construction and Hair & Beauty are the equivalent of **two** option choices unless you opt for single Construction.' A reminder says 'Remember to **SAVE** your choices'. A progress indicator shows 'You have chosen 0 of 3 courses and 0 of 1 reserves from this list'. The main grid lists 18 subjects, each with a 'Reserve' button. Some subjects have a blue icon and text indicating they are also available in Ebacc. On the right side, there are two sections: 'My Choices in Order of Preference' (Total Choices: 0) and 'My Reserves in Order of Preference' (Total Reserves: 0), both currently showing 'No courses selected.' The bottom of the screen shows the 'Ebacc' logo and a Windows taskbar with the date 25/02/2018.

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 prose and non-fiction extracts.
- 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 prose text

Section B – Writing: descriptive or narrative writing

1 hour 45 minutes: 50% of GCSE

Paper 2 – Writers’ Viewpoints and Perspectives

Section A – Reading: Two non-fiction texts (one 20th or 21st century; one 19th century)

Section B – Writing: Writing to present a viewpoint

1 hour 45 minutes: 50% of GCSE

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

Pathways after Year 11

Training Pathways	Career Routes
<p>A Level:</p> <ul style="list-style-type: none"> ▪ English Language and Literature ▪ English Literature ▪ Media Studies ▪ Film Studies 	<p>A range of careers including:</p> <ul style="list-style-type: none"> ▪ 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 including drama, poetry and prose.
- 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
<p>A Level:</p> <ul style="list-style-type: none"> ▪ English Language and Literature ▪ English Literature ▪ Media Studies ▪ Film Studies 	<p>A range of careers including:</p> <ul style="list-style-type: none"> ▪ 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

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:

- A Level Mathematics
- A Level Further Mathematics
- L3 Certificate in Core Mathematics

Career Routes

Achievement in Mathematics at all levels is advantageous and often essential for a wide variety of scientific, business and technological vocations.

A good grade in GCSE Mathematics is needed as an entrance requirement for most courses at Key Stage 5.

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
<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

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 5 or above in their Year 9 Science studies 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: Eduqas 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

- 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

Fine Art
Art, Craft and Design: Graphics
Computer Science
Creative Media Production
Drama
Engineering Design
Enterprise and Marketing
D&T: Food Preparation and Nutrition
IT
Geography
History
Health and Social Care
Music
Spanish (Foundation)
Spanish
French
Sport (BTEC)
Travel and Tourism
Construction (Single)
Construction (Double)
Hair and Beauty (Double)

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
<ul style="list-style-type: none"> ▪ A Level Art (all endorsements) ▪ A Level Photography ▪ BTEC Level 3 Diploma in Art & Design ▪ BTEC leading to direct placement/training in the workplace ▪ Degree level—BTEC will provide direct entry to a degree but it is usual for A Level students to take a “foundation course” 	<ul style="list-style-type: none"> ▪ 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:

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Drawing, composition ▪ Printing and digital image creation ▪ Typography ▪ Photography | <ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ A Levels in Art/Photography/Textiles ▪ Btec Level 3 Diploma in Art and Design ▪ BTEC leading to direct placement/training in the workplace ▪ Degree level— BTEC will provide direct entry to a degree but it is usual for A level students to take a "foundation course". 	<ul style="list-style-type: none"> ▪ 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

COMPUTER SCIENCE (9-1)

Examination Board: OCR

Specification No: J277

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, networking and how data is represented and stored.

How will you learn?

Component 1 – Computer Systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 2 – Computational Thinking, Algorithms and Programming:

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical Programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, and test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Method of Assessment

Component 1 – Computer Systems

Written paper, OCR-set and marked. 1 hour and 30 minutes
50% of the qualifications, 80 marks

Component 2 – Computational Thinking, Algorithms and Programming

Written paper, OCR-set and marked. 1 hour and 30 minutes
50% of the qualifications, 80 marks

Pathways after Year 11

Training Pathways	Career Routes
<p>They will also develop a deep understanding of problem solving and experience in creating logical and efficient solutions that will assist them in many other subject areas. Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including:</p> <p>A Level Computing</p> <p>BTEC Nationals/Cambridge Technicals Engineering Information Technology</p>	<p>The valuable thinking and programming skills that students will have acquired are extremely attractive in the modern workplace. 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, Information Creative Technologies and Software Engineering.</p>

BTEC TECH AWARD IN CREATIVE MEDIA PRODUCTION

Examination Board: Pearson

Specification No: ZPK59 - 60312385

Course Description

The course aims to develop:

- An understanding of how media audiences interpret products using the framework of narrative, genre, representation and production techniques such as sound, image and camerawork.
- Production skills.
- Rigorous but accessible learning about the three main media sectors – audio-moving image, publishing, and interactive media.
- The ability to work in an independent way on creative and academic projects and digital production techniques as well as the maintenance of a digital portfolio of written work.

How will you learn?

- Media texts to be studied will include a range of products from all three sectors
- Production work from a sector of your choice – high level of independence and organisational skills required.
- The majority of work to be Edit Suite-based, since written assignments will be added to a digital portfolio.
- Viewing, discussing, analysing and creating media texts and learning about the industry as well as how to create a product to brief and a strict deadline.

Method of Assessment

External Synoptic Examination

Students will create a media product in response to a brief. Preparation for this unit will take place in year 11 and include learning from both year 10 Internal Units. The exam is nine hours in duration and completed at the end of the course during lesson time.

Internal Assessment: Two Units

Exploring Media Products – written work presented as a digital portfolio showing study and understanding of texts in all three sectors. Developing Digital Media Production Skills – learning media production skills from all three sectors before specialising in one to create a product to a brief.

Pathways after Year 11

Training Pathways	Career Routes
<p>A levels:</p> <ul style="list-style-type: none"> ▪ Media Studies ▪ Photography ▪ English ▪ Business ▪ Psychology/Sociology ▪ Art and Graphics <p>BTEC Tech Award Level 3 in Creative Media Production</p>	<p>A wide range of careers, including:</p> <ul style="list-style-type: none"> ▪ Journalism ▪ Advertising ▪ Film and photography ▪ Writing ▪ Teaching ▪ Publishing and digital content production

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:

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 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, dialogue 3-10 minutes, group 4-20 minutes.

Pathways after Year 11

Training Pathways

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.

Career Routes

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

Engineering Design

Examination Board: OCR

Specification No: J822

Course Description

The OCR Level 1/Level 2 Cambridge National in Engineering Design will develop knowledge, understanding and practical skills that would be used in the engineering design and development sector.

Students will experience an engaging qualification where they will use what they learn in practical, real-life situations, such as:

- Using both 2D and 3D engineering design techniques
- Designing new products to meet a design brief
- Communicating engineering design ideas.

This helps students to develop independence and confidence in using skills that would be relevant to the engineering design and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research to inform engineering design ideas
- Solving problems by exploring different engineering design options
- Finding imaginative solutions through creative thinking.

How will you learn?

For this qualification, students must achieve **three** units:

Unit R038: Principles of engineering design

We are surrounded by products that have been created to solve a particular problem, whether that be a backpack that needs to be strong enough to carry a specific piece of equipment, or a desk tidy that can help to store pens and writing equipment. These engineering designs do not magically appear; they are typically developed by following a design strategy or process. In this unit students will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies.

Students will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design.

Students will develop knowledge of the types of drawing used in engineering to communicate designs, as well as the techniques used to evaluate design ideas and outcomes, including modelling methods.

Unit R039: Communicating designs

Unless designers can communicate their ideas to others, then it is unlikely that their engineering designs will be fully appreciated. By using drawing skills designers can provide a far better sense of what a new product will look like and encourage the creative process that can enhance a successful design. In this unit students will learn how to develop your techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features.

Students will enhance their confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate their designs.

Unit R040: Design, evaluation and modelling

Designers need an understanding of how products are manufactured to ensure that their ideas can be produced effectively. Analysing how products are made can help to inform designs, and it can be useful to disassemble existing products to discover how they function and how they were manufactured. In this unit students will learn how designers can quickly create and test models to develop a working prototype of a design.

Students will develop their virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. Students will also develop their physical modelling skills using modelling materials or rapidprototyping processes to produce a physical prototype.

Method of Assessment

Unit Ro38: Principles of engineering design

Written paper, OCR-set and marked. 1 hour and 15 minutes

40% of the qualifications, 70 marks

Unit Ro39: Communicating designs

Non examined assessment (NEA): Coursework, Centre-assessed task and OCR moderated. 10-12 hours

30% of the qualification, 60 marks

Unit Ro40: Design evaluated and modelling

Non examined assessment (NEA): Coursework, Centre-assessed task and OCR moderated. 10-12 hours

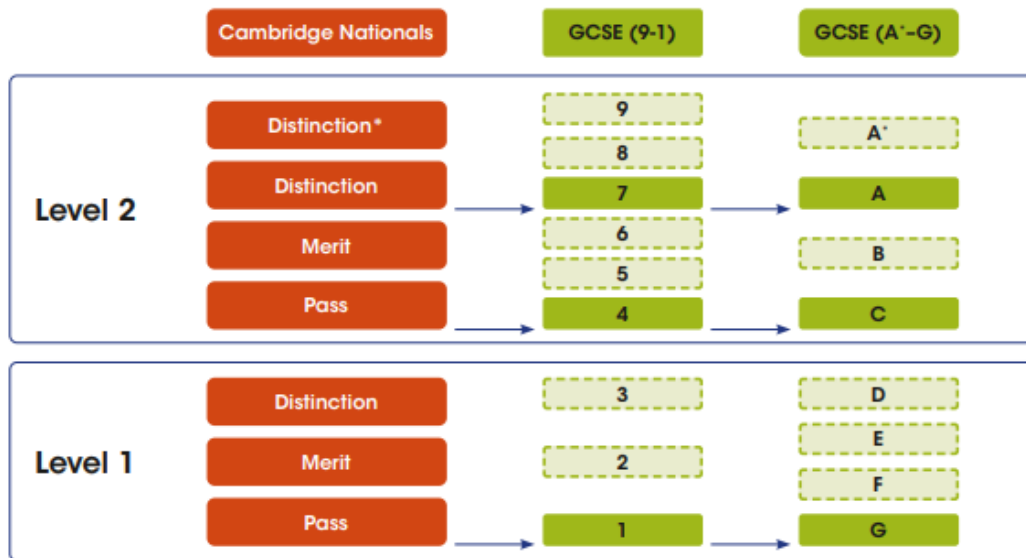
30% of the qualification, 60 marks

How do Cambridge Nationals Grades compare to GCSEs?

Grades for Cambridge Nationals and for GCSEs align at key points.

Level 1 covers GCSE grades 3–1 (or G–D) and Level 2 GCSE grades 9–4 (or A*–C).

- The bottom of a Level 1 Pass is aligned to GCSE grade 1
- The bottom of a Level 2 Pass is aligned to GCSE grade 4
- The bottom of a Level 2 Distinction is aligned to GCSE grade 7



Pathways after Year 11

Training Pathways

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including:

A Level

Design & Technology : Design Engineering

BTEC Nationals/Cambridge Technicals

Engineering

Principles in Engineering and engineering business

Systems control in engineering

Engineering manufacture

Career Routes

Cambridge National in Engineering Manufacture will inspire and equip you with the confidence to use skills that are relevant to the engineering, manufacturing, and process and control sectors. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements.

By developing applied knowledge and practical skills, this course will help give students the opportunity to progress on to A Levels, a Cambridge Technical in Engineering, an apprenticeship or university. The sky's the limit with Engineering Design – what about becoming an Aerospace Engineer?

	<p>You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:</p> <ul style="list-style-type: none">• creative thinking• analytical skills• problem solving• research and planning <p>No matter what you progress on to – the skills you'll learn from a Cambridge National will prepare you for the future.</p>
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Enterprise and Marketing

Examination Board: OCR

Specification No: J837

Course Description

This course is engaging and inspiring, reflecting the demands of a truly modern and evolving business and marketing environment.

This Enterprise and Marketing course will encourage students to:

- understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

How will you learn?

There are three mandatory units:

Unit Ro67: Enterprise and marketing concepts

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Unit Ro68: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, and use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit Ro69: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

Method of Assessment

Ro67: Enterprise and marketing concepts

Written paper, OCR-set and marked. 1 hour and 15 minutes
40% of the qualifications, 70 marks

Ro68: Design a business proposal

Non examined assessment (NEA): OCR-set assignment, Centre-assessed task, OCR moderated. 10-14 hours
30% of the qualification, 60 marks

Ro69: Market and pitch a business proposal

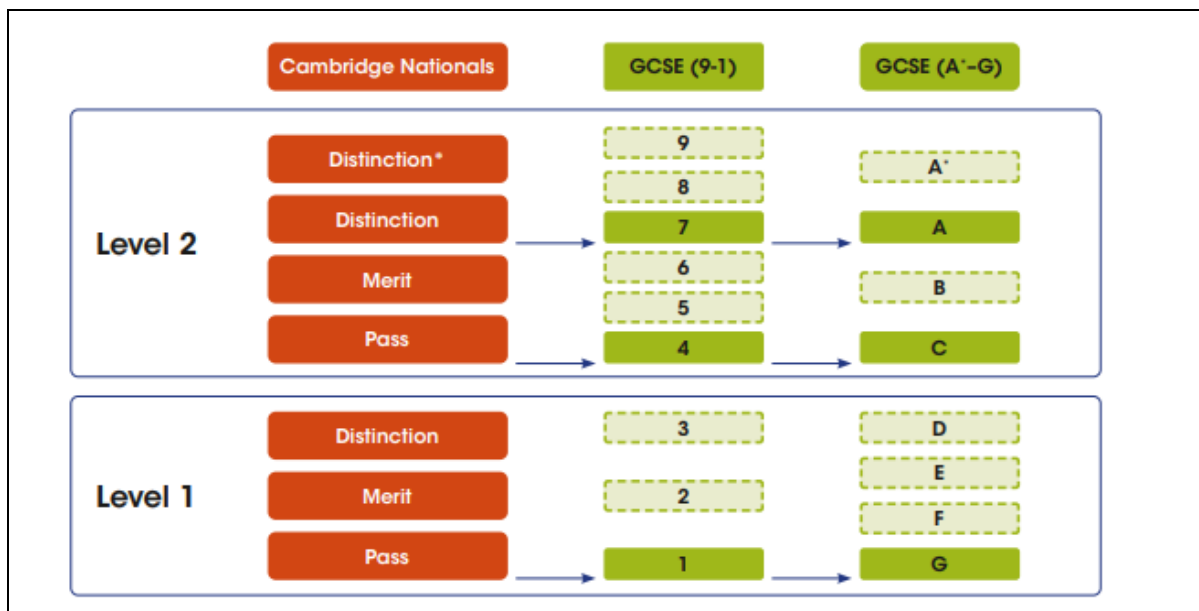
Non examined assessment (NEA): OCR-set assignment, Centre-assessed task, OCR moderated. 10-14 hours
30% of the qualification, 60 marks

How do Cambridge Nationals Grades compare to GCSEs?

Grades for Cambridge Nationals and for GCSEs align at key points.

Level 1 covers GCSE grades 3–1 (or G–D) and Level 2 GCSE grades 9–4 (or A*–C).

- The bottom of a Level 1 Pass is aligned to GCSE grade 1
- The bottom of a Level 2 Pass is aligned to GCSE grade 4
- The bottom of a Level 2 Distinction is aligned to GCSE grade 7



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> <table border="0"> <tr> <td>A Level</td> <td>BTEC Nationals</td> </tr> <tr> <td>Business</td> <td>Business</td> </tr> <tr> <td>History</td> <td></td> </tr> <tr> <td>Geography</td> <td></td> </tr> <tr> <td>Economics</td> <td></td> </tr> <tr> <td>Psychology</td> <td></td> </tr> </table>	A Level	BTEC Nationals	Business	Business	History		Geography		Economics		Psychology		<p>The knowledge and skills gained from OCR Enterprise and Marketing support students' entry into employment or other training in specific aspects of business and/or marketing, such as apprenticeships and vocational qualifications that focus on more specialised business areas.</p> <p>This course provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training, such as marketing, sales, product management and general management.</p>
A Level	BTEC Nationals												
Business	Business												
History													
Geography													
Economics													
Psychology													

FOOD PREPARATION AND NUTRITION

Examination Board: EDUQAS

Specification No: 601/8093/6

Course Description

Food Preparation and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. 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 the following areas 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

Component 1: Principles of Food Preparation and Nutrition

Written examination, Eduqas-set and marked, 1 hour 45 minutes
50% of qualification, 100 marks

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: Eduqas-set assignment, internally assessed, externally moderated.
50% of qualification, 100 marks

- **Assessment 1: The Food Investigation Assessment (8 hours – 15% of total marks)**
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 (12 hours– 35% of total marks)**
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%

Pathways after Year 11

Training Pathways	Career Routes
<p>Level 3 Food Science 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>

IT

Examination Board: OCR Specification No: J836

Course Description

Students will experience an engaging qualification where they will use their learning in practical, real-life situations, such as:

- using different applications and tools to design, create and evaluate IT solutions and products
- creating a data manipulation solution
- creating an Augmented Reality prototype.

This helps students to develop independence and confidence in using skills that would be relevant to the IT sector. The qualification will also help students to develop learning and skills that can be used in other life and work situations, such as:

- planning and designing IT solutions and products for a given purpose
- selecting the best tools and techniques to solve a problem
- solving problems by exploring different software application tools and techniques
- creating IT solutions and digital products
- use of planning techniques to complete tasks in an organised and timely way
- finding imaginative ways to solve IT problems

How will you learn?

There are three mandatory units:

Ro50: IT in the digital world

The IT industry is vast and provides work for a wide range of people across sectors, from those working as freelance IT consultants, right through to those in large or specialist IT teams in multinational companies. Job roles frequently overlap across multiple sectors as there are common aspects to inputs, processing and outputs of IT systems which can be used in many ways, from supporting the planning, designing and implementation of services or products to enhancing our daily lives in the digital world.

In this unit students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Students will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

Unit Ro60: Data manipulation using spreadsheets

Data manipulation is an important part of many job roles, supporting development and growth in different sectors. Businesses in different sectors such as IT, finance, retail, hospitality, education and government all manipulate data for different purposes. Spreadsheet applications are commonly used to create input, processing and output solutions which manipulate data.

In this unit students will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. Students will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which they will test. Students will be able to evaluate their solution based on the user requirements.

Unit Ro70: Using Augmented Reality to present information

Augmented Reality (AR) has made it possible to present information so that users can see more detail in items/ products with 2D or 3D images and can place the item digitally in their surroundings. AR provides increased engagement, interaction and a richer user experience. Businesses in different sectors such as IT, architecture, retail and hospitality, education and government are presenting information and/or products in a digital world using a range of digital devices. Augmented Reality software development kits (SDK) are used to create the AR product for different contexts.

In this unit students will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. Students will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. Students will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Students will also be able to test and review your AR model prototype.

Method of Assessment

Ro5o: IT in the digital world

Written paper, OCR-set and marked. 1 hour and 30 minutes
40% of the qualifications, 70 marks

Ro6o: Data manipulation using spreadsheets

Non examined assessment (NEA): OCR-set assignment, Centre-assessed task, OCR moderated. 10-12 hours
30% of the qualification, 60 marks

Ro7o: Using Augmented Reality to present information

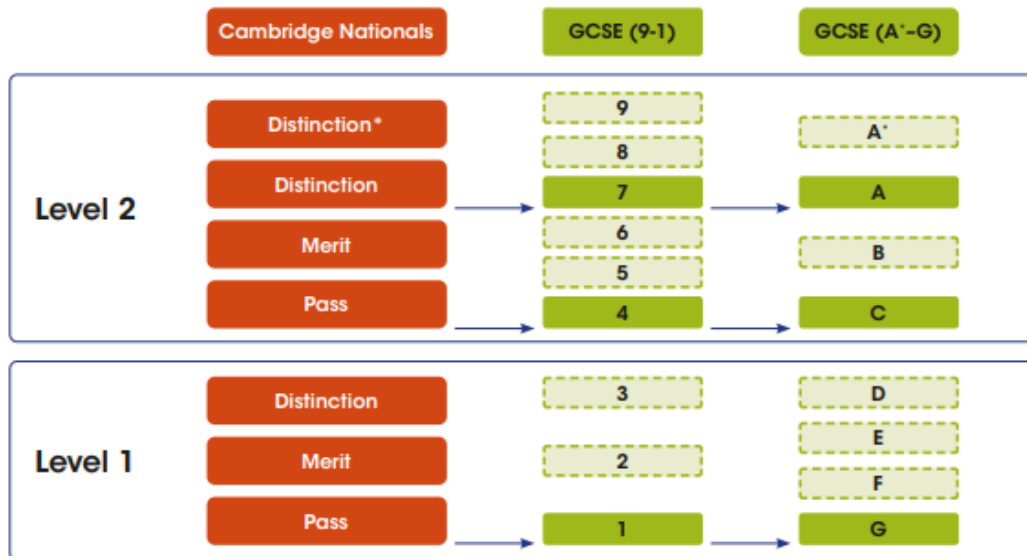
Non examined assessment (NEA): OCR-set assignment, Centre-assessed task, OCR moderated. 10-12 hours
30% of the qualification, 60 marks

How do Cambridge Nationals Grades compare to GCSEs?

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- The bottom of a Level 2 Distinction is aligned to GCSE grade 7



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> <p>A Level Business Geography Computing</p> <p>BTEC Nationals/Cambridge Technicals Business Information Technology</p>	<p>Cambridge National in IT will inspire and equip students with the confidence to use skills that are relevant to the IT sector. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements. As part of the Cambridge National, students cover:</p> <ul style="list-style-type: none"> • the key principles and concepts when creating IT products • creating complex spreadsheet solutions to meet requirements • how augmented reality can be used to present information • creating an augmented reality model prototype to be tested and reviewed <p>By developing applied knowledge and practical skills, this course will help give students the opportunity to progress on to A Levels, a Cambridge Technical in Information Technologies, an apprenticeship or university.</p> <p>Information Technology is constantly evolving, and new jobs are developing all the time – students could work for tech giants or create their own products. So much is possible. Students will develop a range of skills to help them succeed not only in the workplace but in other subjects too. These skills include:</p> <ul style="list-style-type: none"> • analytical skills • creative thinking • digital presentation • problem solving • research and planning <p>No matter what students' progress on to – the skills student will learn from a Cambridge National will prepare them for the future.</p>

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 because 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 |

In addition to the content outlined above, there is also a section called '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, and map analysis.

Method of Assessment

Students are given past GCSE questions and assessed against GCSE marking criteria. Teachers assess the students throughout the topics using exam style practise questions. These are followed by teacher assessed papers midway through and at the end of the 6 units listed in the course description.

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

HISTORY

Examination Board: OCR History B

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?
<p>This is a very enjoyable and varied course since there really is something for everybody. It also builds on some of the themes covered in Year 9, e.g. Life in Nazi Germany. Every topic takes a slightly different approach to History. We use full class teaching but also lots of group and discussion work. Film clips, 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 a visit to Pendennis Castle in Falmouth during the summer term of Year 9 and is a “taster” for what is to follow.</p>

Method of Assessment
<p>There are three written papers in this History GCSE:</p> <p>Paper 1: Thematic Study and British Depth Study (40% of the marks – 20% for each component)</p> <p>Paper 2: History Around Us - Local History Study (20% of the marks – just one component)</p> <p>Paper 3: Period Study and World Depth Study (40% of the marks – 20% for each component)</p>

Pathways after Year 11	
Training Pathways	Career Routes
<p>GCSE History leads on to A Level History at Helston Community College. It works well in combination with other Humanities subjects (e.g. Geography and R.E.) and English, but it also fits well alongside science, technology and languages. Many students who enjoy History GCSE go on to study it at A Level.</p> <p>GCSE History helps improve literacy and evidence skills, which are useful in any A Level course that requires reading, writing and comprehension skills. There are also a wide range of History and History-related courses to choose from at university should you continue into Higher Education.</p>	<p>Most people who study History to GCSE or a 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 also 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 their future careers, many students find that studying History also leads to a life-long interest in the subject, so History is both rewarding and worthwhile to study in its own right.</p>

HEALTH AND SOCIAL CARE

Examination Board: Pearson BTEC

Specification No: BTEC Tech Award in Health and Social Care

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
- Talks by service providers and service users (when possible)
- Visit to a care provider (when possible)

Method of Assessment

Component 1: HUMAN LIFESPAN DEVELOPMENT (30%) Four internally assessed tasks.

Component 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES (30%) Five internally assessed tasks.

Component 3: HEALTH AND WELLBEING (40%) Externally assessed synoptic exam.

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 in Health and Social Care or Child Care and Early Years Education.</p> <p>Helston Community College offers:</p> <ul style="list-style-type: none"> ▪ Level 3 BTEC Diploma in Health and Social Care 	<ul style="list-style-type: none"> ▪ Working with children and adults with disabilities ▪ Health care worker ▪ Support health professions ▪ Health services ▪ Nursing ▪ Nursery Nurse ▪ Teaching ▪ Early years Practitioner ▪ Nanny

MUSIC

Examination Board: AQA

Specification No: 8271

Course Description
<p>This course has three components:</p> <ol style="list-style-type: none"> 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 <i>or</i> 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. <p>SPECIFIC REQUIREMENTS</p> <p>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.</p>

How will you learn?
<p>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:</p> <ol style="list-style-type: none"> Western Classical Tradition between 1650 – 1750 (Handel, Mozart, Beethoven, Chopin, Faure & Verdi) Popular music (Musicals, Film music, 60s and 70s Rock & Pop from 1990s) Traditional Music (Blues, Latin-American, Reggae & British Folk) Western Classical from 1910 to present. (Copland, Tippett, Britten, Bartok, Reich & Adams)

Method of Assessment
<ol style="list-style-type: none"> 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
<ul style="list-style-type: none"> A Level Music Rock School Subsidiary Diploma in Music Technology <p>Valuable for a wide range of courses at university, particularly in music</p>	<p>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.</p>

SPANISH (FOUNDATION)

Examination Board: AQA

Specification No: 8698

Course Description

This course is for students who enjoy languages but may lack confidence and/or are targeting grades 1-5 only. Having the ability to communicate in another language is an amazing life skill to have and is valued by employers and universities alike. For this course you will need an interest in communicating with other people and a desire to develop your global outlook and broaden your travel and employment opportunities, particularly in relation to the Spanish-speaking world. The Foundation GCSE course builds on KS3 learning with an emphasis on developing the ability to produce language more independently through diversification of topics studied and embedding grammar and vocabulary with support. You will also benefit from developing your cultural knowledge of the Spanish speaking world and enjoy access to authentic materials.

The course is based on the following key themes at a Foundation level of difficulty:

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

How will you learn?

This course will focus on a slower paced delivery of key vocabulary and concepts to boost students' confidence and knowledge and enable them to make progress with support. Study will be guided and there will be a spotlight on strategies for recollection of vocabulary, general learning skills and exam techniques. Consistent vocabulary revision will be a vital part of the course and there will be a focus on using knowledge organisers and sentence builders to support this. Grammar input will be streamlined to focus on the essential minimum requirements to enable students to complete tasks effectively. 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 also continue to develop strategies to boost your ability in the 4 key skills of speaking, listening, writing and reading with scaffolded support. A variety of exam based and course book resources, and authentic materials such as YouTube videos, Spanish music and DVDs will be used so that you become familiar with the Spanish of native speakers. Writing tasks will range from short messages to longer texts of 90 words, which you will build the confidence to produce from memory. There will be short translations from both English to Spanish and from Spanish to English. For the Foundation tier these are sentences rather than paragraphs.

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. The writing will include shorter sentences, a 40 word task and a 90 word task.

This course is for Foundation tier entry only with a maximum grade award of 5.

Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> ▪ Vocational qualifications ▪ Further education courses 	<ul style="list-style-type: none"> ▪ Advertising and market research ▪ Civil and Diplomatic service ▪ Hotels and catering ▪ Teaching ▪ Television and radio ▪ Travel and Tourism ▪ Voluntary organizations

SPANISH

Examination Board: AQA

Specification No: 8698

Course Description
<p>Having the ability to communicate in another language is an amazing life skill to have and is valued by employers and universities alike. The GCSE course builds on KS3 learning with an emphasis on developing the ability to produce language more independently through diversification of topics studied and embedding the building blocks of grammar which allow you to construct sentences and paragraphs. You will also benefit from developing your cultural knowledge of the Spanish speaking world and enjoy access to authentic materials. This is a subject for those who are interested in communicating with other people, developing their global outlook and broadening their travel and employment opportunities, particularly in relation to the Spanish-speaking world. The course is based on the following key themes:</p> <ul style="list-style-type: none"> a) Identity and culture b) Local, national, international and global areas of interest c) Current and future study and employment

How will you learn?
<p>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 continue to develop strategies to boost your ability in the 4 key skills of speaking, listening, writing and reading. You will have access to a wide range of resources including online support. Listening skills will be developed through a variety of supportive exam based resources and authentic materials such as Youtube videos, Spanish music and DVDs so that you become familiar with the Spanish of native speakers. Reading will focus on a variety of materials in many different styles. Writing tasks will range from short messages to longer texts of between 100-150 words, which you will build the confidence to produce from memory. There will be short translations from both English to Spanish and from Spanish to English. Consistent vocabulary revision will be a vital part of the course.</p>

Method of Assessment
<p>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.</p> <p>There are two tiers of entry, Foundation or Higher, however each student must enter for the same tier in all papers.</p>

Pathways after Year 11	
Training Pathways	Career Routes
<ul style="list-style-type: none"> ▪ Vocational qualifications ▪ A Level Spanish depending on performance ▪ Further education courses ▪ Degree courses 	<ul style="list-style-type: none"> ▪ Advertising and market research ▪ Civil and Diplomatic service ▪ Hotels and catering ▪ Teaching ▪ Television and radio ▪ Travel and Tourism ▪ Voluntary organizations <p>Languages graduates have an excellent record of securing employment.</p>

FRENCH

Examination Board: AQA

Specification No: 8658

Course Description
<p>Having the ability to communicate in another language is an amazing life skill to have and is valued by employers and universities alike. The GCSE course builds on KS3 learning with an emphasis on developing the ability to produce language more independently through diversification of topics studied and embedding the building blocks of grammar which allow you to construct sentences and paragraphs. You will also benefit from developing your cultural knowledge of the French speaking world and enjoy access to authentic materials. This is a subject for those who are interested in communicating with other people, developing their global outlook and broadening their travel and employment opportunities, particularly in relation to the French-speaking world. The course is based on the following key themes:</p> <ul style="list-style-type: none"> a) Identity and culture b) Local, national, international and global areas of interest c) Current and future study and employment

How will you learn?
<p>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 continue to develop strategies to boost your ability in the 4 key skills of speaking, listening, writing and reading. You will have access to a wide range of resources including online support. Listening skills will be developed through a variety of supportive exam based resources and authentic materials such as YouTube videos, French music and DVDs so that you become familiar with the French of native speakers. Reading will focus on a variety of materials in many different styles. Writing tasks will range from short messages to longer texts of between 100-150 words, which you will build the confidence to produce from memory. There will be short translations from both English to French and from French to English. Consistent vocabulary revision will be a vital part of the course.</p>

Method of Assessment
<p>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.</p> <p>There are two tiers of entry, Foundation or Higher, however each student must enter for the same tier in all papers.</p>

Pathways after Year 11	
Training Pathways	Career Routes
<ul style="list-style-type: none"> ▪ Vocational qualifications ▪ A Level French depending on performance ▪ Further education courses ▪ Degree courses 	<ul style="list-style-type: none"> ▪ Advertising and market research ▪ Civil and Diplomatic service ▪ Hotels and catering ▪ Teaching ▪ Television and radio ▪ Travel and Tourism ▪ Voluntary organizations <p>Languages graduates have an excellent record of securing employment.</p>

TECH AWARD TRAVEL AND TOURISM

Examination Board: Pearson

Specification No: BTEC

Course Description
The course aims to develop: Knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism.

How will you learn?
The course will be taught using a range of different methods, these will include visits to various local tourist attractions, to examine how different types of organisations manage to meet the needs of different customer types, and there will also be the opportunity to speak to a range of different specialist visitors, who will explain how their organisation, works within the tourism environment. The examined unit will be taught in the classroom, using a range of different techniques including group presentations.

Method of Assessment
<p><u>External Examination</u> Influences on Global Travel and Tourism</p> <p><u>Internal Assessment: Two Units:</u> Travel and Tourism Organisations and Destinations Customer Needs in Travel and Tourism</p>

Pathways after Year 11	
Training Pathways	Career Routes
<p>A Levels as preparation for entry to higher education in a range of subjects.</p> <p>Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.</p>	<p>There are a number of different career paths within the Travel Industry, these include working for a tour operator, planning for events within the hospitality industry or working in the airline industry, either air side or ground based.</p> <p>There are also opportunities with local visitor attractions, in a range of different areas.</p>

OCR SPORT SCIENCE LEVEL 1 AND LEVEL 2 AWARD

Examination Board: OCR *Cambridge National*

Specification: 2022

Course Description
<p>Cambridge National in Sport Science will encourage you to think for yourself about the scientific world of sport, while putting those theories and concepts into practice in both theoretical and practical sport. You will complete this course through three different units:</p> <p><u>Core (mandatory) Units</u></p> <p>R180: Reducing the risk of sports injuries and dealing with common medical conditions Content includes: preparing for sports, reducing the risk of injuries and managing medical conditions. Externally Assessed (40%)</p> <p>R181: Applying the principles of training: fitness and how it affects skill performance Content includes; planning and delivery your own fitness test and learn how that data can be used effectively to improve sporting performance. Internally Assessed (40%)</p> <p><u>Optional selected Unit:</u></p> <p>R182: The body's response to physical activity and how technology informs this Content includes: how are bodies provide us with energy and the ability to move, and how exercise can help our bodies become stronger Internally Assessed (20%)</p>

What skills will you develop?
<p>You will develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:</p> <ul style="list-style-type: none"> ▪ Analytical skills ▪ Creative thinking ▪ Research and planning ▪ Problem solving ▪ Verbal communication ▪ Leadership ▪ Team work

Method of Assessment
<p>You will complete three units over the two years. Two units will be completed internally by coursework, practical and witness statements. One unit will be completed externally by a written exam. Each unit will be marked with points that build up an overall score to achieve either a level 1 or level 2 Pass, Merit, Distinction or Distinction*.</p>

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"> ▪ Level 3 Cambridge Technical in Sport and Physical Activity ▪ Helston Post-16 Sports Academy 	<p>Sport science has a wealth of opportunities. You could become anything from a personal trainer, teacher, coach or an analytical sport consultant at a premiership club.</p> <p>An excellent basis for careers in the leisure industry.</p>

LEVEL 2 TECHNICAL AWARD IN CONSTRUCTION AND MAINTAINING THE BUILT ENVIRONMENT

Examination Board: City and Guilds

Specification No: 6720 - 21

Course Description
<p>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.</p> <p>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.</p>

How will you learn?
<ul style="list-style-type: none"> ▪ Work based learning (out of College projects) ▪ Practical experience in the workshop ▪ Portfolio building and independent research (Homework)

Method of Assessment
<p>The qualification has four units:</p> <ul style="list-style-type: none"> ▪ 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 <p>Students are graded as follows;</p> <p><i>Distinction*</i> ↑ <i>Distinction</i> <i>Merit</i> <i>Pass</i></p> <p>Synoptic Assignment (60%)</p> <p>Theory Exam (40%)</p>

Pathways after Year 11	
Training Pathways	Career Routes
<p>The qualification leads directly into employment or further training.</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

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.



KEY STAGE 4 OPTIONS CHOICES FORM 2022

Name: _____ Tutor Group: _____

Possible Future Career: _____

Parent/Carer Signature: _____

Option A

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

Fine Art	<input type="checkbox"/>	*
Art, Craft and Design: Graphics	<input type="checkbox"/>	*
Computer Science	<input type="checkbox"/>	
Creative Media Production	<input type="checkbox"/>	
Drama	<input type="checkbox"/>	
Engineering Design	<input type="checkbox"/>	
Enterprise & Marketing	<input type="checkbox"/>	
Food Preparation and Nutrition	<input type="checkbox"/>	
Geography	<input type="checkbox"/>	
History	<input type="checkbox"/>	
Health and Social Care	<input type="checkbox"/>	
Information Technologies	<input type="checkbox"/>	
Music	<input type="checkbox"/>	
Spanish (Foundation)	<input type="checkbox"/>	
Spanish	<input type="checkbox"/>	
French	<input type="checkbox"/>	
Sport (BTEC)	<input type="checkbox"/>	
Travel & Tourism	<input type="checkbox"/>	
Triple Science	<input type="checkbox"/>	
Construction Single	<input type="checkbox"/>	
Construction Double	<input type="checkbox"/>	#
Hair and Beauty	<input type="checkbox"/>	#

Note

Do not choose more than one Art option *

indicates subjects which take up 2 options

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

PLEASE SUBMIT YOUR CHOICES BY FRIDAY 18 FEBRUARY 2022



KEY STAGE 4 OPTIONS GUIDED PATHWAYS FORM 2022

Name: _____ Tutor Group: _____

Possible Future Career: _____

Parent/Carer Signature: _____

Option A

	<i>TICK ONE</i>
Geography	
Spanish	

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)

Fine Art		*	
Art, Craft and Design: Graphics		*	
Creative Media Production			
Engineering Design			
Enterprise & Marketing			
Drama			
Food Preparation and Nutrition			
Geography(Foundation)			
Information Technologies			
Music			
Spanish (Foundation)			
French			
Sport (BTEC)			
Travel & Tourism			
Construction Single			
Construction Double			#
Hair and Beauty			#

Note

Do not choose more than one Art option *
indicates subjects which take up 2 options

PLEASE SUBMIT YOUR CHOICES BY FRIDAY 18 FEBRUARY 2022