

# WADEBRIDGE SCHOOL

*Every day we aim to learn, improve and help others*



Key Stage 4 Prospectus 2016

A guide for Year 9 pupils choosing  
subjects to study in Year 10.

Name \_\_\_\_\_

Tutor Group 9 \_\_\_\_\_





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NB. Actual Option Forms are issued separately to the KS4 Curriculum Booklet



## Key Stage 4

### Identifying you preferred subjects

January 2016

Dear Student

Until now you have been given little choice about the subjects you study in school. That is about to change. Although you have to continue with a core curriculum in Key Stage 4, you can also **express a preference** for up to four optional subjects. **Please note, expressing a preference for a particular option does not guarantee that you will be able to study it. What you take will be influenced by your own preferences, your parents' preferences, the school's knowledge of you as a student and the practical limitations on what it is possible to timetable.**

It is important that you think carefully about your preferred options at Key Stage 4, as they can influence your choices when you finish school. For example, you may already intend to continue your education in our Sixth Form, or in a local college, and the subjects you choose now could affect what courses you can undertake in 2018. Alternatively, you may want to begin training for a specific career, in which case you might benefit from choosing a vocational subject that can lead to further training in this area. The Government has introduced changes recently that mean that almost all students will have to use one of their options to choose between History, Geography, French or Spanish (see page 3). Students can opt to study more than one of these subjects, if they wish. All our courses lead to qualifications that are of relevance to future education, training and employment.

When thinking about which options you would prefer to study and where you might achieve the greatest success, you need to think about a number of things:

- **What are your own strengths and weaknesses and how do they match with the demands of the courses on offer?** For example, if you are very practical you might find particular success in a subject where you get to use these skills, such as DT; or if you feel you are stronger at project based work than exams, then you might be advised to take a qualification, which includes more of this type of assessment.
- **What subjects have you enjoyed at Key Stage 3?** If you enjoy a subject, then you are likely to find it more motivating, which can improve your progress, as well as making your learning more enjoyable.
- **Is there a particular career you are interested in?** If so, you should check on any qualification requirements. Don't worry if you have no specific career ideas at this time. This is quite normal, and in this situation you should aim for a breadth of qualifications that will keep your future options open.
- **What are you interested in doing at 16?** You should check what qualifications are needed for different courses / apprenticeships at the end of Year 11. You will be given advice on how to access this information.
- There is one thing that you must try **NOT** to think about and that is **what your friends are doing!** You are approaching an important stage of your life and you must think about what is best for you.

There is important information in this booklet to help you decide on your option preferences. Please discuss this with your parents and seek their advice. Additional guidance will be made available in tutor time and PSHE and you should talk to relevant subject teachers. You can also get help from Mr Petchey and the Senior Leadership Team, as well, as from an independent careers advisor, should you need it. I am sure that between us we can answer your questions and give you the appropriate advice and guidance to make the right choices for you.

Remember, there will be someone available you can talk to about all of the subjects detailed in this booklet at the **Year 9 Consultation Evening on Thursday 4<sup>th</sup> February**. The completed Options Forms should be returned to your Form Tutor no later than **Monday 8<sup>th</sup> February 2016**.

Yours sincerely

Mr P. Glynn

Assistant Headteacher



## Student Performance & Qualifications at Key Stage Four

### • Student Performance

A new measure called **Performance 8 /Attainment 8 (P8/A8)** is replacing **5 A\*-C (with English & Maths)**

P8/A8 will show a student's average progress / grade across 8 subjects in Year 11. The 8 subjects included in this measure are taken from the three categories below:

- **Category 1: Maths and English Language or English Literature.**
- **Category 2: Any 3 from, Science (counts as 2 or 3); History, Geography, French or Spanish.**
- **Category 3: Any 3 from all other subjects.**

If a student does not take at least ONE of History, Geography, French or Spanish, they will have less than 8 subjects included in their P8/A8 measure and their score will fall. A lower score could affect a student's prospects at the end of Year 11. It is important therefore that most students undertake a set of options that covers the full P8/A8 requirements. **For this reason we have restricted the subject choices available in Column A to Geography, History, French, or Spanish.** The one exception to this is where a student takes a vocational pathway course.

Senior staff will be available at the Year 9 Parents' Evening to answer any questions you may have about changes to the options structure and/or performance measures.

### • Qualifications

- **GCSE: General Certificate of Education.** The GCSE is a national qualification standard. Assessment takes place through a mix of examination and controlled assessment (tasks completed under the supervision of the teacher).

Between 2015 and 2017 the Government is using a phased introduction for new style GCSEs.

- **Old GCSEs**

For students in Year 9 traditional style GCSEs will continue to be offered in Applied Business, Business Studies, Business Communication Systems, DT Graphics, DT Resistant Materials, DT Textiles and Media Studies.

These GCSEs will continue to be graded A\*, A, B, C, D, E, F, G. Controlled assessment will take place over the two years of the course, with examinations undertaken at the end of Year 11.

- **New GCSEs – \*IMPORTANT CHANGE\***

For students in Year 9 new style GCSEs will be offered in the following subjects: English, Maths, Art, Drama, Food Preparation, French, Geography, History, Music, PE, RE (EPR), Science and Spanish.

The new GCSEs will have the following features:

- Graded 1 to 9, with 9 being the top grade.
- Linear courses – examined at the end of the course (no modules).
- Less controlled assessment than old style GCSEs.
- No tiers / levels of entry for exams (except for Maths & Science).

**How do the Old and New GCSEs grades compare?**

Old	New
A*	9
	8
A	7
B	6
	5
C	4
	3
D	2
E	1
	0
F	
G	
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The top 20 per cent of those above the grade 7 (A\*) threshold will be awarded a grade 9 – the top performers.

The same proportion of students will achieve a grade 7 and above as currently achieve an A and above.

Grade 5 will be the new higher level pass. It will align with the top third of marks for a current Grade C and bottom third of the marks for a current Grade B. This means it will be more demanding than the previous higher level pass of a grade C.

The same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.

The bottom of grade 1 will be aligned with the bottom of grade G.

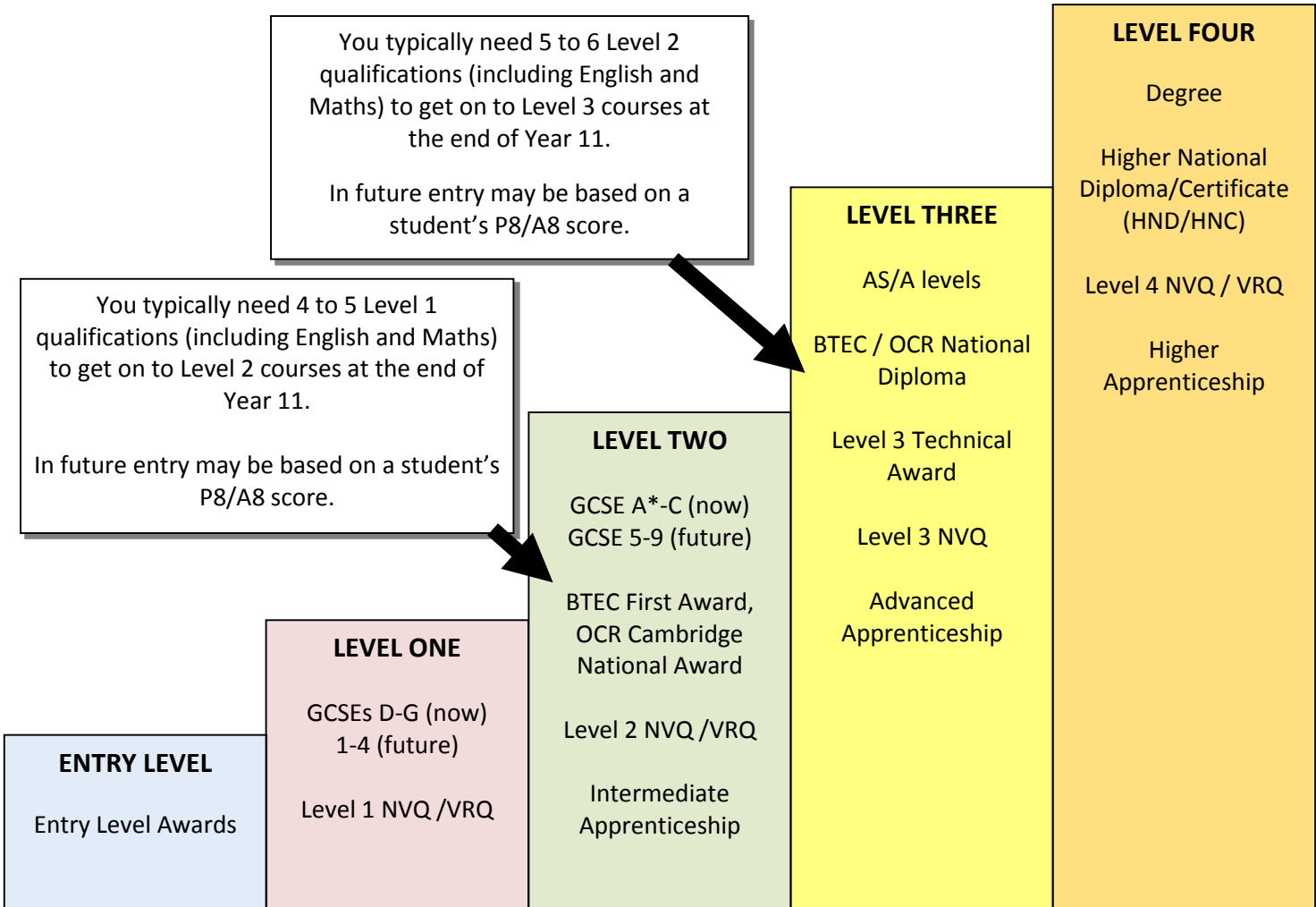
• **BTEC Level 2 First Awards.** These vocational style qualifications are delivered in a work context. Assessment takes place through a mix of coursework (up to 75%) and external assessments (up to 25%). External assessments vary and include online and externally marked tasks. **All Level 2 BTEC qualifications are equivalent to one GCSE.** The grades obtainable are: Distinction\* (A\*), Distinction (A), Merit (B), Pass (C) and Level 1 Pass (E/F). We will be offering a BTEC Level 2 First Award in Health and Social Care.

• **OCR Level 2 Cambridge National Award.** This is a vocational style qualification, available in ICT at Wadebridge School. Assessment takes place through a combination of coursework assignments and a written examination. The grades obtainable are at present Distinction \* (A\*), Distinction (A), Merit (B), Pass (C) and Level 1 Pass (E/F). **The OCR Cambridge National Award is equivalent to one GCSE.**

• **NVQ& VRQ: National Vocational Qualification& Vocationally Related Qualifications.** These are work based qualifications, related to a specific field of employment e.g. Hair & Beauty. They are delivered in a work related in setting, often at college and focus on developing practical knowledge, understanding and skills for an occupation. There are **no exams**, with assessment focusing on a student’s ability to demonstrate key practical skills and understanding. This could be through observation, questioning, or a written portfolio.

# National Qualification Levels

All qualifications in England, Northern Ireland and Wales are given a level within the Qualifications and Credit Framework. These levels group together qualifications that place similar demands on a learner. Within any one level, there are a wide range of subjects and learning styles. All qualifications at Key Stage Four are at either Entry Level, Level One, or Level Two. The framework, which is shown below, can help you see how one type of qualification can lead on to other, higher levels of qualifications.



***Please note: The Government requires any student who does not achieve a Level 2 pass in English and Maths by the end of Year 11 to continue studying towards these qualifications after 16.***

# ***CORE CURRICULUM***

***The 'Core Curriculum' is made up of subjects and activities that everybody must study***

***English***

***Mathematics***

***Science***

***Ethics, Philosophy & Religion***

***Physical Education***

***Personal, Social, Health & Citizenship Education***

**The next few pages provide details of these subjects**





# GCSE English Language

## Introduction

All students study separate GCSEs in English Language and English Literature with examinations at the end of Year 11.

GCSE English Language is an exciting qualification allowing you to demonstrate your use of English in real-life situations. English is invaluable for your future, no matter what you are aiming for. A good command of the spoken and written word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing, **English is a ‘must have’ subject** for college, university, work and life!

## Exam Board

The examination board is Eduqas. More details are available at: <http://www.eduqas.co.uk/>

## What Will I Study / What Skills Will I Develop?

### **You will:**

- Learn how to write for different audiences and purposes, for example to persuade, entertain or review.
- Read a range of non-fiction texts, such as newspaper articles, and recognise how writers ‘craft’ their ideas.
- Take part in a range of Speaking and Listening activities, culminating in an individual presentation.

## How Will I Be Assessed?

- There is no longer a coursework component .
- Paper 1 (40% of your final mark) has 2 sections: Reading (20<sup>th</sup> Century novel extract) and Writing (creative)
- Paper 2 (60% of your final mark) has 2 sections : Reading (19<sup>th</sup> and 21<sup>st</sup> Century non-fiction extracts) and Writing (two tasks of a transactional nature i.e persuasive /advice writing)

## What Might GCSE English Language Lead To?

Success in this subject is vital for most career choices, not only will it provide you with crucial workplace skills, but it is also essential for the majority of Level 3 (AS/A level) post -16 courses. The skills of reading, writing, speaking and listening underpin successful study at all levels, and a proficiency in them can also add immeasurably to an individual’s quality of life.

## Other Information

- All students will take GCSE English Literature alongside Language.



# GCSE English Literature

## Introduction

English Literature, taken by all of Year 10 alongside English Language, is an exciting qualification. As well as equipping you with analytical and literacy skills required for employment and future study, it will help you to explore a selection of the many fantastic works of written English. You will experience different times, cultures, viewpoints and situations and extend your interest in, and enthusiasm for, Literature as you develop an understanding of the ways in which English Literature is such a rich and influential part of our curriculum.

## Exam Board

The examination board is Eduqas. More details are available at: <http://www.eduqas.co.uk/>

## What Will I Study / What Skills Will I Develop?

### **You will:**

- Learn how to read, study and appreciate novels, plays and poetry.
- Read novels, poetry and drama, including a text by Shakespeare, a modern play such as 'An Inspector Calls' and a novel from another era, usually 'A Christmas Carol'.
- Learn how to analyse texts and the ways in which writers get their messages across to their audience.
- Discover ways of evaluating and comparing texts.
- Look at the contexts in which literary works are written and see the effect that this has on the finished piece.
- Cover Key Skills such as communication, ICT, problem solving, working with others and improving your own learning.

## How Will I Be Assessed?

- There is no coursework component.
- Your final mark is based on two examinations taken at the end of Year 11.
- Paper 1 (40%) focuses on Shakespeare ('Romeo and Juliet' or 'Macbeth') and poetry from a collection the exam board provide.
- Paper 2 (60%) is based on your reading of a **modern** novel /play and a 19<sup>th</sup> text, such as 'A Christmas Carol'. The third section is a question on a poem you haven't read before.

## What Might GCSE English Literature Lead To?

As well as leading to both English Literature and English Literature and Language A Levels, GCSE English Literature covers a wide range of skills required for other courses such as History, Philosophy and Law. It also gives skills required in everyday life such as the ability to read and understand complex texts, to write formally and to examine writers' viewpoints and biases.



# GCSE Mathematics

## Introduction / Why Study Mathematics?

All pupils study Mathematics in Years 10 and 11, and are able to achieve a GCSE grade if they work conscientiously throughout the two years. GCSE Mathematics is an important foundation for both post-16 education and the world of work.

## Exam Board

We are currently reviewing the Exam Board that we use. It is likely that all pupils will follow the Edexcel examination board specification. The final grade is awarded according to their overall success in three written examinations (there is no controlled assessment element to this course).

## What Will I Study / What Skills Will I Develop?

The course aims to develop positive attitudes towards mathematics by including a variety of learning activities, approaches and resources. Emphasis is placed upon improving and developing the pupils' individual skills of mathematical communication, problem solving and application.

## Contents include:-

Number Work, Proportional Reasoning, Algebra, Measures, Shape and Space (Geometry and Trigonometry) and Handling Data (Probability and Statistics). Students follow courses suited to their mathematical potential by being grouped in ability sets – a natural continuation of the system used in Key Stage 3.

## How Will I Be Assessed?

**The written examinations consist of three papers.** Each paper comprises one third of the final mark and will last 1 ½ hours. The first paper is designed to test the students' ability to apply their mathematical knowledge without the use of a calculator, whilst the second and third papers allow the use of a calculator to assist students.

For the written examinations at the end of the course an individual pupil is entered for one of the following two "tiers" to suit their ability level: (likely grades underlined).

Higher Tier GCSE: 9,8,7,6,5,4

Foundation Tier GCSE: 5,4,3,2,1

## Other Information

Many students will be given the opportunity to study for AQA GCSE Further Mathematics in addition to GCSE Mathematics. A large proportion of the Further Mathematics Syllabus will bridge the gap between GCSE and A – Level, and will support students in future mathematical studies after GCSE. The written examination for Further Mathematics consists of two papers. The papers have a duration of 1½ hours for the non- calculator paper and 2 hours for the calculator paper.

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# GCSE Combined Science

## Introduction / Why Study Combined Science (Synergy)?

GCSE Combined Science (Synergy) is a double GCSE taken by all students. It builds on the Key Stage 3 curriculum and covers the National Curriculum Programme of Study for Science at Key Stage 4. It encourages students to explore, explain, theorise and model in science and develops a critical approach to scientific evidence. At Wadebridge School students start studying towards their GCSE Combined Science in Year 9.

## Exam Board

The exam board is AQA. More details including the full draft specification for GCSE Combined Science (Synergy) is available at: <http://www.aqa.org.uk/subjects/science/gcse>

## What Will I Study / What Skills Will I Develop?

GCSE Combined Science (Synergy) is taught as 2 units:

### **Life and environmental sciences (4.1–4.4)**

- 4.1 Building blocks: from atoms to cells, behaviour and transport on the small scale.
- 4.2 Transport over larger distances: systems in animals and plants and how these systems interact.
- 4.3 Interactions with the environment: the effects of factors in the environment on organisms, how our choices affect our health.
- 4.4 Explaining change: how organisms, species, living and non-living systems change over time.

### **Physical sciences (4.5–4.8)**

- 4.5 Building blocks for understanding: organising, patterns, properties and analysis.
- 4.6 Interactions over small and large distances: strong and weak forces between atoms, molecules and larger structures and how they interact.
- 4.7 Movement and interactions: rates of change of motion and direction of large and small objects, and chemical changes.
- 4.8 Guiding Spaceship Earth towards a sustainable future: resources of materials and energy

## How Will I Be Assessed?

- The Combined Science GCSE is examined by four 1 hour 45 min written exams, each of which is worth 25%. There are two exam on the Life and environmental sciences content and two exams on the Physical sciences content.
- There are 16 required practicals that are delivered throughout the course. There will be questions relating to these practicals on the written exam papers.

## What Might Combined Science GCSE Lead To?

- GCSE Core Science gives you a good grounding in Science. Success in Combined Science can provide access to AS/A2 Science courses, including Applied Science and Psychology. In the long term, if you decide to pursue your scientific studies, it can lead to an almost limitless number of job opportunities. Highly qualified scientists are very much in demand and their skills are required in many jobs.



# GCSE Separate Sciences

## Introduction / Why Study Separate Sciences?

This course is offered to some students with a Wadebridge School Level 6 or above in KS3 Science, who have shown an aptitude for the subject. It aims to encourage you to explore, explain, theorise and model in Science, develops a critical approach to scientific evidence and helps to prepare you for further studies in Science. The course will include all of the elements from Combined Science (Synergy) but in addition extra units in Biology, Chemistry and Physics are studied leading to separate Biology, Chemistry and Physics GCSEs. Please note that students must take all three GCSEs if given this option.

## Exam Board

The exam board is AQA. More details including the full draft specifications for GCSE Biology, GCSE Chemistry & GCSE Physics are available at: <http://www.aqa.org.uk/subjects/science/gcse>

## What Will I Study / What Skills Will I Develop?

### **GCSE Biology:**

- 4.1 Cell biology
- 4.2 Organisation
- 4.3 Infection and response
- 4.4 Bioenergetics

### **GCSE Chemistry**

- 4.1 Atomic structure and the periodic table
- 4.2 Bonding, structure, and the properties of matter
- 4.3 Quantitative chemistry
- 4.4 Chemical changes

### **GCSE Physics**

- 4.1 Forces
- 4.2 Energy
- 4.3 Waves
- 4.4 Electricity

### **GCSE Biology:**

- 4.5 Homeostasis and response
- 4.6 Inheritance, variation and evolution
- 4.7 Ecology

### **GCSE Chemistry**

- 4.6 The rate and extent of chemical change
- 4.7 Organic chemistry
- 4.8 Chemical analysis
- 4.9 Chemistry of the atmosphere
- 4.10 Using resources

### **GCSE Physics**

- 4.5 Magnetism and electromagnetism
- 4.6 Particle model of matter
- 4.7 Atomic structure
- 4.8 Space physics

## How Will I Be Assessed?

- Biology, Chemistry & Physics GCSEs are assessed by two 1hour 45 min written exams. Each exam is worth 50%
- Each GCSE has 8 required practicals that are delivered throughout the course. There will be questions relating to these practicals on the written exam papers.

## Other Information

*You will be invited to study this course if it is appropriate for you.*

## What Might GCSE Biology, Chemistry and Physics Lead To?

Separate Sciences is an academic course. It provides an excellent choice if you are intending to study Science at Advance level, for example AS/A Level Biology, Chemistry, Physics and Applied Science. It will also provide the basis for future study of the Sciences at degree level and extensive employment opportunities.



# Ethics, Philosophy & Religion (GCSE R.S.)

## Introduction / Why Study EPR?

“Employers like to know that applicants have thought a bit about themselves and their place in the world. They expect them to be able to work with a wide range of people– from all sorts of cultures – and to treat them all with courtesy and respect. They are looking for people who understand about beliefs and values, and have thought out their own attitudes with some care.” (Careers Information–Leaflet FAM2)

## Exam Board

The examination board is AQA. More details, including the specification (Religious Studies A), available at: <http://www.aqa.org.uk/subjects/religious-studies/gcse>

## What Will I Study? / What Skills Will I Develop?

In unit 1 students will explore the Christian and Buddhist religions in depth, looking at the key beliefs, teachings and practices in each faith. In unit 2 students will look at a range of contemporary social, moral and ethical issues. They will examine the teachings of different religions and worldviews, but will also be encouraged to express their own ideas and opinions. Issues discussed are very much up-to-date and in the news. For example, euthanasia - should we be allowed to die with dignity and respect? We discuss the right to die as well as the right to life.

- In Year 9 students will look at the key beliefs, teachings and practices from Christianity and Buddhism.
- In Years 10 and 11 students will study 4 religious, philosophical and ethical themes. These are ‘Religion and life’, ‘Religion, peace and conflict’, ‘Religion, crime and punishment’ and ‘Religion, human rights and social justice’.

The course will give students relevant skills for life and their future by equipping them with the ability to make moral and ethical decisions. It will help them to understand and appreciate different views and lifestyles to their own. Students also develop their critical thinking skills and their ability to structure and develop arguments with clear reasoning and supportive evidence.

## How Will I Be Assessed?

- Assessment comprises 100% written examination. Both unit 1 and unit 2 are assessed at the end of Year 11 with a 1 hour 45 minute exam paper for each. Each unit accounts for 50% of the full course marks.

## Other Information

A small number of students will be entered for a Short Course GCSE in EPR, if this is more suited to them.

## What Might GCSE EPR Lead To?

EPR has never been more relevant, engaging and challenging. The subject will equip students with useful skills for the workplace, for example, an awareness of human rights and issues of discrimination. It links strongly into many areas of study – music, art, history, politics, social and cultural issues and global economics. The skills it develops make this a subject of academic standing and it is accepted by universities and colleges in its own right.



# Physical Education - Core

## Introduction / Why Study PE?

Key Stage Four students have a core PE programme of three hours a fortnight. Core PE helps pupils acquire the knowledge, skills and understanding they need to participate successfully in, and enjoy, physical activities both now and in the future. The option structure will allow pupils to fully engage in the new National Curriculum Framework being introduced which will allow pupils to tackle complex and demanding activities which will help them develop personal fitness and which promote a healthy active lifestyle.

## What Will I Study?

In Year 10 all students have a choice of an activity strand. They will follow this strand in their Core PE lessons until Easter. The proposed strands from which students can choose are shown below (these are subject to change based on timetabling and staffing constraints):

Strand 1:	Rugby	Football	Hockey	Mountain Biking
Strand 2:	Badminton	Fitness Suite	Volleyball	Football
Strand 3:	Hockey	Netball	One2One Fitness	Basketball
Strand 4:	Fitness Suite	Dance	Trampolining	Volleyball
Strand 5:	The Level 1 Award in Sports Leadership			

After Easter, students must select one of the summer options from the list below for the final term:

- |         |         |           |          |        |      |
|---------|---------|-----------|----------|--------|------|
| Surfing | Cricket | Athletics | Rounders | Tennis | Golf |
|---------|---------|-----------|----------|--------|------|

The Year 11 PE programme follows the same format as that in Year 10 with 3 hours over 2 weeks, with students able to achieve further progression in their skill and understanding of their chosen fields of physical activity.

## What Skills Will I Develop?

Core PE programme will enable you to:

- Use increasingly advanced strategies and tactics of competitive play focussing on outwitting opponents;
- Improve your own performance by learning to recognise strengths and weaknesses in other players;
- Learn the rules of activities and understand how to apply them;
- Undertake a variety of roles: player, performer, coach and official;
- Plan and carry out a safe and effective health promoting programme of exercise;
- Co-operate with others in regular practice;
- Develop leadership skills;

Students will engage in the development of personal leadership and enterprise skills with the emphasis on the role of a coach as well as organising activities for others, including primary school pupils and peers.

## What Qualifications Might I Gain?

All students have the opportunity to gain the Level 1 Sports Leaders Award, if they choose this strand, in either Year 10 or 11.

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# Personal, Social, Health and Citizenship Education

## Introduction / Why Study PSHE & Citizenship?

In Years 10 and 11 the PSHE curriculum is covered through a combination of activities and events in both tutor time and collapsed curriculum days. All students follow this programme, which builds on the work that they have done in Key Stage 3. PSHE equips young people with the knowledge and skills to deal with a wide range of issues they face as they grow up, such as emotional health and well-being. Citizenship education gives them the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages students to take an interest in topical and controversial issues and to engage in discussion and debate.

## What Will I Study / How Will I Be Assessed?

There is no formal examination in PSHE. Students' understanding is assessed through in-class activities. The subject covers the following topics:

Year 10

- Personal Awareness
- Healthy Lifestyles and work-life balance
- Relationships and the Differences Between People
- The Changing World of Work
- Applying for Jobs and Courses
- Economic and Financial Aspects of Life
- Employment Opportunities
- Enterprise Activities
- Hazard Identification at Home, on the Roads and at Work.

Year 11

- Careers advice and guidance
- Applying for Apprenticeships, Courses and Jobs
- Healthy lifestyles and alcohol awareness

In addition to the above there will be sessions on other topics of relevance to students Personal, Social, Health and Economic well-being, such as sex and relationships education. To help deliver these in the most effective way we bring in a range of other agencies. For example over the past year these have included: the Fire Brigade to deliver their Road Accident Awareness Programme, the Police to talk about drugs and other issues, the Army to deliver some material on Global Citizenship, Brook Advisory Service to deliver some of the Sex and Relationship Education material, St Petroc's Society for the Homeless and Drama groups delivering presentations on drink driving.

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## Careers Advice

From Year 7 at Wadebridge School, you have been encouraged to think about the choices which are available to you after Year 11. Many of you will decide to continue your education in the Sixth Form; others will enrol at a local college or on an Apprenticeship to begin training for a chosen career. You will continue to receive careers education through your Personal Development and tutor time programmes until the end of Year 11. There will also be visits from local college representatives to discuss different types of qualification and apprenticeships available at 16. Additional support and guidance is provided by external Careers Advisors, who are in school on a regular basis. The careers advisors also attend Year 8, Year 9, Year 10 and Year 11 Parents' Evenings. In addition to this they will offer one to one advice to those who are identified as needing further guidance.

The Careers Library is found in the main school library and you will be able to use this whenever the school library is open. There are lots of leaflets, magazines and books here and in the careers office for you to research different careers and occupations. On the computer network there are several computer programs and resource banks to help you concerning your future. Please ask your tutors to help you make use of it.

Independent Careers Advice is supplied by:

<http://www.crossroadscareers.co.uk/#lfurther-education/czm5>

<https://www.facebook.com/CrossroadsCareersServices>

For further information, please contact Mr Glynn.

## Work Experience

For many years, students in Year 10 have been involved in a work experience placement scheme which has established, and maintained, excellent links with very many of our local businesses and employers. This takes place for two weeks in July in Year 10.

Students are expected to find their own placement in Year 10. A database of employers who have been used previously is available as hard copy and on the network to help students with their choices.

Students are strongly discouraged from working with parents or in existing part-time/weekend jobs.

For further information, see Mrs R. Davies (Rear School Office)

# ***ENGLISH BACCALAUREATE OPTIONS***

***The English Baccalaureate options are made up of the Language and Humanities subjects available in Key Stage Four at Wadebridge School***

***You need to select at least one Humanity AND one Language option to be able to achieve the English Baccalaureate***

## ***Language Options***

***French***

***Spanish***

## ***Humanities Options***

***Geography***

***History***

**The next few pages provide details of these subjects**



# GCSE French/Spanish

## **Introduction / Why Study a Modern Foreign Language?**

Speaking another language is a skill that will stay with you into your adult life and one that many adults wished they had, for both holiday and business purposes. Larger companies are increasingly aware that people who can use a foreign language have a very valuable skill, and a GCSE in a modern foreign language shows that you are a good communicator and have an outlook on life that is appropriate for the increasingly international world of business and commerce that we live in. Research locally has shown that a surprising number of local businesses have links with suppliers or customers abroad, and many have said that they would give preference to people with a language skill when looking to appoint new staff.

## **Exam Board**

The exam board we are using is Edexcel and the full specification, along with past papers can be found at <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

## **What Will I Study / What Skills Will I Develop?**

The GCSE will build upon the topics and grammar covered in the Years 7 – 8, but in greater depth and reflecting the pupil's maturity and individual interests. Topics range from identity and culture, to local, national and global areas of interest, to education and employment. Reading will include authentic and literary texts and you will pick out details from conversations between native speakers. You will also be able to write about a variety of topics both informally and formally, such as in job applications and letters of complaint. There is also translation into and from the foreign language. Spoken work plays an important part in most lessons and you will have plenty of opportunity to talk with the Foreign Language Assistant.

## **How Will I Be Assessed?**

All four skills will be assessed at the end of Year 11 and are all worth 25% of the final grade. Unit 1 (Listening) is assessed with a variety of questions in different formats. In Unit 2, the speaking section, there will be a presentation and discussion on two topics of interest to the pupil, followed by a role play and questions about a picture. There is preparation time before the teacher-led test. Unit 3 (Reading), has a variety of texts for reading comprehension and the translation into English and Unit 4 requires a variety of writing tasks ranging from lists to a short report, as well as translation into the foreign language.

## **Points to Consider When Selecting This Option**

Participation in all class activities and thorough completion of all homework and assessment preparation tasks is expected. You will need to show commitment and dedication

## **What Might a GCSE in a Modern Foreign Language Lead To?**

Obviously you may like to continue with your GCSE language to A Level. As a facilitating subject, it may lead to increased chances of getting into university, a higher salary and wider employment opportunities later on. A person with a language degree is the second most employable after medicine.



# GCSE Geography

## Introduction / Why Study Geography?

If you study Geography you will gain an understanding of how places and landscapes are formed, and how people and their environments interact. You will also consider the future and sustainability of our earth, which is becoming ever more important in a changing world where more and more pressure is being put on our resources.

## Exam Board

The examination board is OCR Geography B (Geography for Enquiring Minds) (9-1)

<http://www.ocr.org.uk/qualifications/gcse-geography-b-geography-for-enquiring-minds-j384-from-2016/>

## What Will I Study / What Skills Will I Develop?

You will follow a course which has a balance of both Physical and Human Geography and builds on the knowledge and skills you obtained at KS3.

- **There are Four Topics linked to Physical Geography:** Global Hazards, Changing Climate, Distinctive landscapes and Sustaining Ecosystems.
- **There are Four Topics linked to Human Geography:** Urban Futures, Dynamic Development, UK in the 21<sup>st</sup> Century and Resource Reliance.
- **You will develop and learn specific Geographical Skills:** Geographical research and fieldwork, sustainable decision making & interpreting maps, data & photographs.

## How Will I Be Assessed?

1. **Our Natural World (35%) – 1¼ hour written paper.** The question paper has two sections on Physical Geography. Section A will have questions on the individual topic areas (above) and Section B will have questions asking you about your fieldwork and skills.
2. **People and Society (35%) – 1¼ hour written paper.** The question paper has two sections on Human Geography. Section A will have questions on the individual topic areas (above) and Section B will have questions asking you about your fieldwork and skills.
3. **Geographical Exploration (30%) – 1½ hour written paper.** This question paper has two sections. Section A will have questions linked to a Resource Booklet which has information from a range of topics (above). Section B will feature a decision-making exercise.

## Points to Consider When Selecting This Option

You will need to show commitment and attend regularly. You should participate fully in all activities, including fieldwork, and aim to work to the best of your ability. You must be able to regularly meet deadlines and be determined to develop independence in the way you work.

## What Might GCSE Geography Lead To?

GCSE Geography could lead you on to AS and A Level Geography, which can be combined with a wide variety of subjects both in the 'sciences' and 'arts'. You may prefer vocational or diploma courses, where there is a natural link to Travel and Tourism. If you go straight into employment, employers will recognise that Geography students have a range of useful skills and relevant knowledge



# GCSE History

## Introduction / Why Study History?

If you study History, you will gain a wider understanding of the complex world in which we live through an awareness of how the world has changed. History has many links with the issues that affect us today.

## Exam Board

The examination board is Eduqas. More details, including the specification, available at: <http://www.eduqas.co.uk>

## What Will I Study / What Skills Will I Develop?

You will follow a course that builds on some topics from KS3, whilst also adding new ones you have not studied before. Many of the skills developed in Key Stage 3 can be applied to your studies at GCSE. You will cover:

### **Component One**

- **Germany 1919 -1939** (including Germany in the 1920s and the Rise of Hitler and the Nazis and the impact Nazism on German people).
- **The Elizabethan Age 1558-1603** (including Elizabeth I, Voyages of Discovery, Religious change, popular entertainment, the lives of the rich and poor and Rebellions against Elizabeth).

### **Component Two**

- **The Development of the USA 1929-2000** (including the USA and the Race issue, changing lives in the USA and the USA in Foreign Affairs).
- **Either Changes in Crime and Punishment in Britain or Changes in Health and Medicine in Britain c500 – the present day** (including the study of a nominated historic site).

## How Will I Be Assessed?

- Component One (50%). Two one hour written examinations taken at the end of Year 11. Both the Germany and Elizabethan elements will be assessed through compulsory questions focusing on the analysis and evaluation of historical sources.
- Component Two (50%). One written exam of 45 minutes on the Development of the USA and one written exam of 1 hour 15 minutes on either Crime and Punishment or Changes to Health and Medicine in Britain.

## Points to Consider When Selecting This Option

You will need to show commitment. You should participate fully in all activities and be able to meet regular deadlines. GCSE History aims to develop communication, decision-making, analysis and individual research skills. These are important in the world of work and will be invaluable assets in any future career or area of study.

## What Might GCSE History Lead To?

As well as providing you with vital skills for the workplace and developing your interest in History, the GCSE course will give you an excellent foundation for a wide range of post-16 courses, including English, Business, Law, Politics and Sociology, Social Care, Leisure and Tourism and Economics. History is also consistently in the top 5 subject areas valued by employers because of the skills it encourages.

## Other Information

- **Trips:** We aim to run a trip to Berlin in Year 10 to support our studies on Germany and the Cold War. There is also the opportunity to visit the Imperial War Museum in Year 11, with a workshop on the Holocaust.
- **Support:** In the run up to examinations we provide support and revision lessons to help students with their preparation. These are available most lunchtimes and specifically on Tuesday lunchtimes in homework club.

# ***OTHER OPTIONAL SUBJECTS***

***Wadebridge School offers a wide range of subjects at Key Stage Four, in addition to those in the Core and the English Baccalaureate.***

***These are:***

***GCSE Art & Design***

***GCSE Business Studies***

***GCSE Applied Business***

***GCSE Drama***

***GCSE Graphic Design***

***BTEC Health and Social Care***

***GCSE (ICT) Business Communication Systems***

***GCSE ICT***

***OCR ICT***

***GCSE Media***

***GCSE Music***

***GCSE Nutrition and Food Preparation***

***GCSE PE***

***GCSE Resistant Materials***

***GCSE Textiles***

**The next few pages provide details of these subjects**



# GCSE Art and Design

## Introduction / Why Study Art and Design?

GCSE Art & Design encourages creativity, self-confidence and risk taking; major life skills. It also provides a chance for students to explore their own artistic ideas in a supportive environment, whilst exploring paint, photography, sculpture, drawing and many other skills. It gives a creative outlet and balance to other subjects in the curriculum.

## Exam Board

Exam board details can be found at: [www.ocr.org.uk/download/kd/ocr\\_9936\\_kd\\_gcse\\_spec.pdf](http://www.ocr.org.uk/download/kd/ocr_9936_kd_gcse_spec.pdf) (look for Fine Art).

## What Will I Study / How Will I Be Assessed?

In preparation for the coursework all students undertake tasks designed to build both skills and confidence in all areas relating to the four assessment objectives set by the exam board. You will be given the opportunity to work using a variety of materials and methods. The use of existing artists' work for inspiration and ideas is a fundamental aspect of the course.

There are two distinct units at GCSE.

- The first unit is the **Coursework Portfolio (60%** of the overall grade): For this you will have to produce a portfolio of work developed from a given starting point. Your teacher will provide a project brief and help you develop your observational drawing skills and techniques. The project will then open up and require you to develop and extend your own interests and skills. In this portfolio you will need to show evidence of the four assessment criteria. The areas of evidence are: developing ideas; exploring materials and artists' work; demonstrating the recording of things seen or experienced and finally the production of a final piece, completed in lesson time.
- The second unit is the **Terminal Exam (40%** of the final grade): The Exam board will distribute a question paper which will give you a range of starting points that you may choose from. A similar process to the Coursework is then followed, but in a much shorter timeframe. You will then be expected to complete the final piece in controlled exam settings lasting ten hours (divided over two days).

## Points to Consider When Selecting This Option

- With a significant element of coursework you will have to be willing to develop work beyond lessons.
- Good attendance and an ability to meet deadlines are crucial to success.
- You need a responsible attitude to learning, including the ability to organise and keep your work safe.
- This is not an easy option, but it is a rewarding and immensely satisfying one.
- We expect total enthusiasm and commitment throughout the course.

## What Might GCSE Art And Design Lead To?

UK creative industries - which include film, music, fashion, TV and video games production - are currently growing at twice the rate of the rest of the UK economy. In such a world, knowledge and understanding of visual literacy and the ability to think creatively and respond to new ideas will offer students access to a wide range of exciting careers. At post-16, this qualification provides a natural progression to the Level 3 (AS/A level). It is also a useful foundation for other creative AS/A levels such as Media Studies & Photography.

## Other Information

- We aim to provide a visit to London to explore contemporary Art and build your experience of a range of different ideas and approaches inherent in the work of others.
- For more information see Mr. Buckmaster.

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# GCSE Business Studies

## Introduction / Why Study Business Studies?

This is an excellent course for anyone with an interest in the world of work. It provides an insight into the decisions businesses need to make in order to supply us with the products and services we use everyday. Students develop their knowledge of a wide range of business concepts, but also get to develop their logical decision making skills through analysing practical business problems. The new GCSE puts more emphasis on giving students and insight into what it takes to make a successful entrepreneur.

## Exam Board

The examination board is AQA. More details, including the full specification (syllabus) available at:

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4130-W-SP.PDF>

## What Will I Study / What Skills Will I Develop?

**GCSE Business Studies is a modular course made up of 3 units:**

- Unit 1 – Setting up a Business. This unit examines the issues involved in setting up and operating a new business. It explores business activities and the reasons for success or failure.
- Unit 2 – Growing as a Business. This unit considers methods of expansion and how the objectives of larger businesses might differ from those of smaller businesses.
- Unit 3 – Investigating Businesses. This unit is a controlled assessment unit. Students use primary and secondary research to investigate a business problem and produce a report setting out their analysis and recommendations.
- The course focuses not only on developing knowledge and understanding of key business concepts, but also on active engagement of students through realistic problem solving activities.

## How Will I Be Assessed?

- Unit 1 (40%) and Unit 2 (35%) are examined two separate one hour papers at the end of Year 11. The examinations are based on a mix of short response and extended written answers.
- Unit 3 (25%) is based on controlled assessment, which takes place, under teacher supervision in lessons over a number of weeks in Year 11. The controlled assessment is internally marked and externally moderated.

## Points to Consider When Selecting This Option

The options form at the back of this booklet places BTEC Business and GCSE Business Studies together. If you decide that you want to study a Business course you should circle these two options. **The school will then decide which course is most appropriate for you.** If you have a particular preference you should see Mrs Boden to see if it is suitable. GCSE Business Studies, is a more traditional academic route, requiring students to undertake more theoretical concepts and with a greater emphasis on assessment by examination.

## What Might GCSE Business Lead To?

This course provides a solid foundation for further study at AS/A2 Level. Popular subject combinations for study alongside Business at AS/A2 Level include Maths, English, Geography, History, PE and Psychology, although it can complement any other A level. Even if you do not want to go on to study business further, you will have benefited from taking GCSE Business Studies through the insight it provides to the world of work and its emphasis on developing the 'real life' problem solving skills that employers want.

## Other Information

- During the course there will an opportunity to get involved in business simulations, such as the "BoomBizz Challenge" and SKYPE lessons, for live discussions with employers. For further details: See Mrs. Boden in BS1.





# GCSE Applied Business

## Introduction / Why Study Applied Business?

GCSE Applied Business is more vocational than traditional GCSE Business Studies. Students develop their business understanding by completing a large project based on a business of their choice. This controlled assessment will be completed in class and accounts for 60% of the course. Students spend more time developing research and independent study skills, but cover fewer business concepts than on the GCSE Business Studies course.

## Exam Board

The Exam board is WJEC. Students take the GCSE in Applied Business which is graded A\*-G. Details can be found at: <http://www.wjec.co.uk/qualifications/applied-business/applied-business>

## What Will I Study / What Skills Will I Develop?

Students need to complete 2 units of work during the course:

- Unit 1. The Business and its Environment. This unit will help you to understand how businesses organise themselves in order to meet their aims and objectives. You will investigate how ownership affects the running of the business. You will explore businesses which produce a range of different goods and services and find out how such business activities are changing in the UK as a whole. You will investigate the different functional areas of a business, how they affect each other and how they communicate.
- Unit 2. Business Finance and Decision Making. This unit provides an introduction to decision making and business finance. You will look at how businesses can measure their performance through keeping accounts and you will find out the value of ICT in helping them to manage their finances. You will learn about simple recording systems, how to interpret financial documents and how to identify different options for businesses when faced with financial decisions.

## How Will I Be Assessed?

- Unit 1 (60%) is assessed by Controlled Assessment. Students will be able to choose a local, medium sized business of their choice and carry out an investigation into the firm's aims and objectives and how the organisation is structured.
- Unit 2 (40%) will be assessed by exam. The examination will consist of short answer and extended response questions.

## Points to Consider When Selecting This Option

The options preference form places Applied Business and GCSE Business Studies together. If you decide that you want to study a Business course you should circle these two options. **The school will then decide which course is most appropriate for you.** If you have a particular preference you should see Mrs Boden to see if it is suitable.

## What Might Applied Business Lead To?

With further study, students may progress into business related careers such as accounting, administration, customer service, finance, HRM or sales. Applied Business is a good platform for further study at Level 3 and is particularly appropriate for progression on to applied learning courses, such as BTEC National. For progression to traditional AS/A levels Applied Business is best combined with a range of standard GCSE options.

## Other Information

- During Y10 and Y11 we intend to run a number of trips that are designed to help you gather research that will help you write your assignments. For further details: See Mrs Boden in BS1.



# GCSE Drama

## Introduction / Why Study GCSE Drama?

GCSE Drama is an exciting and varied course that covers a range of Performing Arts aspects and develops confidence, creativity and group work. It gives you an avenue to express yourself in a safe environment. It complements many other subjects and career choices by building a range of transferable skills.

## Exam Board

The Exam board is Edexcel. <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

## What Will I Study / What Skills Will I Develop?

Students will explore a range of topics and issues using a variety of dramatic techniques. They will study scripts from a range of playwrights and acquire the skills to devise original work. They will be involved in group and independent study developing their confidence and performance skills having many opportunities to perform. Students will become an integral part of the Drama department and will be offered a range of extra-curricular activities to participate in.

## How Will I Be Assessed?

Students need to complete 3 units of work during the course:

### Component 1. Devising . Coursework (40%)

- Create and develop a devised piece of drama from stimulus material.
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance in a portfolio.

### Component 2. Performance from a text. Coursework (20%)

- Students will either perform in and/or design for two key extracts from a script.
- Assessed by visiting examiner.

### Component 3. Theatre Makers in Practice. Written Exam 1 hour 30. (40%)

- Practical exploration and study of one complete performance text.
- Live theatre evaluation – free choice of production.

## Points to Consider When Selecting This Option

On the course you will develop your confidence, communication and presentation skills. You will learn how to evaluate, reflect and develop a tool kit for acting. From the outset, students will be required to perform in front of each other and later as the course develops, perform in front of other classes, parents and the public. You will be expected to meet deadlines and work effectively as a member of a team. An ability to learn independently, carry out research and good attendance are all important in the performing process.

## What Might GCSE Drama Lead To?

This course offers the opportunity to develop a wide range of transferable skills which will be very useful in a range of situations. It will also provide a solid foundation for progression to level 3, A Levels and employment in the Performing Arts sector.

## Other Information

During Y10 and Y11 there are always opportunities to explore the Performing Arts world through visiting practitioners, theatre companies and Arts organisations. For further details or questions: See Mrs Langton, Miss Mason or Miss Brown.



# GCSE Graphic Products

## Introduction / Why Study Graphic Design?

Graphic Design is a part of your daily life. As a large and growing industry, it offers a wealth of employment opportunities, both nationally and locally. Graphic Design is a powerful media. From simple items like wrappers to huge things like billboards, Graphic Design informs, persuades, organises, stimulates, locates, identifies, attracts attention and provides pleasure. Without graphics, life would be very uninspiring and pretty dull.

## Exam Board

The examination board is AQA. Further details including the full specification and other information for students and parents is available at: [http://web.aqa.org.uk/qual/newgcse/dandt/new/graphic\\_overview.php](http://web.aqa.org.uk/qual/newgcse/dandt/new/graphic_overview.php)

## What Will I Study / What Skills Will I Develop?

You'll develop your research and problem solving skills as well as your ability to work on your own initiative. You'll be able to communicate and work in a team and develop an awareness of the world of graphic communication. You'll also gain practical skills in design, sketching, use of digital media, CAD/CAM, materials and manufacture in mainly cards and plastics.

In Year 10 you will complete projects in the following areas:

- Design: Here you will learn the vital communication skills required to be a graphic designer, sketching in both isometric and orthographic projections. You'll also use CAD, 2D Designer, Pro-Desktop and Photoshop.
- Commercial Theme: Based on a children's birthday card. In this project you will utilise 2D Designer, Corel Draw and the Craft-robos to create a marketable invitation.
- Fair-trade Competition: Every year we enter the Fair-trade competition which is linked closely to industry. The project concerns the promotion of Fair-trade products and the outcomes are posters, mugs, t-shirts and coasters etc. Here you will learn a variety of new process using Corel Draw, Photoshop, 2D Designer, outputting your designs on the Craft-robos and by Laser Image Transfer onto a variety of materials.
- Children's Book: This is a team event where you work together to create a children's book which is then trialed at our nursery. It's great fun and lovely to see the children enjoy the books.

At the end of Year 10 you choose your major project. There is a huge variety of options in Graphic Products, just a few of which are listed below:

- Design and make a children's activity pack for a long journey.
- Design and produce a children's book or a set of cards containing pop ups.
- Create a new luxury chocolate with promotional pieces.

## How Will I Be Assessed?

60% of your final mark is based on your major project which includes your folio of around 20 pages and a major product of your choice. 40% of your final mark is based on a 2 hour written exam at the end of Year 11, closely linked to the DT Specification and including a design task.

## What Might GCSE Graphic Products Lead To?

GCSE Graphic Products spans a large area and can lead to a number of career choices which may include; graphic design, illustration, animator, advertising and publications. The opportunities are vast and the choice could be yours. This is a creative and enjoyable course, which can help you develop your skills in other subjects such as Mathematics, English, Art, ICT and Media.

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# BTEC Health & Social Care

## Introduction / Why Study Health & Social Care?

The BTEC First Award in Health and Social Care is a Level 2 (A\* - C) vocational qualification which aims to develop an understanding of the health and social care sectors. It is a practical, work related course that will require visits to health and care settings and visiting speakers in school. **This qualification is equivalent to 1 GCSE.**

## Exam Board

The examination board is Pearson. More details, including the draft specification (syllabus) available at: <http://www.edexcel.com/quals/firsts2012/health-and-social-care/Pages/default.aspx>

## What Will I Study / What Skills Will I Develop?

The course is made up of four units:

- **Human Lifespan Development** - developmental changes in different life stages, factors affecting growth and development; life events affecting growth and development. **(1 hour external examination)**
- **Health and Social Care values** – care values that underpin current health and social care practice; how to empower service users. **(coursework)**
- **Effective communication in Health & Social Care** – learning about and developing effective communication skills with clients and health & social care practitioners. **(coursework)**
- **The impact of nutrition on health and wellbeing**- the effects of your diet on your health and wellbeing; what is meant by a balanced diet and individual dietary needs of individuals in different life stages. **(coursework)**

You will develop skills of analysis, research and effective communication; you will have an opportunity to apply learning in a practical and realistic way to a variety of health, early years and social care settings.

## How Will I Be Assessed?

- The course is assessed 75% through coursework and 25% through external examination
- Each unit is graded at Pass (C), Merit (B), Distinction (A) or Distinction \* (A\*); a Pass in each unit is required to pass the course at Level 2. An overall grade for the qualification is awarded at the end of Year 11.
- You will be assessed through evidence that you produce to meet individual unit criteria which will be in the form of written reports, presentations, training and display materials, and a work experience log book. You will also be assessed through participating in interactions to demonstrate your communication skills.

## Points to Consider When Selecting This Option

You will need to have a genuine interest in the health & social care sectors and working with people and you will have a responsible attitude towards your own learning. You will need to be very well organised so that you are able to meet continuous deadlines for coursework throughout the two years of the course. **It is hoped that students will be willing to complete at least part of their Year 10 Work Experience in a health or social care setting to support your learning on this course.**

## What Might BTEC Health & Social Care Lead To?

You may progress onto an 'A level' course in Health & Social Care which combines well with many subjects, including Psychology, Applied Science, Biology and Sports Studies. With further study or training you may proceed to a future career in: Nursing, Midwifery, Social work, Physiotherapy, Early years work, Speech therapy, Operating department practice, Dental nursing, Occupational therapy, Maternity care assistant, Dietician, Youth Work – **and many more!!**

## Other Information

- **Trips – Innovations in Health Care and Science exhibition** at The Knowledge Spa, RCH Treliske.
- **Wiggles Nursery:** planning and carrying out activities to support demonstration of care values for Unit 2.



# I.C.T. - GCSE Business Communication Systems

## Introduction / Why Study Business Communication Systems?

This course is designed to provide you with an opportunity to improve your ICT skills, at the same time as gaining an awareness of how various ICT applications are used in businesses and organisations. The course is assessed by examination and controlled assessment. This is a particularly good course for preparing students for employment or for further education as they gain an excellent insight into workplace and organisational structure.

## Exam Board

The AQA exam board specification is available at: <http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4130-W-SP.PDF>

## What Will I Study / What Skills Will I Develop?

- **Unit 3.8 ICT Systems in Business:** This unit introduces you to the importance of Business and Communication Systems which contribute to the success of a business, in achieving its objectives. In particular, you will consider how ICT systems affect the way people work and how they can potentially improve communication both internally and externally. You will be encouraged to consider not only the benefits of ICT in the workplace, but also the potential risks relating to the health and safety of staff and the security of data.
- **Unit 3.9 Using ICT in Business:** This unit builds on the range of software applications taught in Key Stage 3. It examines how they are used to support each function of a business. It helps you to understand how a business can use software to capture, store, retrieve and analyse data so as to meet its requirements.
- **Unit 3.10 Investigating ICT in Business:** This unit is a controlled assessment, you will complete a task set by the exam board, this will enable users the opportunity to show their skills and understanding using website, multimedia, video and sound software.

## How Will I Be Assessed?

- 1/3 of your final mark is based on a 1 hour theory exam based on Unit 3.8
- 1/3 of your final mark is based on 1 ½ hour practical exam in the use of software applications based on Unit 3.9
- 1/3 of your final mark is a 12 hour controlled assessment based on unit 3.9

## Points to Consider When Selecting This Option

This course is suitable for **all students** and is a good choice for those interested in improving their ICT skills at the same time as learning about business and organisation. This course provides an ideal way to gain a valuable ICT qualification whilst giving you the opportunity for individual and group work.

## What Might GCSE Business Communication Systems Lead To?

As well as providing you with vital skills for the workplace and developing your interest in ICT, BCS provides progression for those wishing to study AS/A level ICT, Business Studies and Economics, as well Level 3 Applied Learning courses such Level 3 BTEC Business and Level 3 OCR ICT.

## Other Information

**Trips:** This year we have run a Year 10 trip to the London Olympic site for an ICT conference and the Maritime museum for a group task. Each year trips are used that will add to the quality of the students' learning experience.



# GCSE I.C.T.

## Introduction / Why Study GCSE ICT?

The ability to understand and use ICT effectively in education and within businesses and organisations is increasingly important. Students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts.

## Exam Board

The Edexcel exam board specification is available at: [www.edexcel.com/quals/gcse/gcse10/ict/Pages/default.aspx](http://www.edexcel.com/quals/gcse/gcse10/ict/Pages/default.aspx)

## What Will I Study / What Skills Will I Develop?

You will study a variety of topics using a range of applications to develop and extend your knowledge and skills in ICT. This will include:

- The design of multimedia solutions.
- Website design.
- Understanding Mobile technology, social networking and emerging technology.
- How to use ICT effectively to research, develop, analyse and present work in a range of contexts.
- How to recognise and create appropriate ICT solutions to solve problems.
- The management of ICT systems and communication networks.

## How Will I Be Assessed?

The course is assessed in 2 modules:

- **Module 1 Exam (40%)** – A written exam at the end of Year 11, testing knowledge of new technologies, mobile phones, social networks and emerging technologies.
- **Module 2 Controlled assessment (60%)** – You will create a multimedia solution to respond to the requirements of a client brief given by the exam board.

## Points to Consider When Selecting This Option

The options form at the back of this booklet places Cambridge Nationals ICT and GCSE ICT together. If you decide that you want to study an ICT course you should circle these two options. You **will then be invited to study the course which is most appropriate for you**. If you have a strong preference for one or other course, you should see Mr. Garner. You should note that the GCSE ICT course, is a more traditional academic route, requiring students to undertake more theoretical concepts and with a greater emphasis on assessment by examination, although there is still a significant element of controlled assessment (coursework).

## What Might GCSE ICT Lead To?

If you are considering further study of ICT at A level and beyond then this course will provide an essential foundation to higher levels of study and will enable you to develop your skills and knowledge more quickly. Students who take this option find the transition to A level ICT easier than those who do not. If further study of the subject is not intended then the skills and knowledge acquired through this course will equip you well for further and higher education and the increasing use of ICT in academic institutions and in the world of work.

## Other Information

It is intended to arrange at least one visit to a relevant organisation or business for students to see and experience ICT in action.



# I.C.T. – OCR Cambridge Nationals

## Introduction / Why Study ICT – 1<sup>st</sup> Nationals?

The OCR Cambridge Nationals provide candidates with high quality, flexible, industry-relevant qualifications. They develop work-related ICT skills and appropriate underpinning knowledge and understanding. The OCR Cambridge Nationals are practically-based qualifications, intended to stimulate and interest candidates.

## Exam Board

The OCR specification is available at: [www.ocr.org.uk/qualifications/type/cambridge\\_nationals/ict/ict/](http://www.ocr.org.uk/qualifications/type/cambridge_nationals/ict/ict/)

## What Will I Study / What Skills Will I Develop?

The course consists of 4 units and is equivalent to 1 GCSE. The potential units of study are: Unit 1 – Understanding computer systems (Exam); Unit 2 - Using ICT to create business solutions; Unit 5 – Creating an interactive product using multimedia software; and Unit 7 – Creating products using video and sound.

Completing these units will enable students to:

- Design of multimedia/video/sound solutions.
- Be motivated through practical learning.
- Design websites.
- Develop strong digital skills through exploration of social media, digital images, sound and graphic design.
- Understand how ICT can be used to support business working practices.
- Understand emerging technology, social networking and mobile technology.

## How Will I Be Assessed?

The first 3 units are assessed by coursework (75%). Unit 1 is assessed by examination (25%). The coursework units are internally assessed by the teaching staff, and then externally moderated by an OCR visiting moderator. On going assessment and moderation can take place at any time to suit each individual student.

## Points to Consider When Selecting This Option

The options form at the back of this booklet places OCR ICT and GCSE ICT together. If you decide that you want to study an ICT course you should circle these two options. You **will then be invited to study the course which is most appropriate for you**. If you have a strong preference for one or other course, you should see Mr. Garner. You should note that OCR ICT is a more applied learning route, with 75% assessment by coursework. This requires students be able to meet regular deadlines and have a willingness to work independently. The OCR ICT course covers fewer theoretical concepts than GCSE ICT.

## What Might GCSE ICT Cambridge Nationals Lead To?

As well as providing you with vital skills for the workplace and developing your interest in ICT, the course will give you an excellent foundation for a wide range of post-16 courses, including English, Art, Health & Social Care and Business. ICT is also consistently in the top 5 subject areas valued by employers because of the skills it encourages.

## Other Information

We hope to arrange a trip to the Olympic Village in London to look at how ICT was used in the 2012 Games.





# GCSE Media

## Introduction / Why Study Media?

GCSE Media Studies is a contemporary, exciting but demanding course. The lessons are a mixture of discussing, analysing and writing about Media Texts such as film trailers, music videos and websites and creating your own media texts such as comic front covers and inside pages using Adobe Creative Suite Software.

## Exam Board

The WJEC exam board specification is available at: <http://www.wjec.co.uk/index.php?subject=22&level=7>

## What Will I Study / What Skills Will I Develop?

- In **Year 10** You will explore an area such as comics and magazines. You will be expected to be able to carry out your own research into comic and magazine organisations. You will also be introduced to Adobe Illustrator software and shown how to draw characters and use text and colour effectively on screen. Later on in the year you will study additional media texts for 2 Controlled Written Assessments. These could include Advertisements, Music Videos, Websites and Trailers.
- In **Year 11** you will be introduced to a study area such as Print based and TV Advertising. These texts form the basis of the written exam, which is taken in June of Year 11.
- Across the course you will develop an understanding of the different types of film techniques such as camera angles, lighting and transition. You will learn media concepts and new terminology and become competent using the Industry standard software Adobe Creative Suite.

## How Will I Be Assessed?

**Students need to complete 2 units of work during the course.**

There are 2 units:

- **Unit 1 (40%) Thinking about the Media: Investigating and Planning.** This is a written exam of 2 hours 15 mins at the end of Year 11. Preparation for this exam will take place during Year 11. Students will be required to analyse moving and still images and demonstrate planning and design skills through a series of creative tasks.
- **Unit 2 (60%) Creating for the media: Investigating and Producing.** This work forms part of the controlled assessment and takes place during Year 10. It will include 2 textual investigations from printed and moving image texts and a Media Production. Media Productions can include magazine or comic front covers, contents and double pages, websites, DVD covers, adverts and storyboards.

## Points to Consider When Selecting This Option

You need a genuine interest in the ever-changing world of digital media; particularly a willingness to keep up to date with all current media trends and developments. You will also have a real interest in a wide range of Media texts such as Film, TV, Radio, Music Video, Games and Websites. This is a great option for those students who enjoy being creative, adept at using new computer software and writing up their responses. However it is not a 'soft' option due to the combination of skills and written analysis required.

## What Might GCSE Media Studies Lead To?

As well as providing you with vital skills for the workplace, Media Studies will give you an excellent foundation for progression to level 3 courses including; Media Studies, English, Drama, Art, Music and Textiles.

## Other Information

- You will be expected to own your own memory stick and take responsibility for saving your coursework correctly.
- You will also be expected to be able to take your own photos, research and work independently, meet deadlines and work well as part of a team.





# GCSE Music

## Introduction / Why Study Music?

By opting for GCSE Music you can learn to understand and appreciate a range of different kinds of music, extend your own musical interests and increase your ability to make judgements about musical quality. You can develop the knowledge, understanding and skills to make music individually and with others; generate a life-long interest in music and music-making and develop life skills and attributes such as critical and creative thinking, artistic sensitivity and emotional and cultural awareness.

## Exam Board

The exam board specification is available at:

<http://www.ocr.org.uk/Images/219378-specification-draft-gcse-music-j536.pdf>

## What Will I Study / What Skills Will I Develop?

This course follows the specification from the OCR exam board and is new, modern and challenging. You will develop your skills in the key musical areas of performing, composing, listening and appraising

## How Will I Be Assessed?

The course is taught and assessed in 3 main sections:

- **Integrated Portfolio (30% of total GCSE)** – students must perform a solo piece of music on a chosen instrument/voice as well as write a composition for their instrument to a brief chosen by the student.
- **Practical Component (30% of total GCSE)** – Students will perform a piece of music as part of an ensemble and compose a piece of music to a brief set by the exam board.
- **Listening and Appraising (40% of total GCSE)** – 1hr 30min written exam with CD. Listening questions based around the key concepts from the Areas of Study. These are: The Concerto Through Time, Rhythms of the World, Film Music and Conventions of Pop.

## Points to Consider When Selecting This Option

- **In order to take GCSE Music, students must *already* be able to play an instrument to at least Grade 2 standard.** You will need to pass an audition to check that you have the right skills to achieve success. Please speak to a member of the Music Department if you have any queries.
- Successful GCSE Music students need to be creative musicians. You will want to compose music, practise music daily and perform regularly. You may choose to create music using notation, sequencing and audio software such as Sibelius, Noteflight or Garageband. Students will need to participate fully in musical activities and attendance to at least one extra-curricular music group is required. Students will learn factual and theoretical information and be able to apply this knowledge to the music they listen to. Students will be expected to learn how to read music notation.

## What Might GCSE Music Lead To?

GCSE Music will prepare you for further study at post-16, as well as helping you to enjoy music more fully in your leisure time. If you are interested in a music career, a GCSE is a good starting point. Music is a major industry, offering a wide range of opportunities, with an estimated 130,000 people employed full time in the UK. You may want to study Music for the love of it, or to pursue a musical career. There are jobs in teaching or music therapy, production, promotion, management, as well as composing and performance.



# GCSE Nutrition and Food Preparation

## Introduction / Why Study Nutrition and Food Preparation?

This is a new GCSE that combines the practical skills of the catering course with the creativity and understanding of properties of foods of Food Technology. It concentrates on learning a wide range of practical skills, along with understanding about nutrition and food provenance.

## Exam Board

Details can be found at: [http://web.aqa.org.uk/qual/newgcse/dandt/new/food\\_materials](http://web.aqa.org.uk/qual/newgcse/dandt/new/food_materials)

## What Will I Study / What Skills Will I Develop?

The course provides opportunities to develop high level making skills. Working with food and producing quality products form the basis through which the main areas of study are delivered.

The main areas of study include:

- Nutrition-Guidelines: Energy intake; Functions; Diet related health risks.
- Food commodity groups.
- Food provenance: Production; Processing; Local/global markets; Technological developments; British & international cuisine.
- Food choice: Sensory qualities and perceptions; Influences - How to make informed choices
- Cooking and food preparation: Scientific principles; Working characteristics; Food safety; Skills and techniques.

## How Will I Be Assessed?

50% written exam. 1 hour 45 minutes, taken at the end of the Year 11. Split into 2 sections.

- Section A- multiple choice questions.
- Section B- 5 questions varying in style.

50% non-exam assessment.

- One food investigation (15%)
- One food preparation assessment where you plan, prepare and cook a three course meal (35%)

## Points to Consider When Selecting This Option

- Do you enjoy the making of food products?
- Would you like the opportunity and challenge to extend your practical skills?
- Are you organised enough to make sure you bring in food ingredients regularly?

## What Might GCSE Food Technology Lead To?

There are so many exciting career avenues open to you if you enjoy working with food. On the more academic side there are great opportunities to become a nutritionist or to work in the food industry, developing and sourcing new food products.

In the catering and hospitality industry there are a wealth of jobs and chances for advancement available, especially in Cornwall with so many top quality restaurants, hotels and cafes.

## Other Information

We sometimes have the opportunity to visit Duchy College Food Innovation Centre and Padstow Seafood School for students keen to follow a career in this area. It is our privilege to have a range of chefs who are very keen to come in and encourage and support student's learning.



# GCSE Physical Education

## Introduction / Why Study GCSE PE?

A new GCSE PE qualification will be introduced in 2016. Whilst the course retains a practical element, this has been reduced from 50% to 30%. The majority of the assessment now comprises coursework (10%) and examination (60%). In addition, the range of sporting activities accepted for assessment has also been greatly reduced and the level of practical performance required to do well, increased.

Students wishing to study GCSE PE must meet the following requirements:

- Regularly participating in an activity from the list below outside of school to at least club level;
  - Regularly participating in a second activity from the list below at school club level;
  - Perform a third activity from the list below to a comfortable standard that can be developed.
- **Team Activity List:** Association football; Badminton (doubles); Basketball; Cricket; Dance (duo or group); Handball; Squash (doubles); Volleyball; Lacrosse; Netball; Rowing; Rugby League; Rugby Union; Table Tennis (doubles); Tennis (doubles)
- **Individual Activities List:** Amateur boxing; Athletics; Badminton; Canoeing; Cycling; Dance; Diving; Equestrian; Golf; Gymnastics; Kayaking; Rock climbing; Rowing; Skiing/Snowboarding; Squash; Swimming; Table Tennis; Tennis; Trampolining.

## Exam Board

To be confirmed, following final specification publication in the spring. The structure and assessment weightings listed above will apply with all exam boards.

## What Will I Study / What Skills Will I Develop?

Pupils follow a programme of study based on two main elements, practical performance and theory based examination and coursework. Pupils develop their practical ability in selected individual and team-based activities with the focus on high level performance in those limited activities. The theory element focuses on knowledge of anatomy and physiology, factors affecting performance and social influences in sport.

## How Will I Be Assessed?

- 2 theory based examinations in Year 11 (60%).
- 2 pieces of coursework based on improving fitness or performance for a selected activity (10%).
- Practical performance. 3 practical scores, including at least one team and one individual activity (30%).

## Points to Consider When Selecting This Option

To achieve success in GCSE PE, you need to be able to offer practical performance at a level that at least matches your most likely grade on the theory side of the course. You must be committed to extra-curricular team/individual sports. Your PE teachers can provide you more details on these criteria.

## What Might GCSE PE Lead To?

GCSE PE gives a broad grounding in all areas of a healthy lifestyle and touches on the science behind movement, diet, motivation and influences on participation including politics, religion and national location. It would aid anyone in any sporting field from performer, coach, official to professions such as doctor, physiotherapist or sport development officer.



# GCSE Resistant Materials

## Introduction / Why Study Resistant Materials?

This course aims to give students the opportunity to develop a wide range of practical and design skills that can be used creatively to manufacture quality products. The primary materials will be woods, metals, plastics and composites. Students can also use other materials of their choice. GCSE Resistant Materials provides an excellent platform for progression into industrial apprenticeships, as well as design based A levels and degree courses.

## Exam Board

The examining body is AQA and full details of the syllabus and assessment information can be found at:  
[http://web.aqa.org.uk/qual/newgcse/dandt/new/resistant\\_overview.php](http://web.aqa.org.uk/qual/newgcse/dandt/new/resistant_overview.php)

## What Will I Study / What Skills Will I Develop?

- The aim of Year 10 is to enable you to be a designer who is able to present ideas and make products. You will complete a range of foundation projects to extend your practical skills and design ability. These are tailored to individual interests and typically include units on toy and furniture construction and lighting and engineering. All students will work with hand tools and a range of manual and computer controlled machinery. Additional specialist workshops are available in jewellery, stained glass, casting, mechanics and wood turning. The theory content required by the exam board is delivered through these projects using a very practical approach.
- In Year 11 you will undertake your major project. The exam board provide a wide range of guideline topics that give you the opportunity to select a project very much of your own choosing. You will develop your ability to plan and organise your project and will learn the specialist skills you need to manufacture it. Enterprise and creativity are integral aspects of the course. It's a bit like coming up with your own idea for the 'Dragon's Den'!

## How Will I Be Assessed?

- Controlled assessment is 60% of the mark. This involves designing and making a project of your own choice selected from a wide range of topics. You will produce a design folio with a piece of practical work. This will be undertaken in Year 11 and should take a maximum of 40 hours.
- The exam paper carries 40% of the marks. It is a two hour paper and is sat in June of Year 11.

## Points to Consider When Selecting This Option

- Have you enjoyed designing and making things during Key Stage 3?
- Would you like to extend the skills you have and be able to spend more time developing your ideas?

## What Might GCSE Resistant Materials Lead To?

Resistant Materials is the broadest based of all the D&T options. It develops both practical skills and the expertise to manage extended projects. There are established career paths to vocational courses and direct links to A levels and design based university study, ranging from Engineering to Sports Equipment Design. Resistant Materials can also provide the base for a huge range of practical hobbies that offer enjoyment and personal satisfaction.

## Other Information

We aim to include visits to The Young Designers' Exhibition and Jaguar cars during the course. Over the past few years several design consultancy firms have moved to Cornwall and this area is a growth sector.



# GCSE Textiles

## Introduction / Why Study Textiles?

This course specialises in being creative with textiles techniques. The textiles option focuses on designing and making a wide variety of textile products. Students are encouraged to develop their own personal interests and skills using textiles creatively.

## Exam Board

The examination board is AQA. Further details including the full specification (syllabus) and information for students and parents is available at: [http://web.aqa.org.uk/qual/newgcse/dandt/new/textiles\\_materials.php](http://web.aqa.org.uk/qual/newgcse/dandt/new/textiles_materials.php)

## What Will I Study / What Skills Will I Develop?

- Year 10 consists of 2 minor projects: embellishing fabrics to produce product for a Christmas Craft Fayre and using construction skills to make a wearable garment. These projects include a high degree of graphical designing and practical application. Many different skills will be developed including fabric painting, batik, embroidery, sewing machine skills, pattern making and construction. ICT will play an important part in improving the presentation of projects. Computer Aided Design and Computer Aided Manufacture will also be used.
- In Year 11 you complete your GCSE controlled assessment by developing a new high-quality textile product. You will choose from a range of design briefs, and design and make a product for a target market. You will assess and evaluate the product's quality of design, manufacture and visual presentation. You will also learn about the theoretical side of textiles.

## How Will I Be Assessed?

- 60% of your mark is based on a controlled assessment, which will be a single design and make activity selected from a choice of set tasks. This will result in a design folio (20 pages approx.) and a made outcome. This will include photographic evidence of the work in progress. Students are expected to spend 45 hours on this task.
- 40% of your mark is based on a 2 hour exam at the end of Year 11. Section A consists of a design question based on a context supplied prior to the exam. Section B consists of compulsory questions linked to the specification.

## Points to Consider When Selecting This Option

Are you good at solving problems? Do you enjoy working with fabrics and threads? Do you enjoy using CAD/CAM and other machinery including sewing machines? Do you enjoy designing and experimenting? Do you enjoy practical activities? If you have answered yes to any of these and are keen and enthusiastic then Textiles could be an enjoyable subject for you to study. Please note you will need to provide materials (fabrics) for **all** practical activities where the end product will be taken home.

## What Might GCSE Textiles Lead To?

GCSE Textiles is a perfect grounding for 'A' level Textiles plus many Art foundation courses. These in turn can lead to university courses in Fashion, Textiles and Art. Careers in retail, fashion, interior design, theatre, film and teaching are also a possibility.

# ***VOCATIONAL PATHWAYS***

***The Vocational Pathway options are made up of practical learning routes, either through attending a vocational course in a specialist area or through attending an extended work experience with an employer in a chosen occupational area.***

***The following Vocational Courses are available:***

***Construction Skills***

***Hair & Beauty***

***The following are examples of vocational occupational areas that could be available through extended Work Experience:***

***Agriculture***

***Animal Care***

***Childcare***

***Motor Vehicle Mechanic***

**The next few pages provide details of the Vocational Pathway routes and the different options available.**



# Vocational Pathways: Introduction

## Introduction

Vocational Pathways is an exciting opportunity for students to learn new skills in specific vocational areas. Students choose a vocational area that is of particular interest to them and spend one day each week learning practical skills and specialist knowledge in their chosen field either at College or in the Workplace. All College Based courses will be delivered at Bodmin College Vocational Training Centres.

## Qualifications and Exam Boards for College Courses

A variety of different examination and assessment boards are used for each vocational pathway qualification. These are listed below:

- **Construction Skills.** BTEC Level 1/Level 2 First Award in Construction and the Built Environment. <http://qualifications.pearson.com/en/qualifications/btec-firsts/construction-and-the-built-environment-2013-nqf.html>
- **Hair & Beauty.** VTCT Level 1 Principal Learning in Hair and Beauty Studies. <http://www.vtct.org.uk/Home/QualificationCentreFinder.aspx> ; or VTCT Level 2 Certificate in Hairdressing and Beauty Therapy. <http://www.vtct.org.uk/Home/QualificationCentreFinder.aspx>

## How Will I Be Assessed during my College Course?

Students will be assessed through a variety of different methods, including:

- Practical demonstration of competence in carrying out vocational tasks e.g. building a brick wall; fixing or networking computers or carrying out a nail care treatment on a client.
- Individual written tasks.
- Practical group work tasks.
- Multiple choice exams.
- Student presentations.

## How Does the Extended Work Experience (Employer Led Learning) Work?

Students will be required to express an interest in attending a **workplace** in their chosen vocational area. Hopefully they will already have an employer in mind when considering this option. They will be responsible for approaching the employer and getting an agreement in principle to attend their place of work one day each week for the duration of the Key Stage 4 (both Year 10 and Year 11).

As with Yr10 block placement work experience there is a very thorough process that we follow to ensure the suitability of placements for young people, working closely with the Local Authority to ensure all the relevant checks are made. Once the employer is approved, the student will start the placement and will be visited once every half term by a member of school staff to review progress. The pupil will also be required to complete a Log Book of their experiences on a day to day basis.

## Points to Consider When Selecting a Vocational Pathway

The Vocational Pathway enables students to undertake a practical qualification in a particular vocational field. The courses are a mix of Level 1 (GCSE D-G) and Level 2 (A\*-C) and students should consider the appropriateness of the level to their own learning needs and future progression.

Places are limited and students expressing an interest in a Vocational Pathway will need to attend a school-based interview to demonstrate their enthusiasm for the subject. They will also be asked to take an initial assessment to determine their potential in the vocational area. This selection process is vital, because we must ensure the course is appropriate for each individual.

If an extended Work Experience is chosen, then there is a certain amount of responsibility that comes with this, firstly in organising the placement with the support of the schools Work Experience Coordinator (Ruth Davies). The placement must be sustainable in terms of travel arrangements, as this will be the responsibility of the student and their family and not the school. Finally a mature approach to working in an adult environment is required.

**Students choosing to follow a Vocational Pathway course can only select two further options.**

Please feel welcome to speak to Mr Bateman or Mrs Susi DeLisle, for further information.

**What Might Vocational Pathways Lead To?**

The Vocational Pathways have a high success rate and students following this route regularly proceed to higher level qualifications in their specialist vocational area, whether this be at college, or through an employer based apprenticeship.

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# Vocational Pathways: Individual Course Details

### Construction Skills:

This is a practical course covering bricklaying skills, plumbing, painting and decorating, carpentry and joinery skills. Students spend their time in Bodmin College’s specialist workshops at Woods Browning Industrial Estate in Bodmin, being taught the basics of each occupational area to a very high standard. Much of the course involves practising and perfecting hand skills in the relevant trade areas. Students develop and practise the skills as they learn and will be able to for example:

- Lay and joint blocks and brickwork.
- Mark out timber and produce a range of joints and frames.
- Prepare and paint a range of surfaces

Considerable emphasis is placed upon Health and Safety and Safe Working Practices and most assessments are practical. The progression route for this course is the Level 2 full time Construction courses in Trowel occupation, Wood Occupations or an Apprenticeship in either occupational area.

### Hair and Beauty:

This Level 1 course is an Introduction to the Hair and Beauty Sector and is delivered in partnership with Bodmin College at their purpose-built salon in Bodmin. Sessions involve a lot of practical work on hairdressing, massage and beauty therapy. Practical work is assessed and assignments include Professional Salon Image, Hair Styling, Skincare and Make-up along with Nail Care and Nail Art.

In addition, students will follow an extra qualification in Hairdressing Reception Duties (Customer Care), which will provide opportunities to develop a range of skills and techniques, personal qualities and the attributes essential for success in working life. Students have to complete 3 units on Understanding Customer Service, Delivering Customer Service and Building Effective Customer Relationships.

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# EXAMPLE OF A COMPLETED OPTIONS FORM FOR A STUDEN TAKING A VOCATIONAL PATHWAY

Please put the name of the student **here** in **BLOCK CAPITALS**.

Please put the name of the tutor group **here** in **BLOCK CAPITALS**.

## OPTIONS PREFERENCE FORM – VOCATIONAL PATHWAYS

Student Name: **JOE BLOGGS**

Year 9 Form: **9SDV**

**PLEASE NOTE: THIS IS A PREFERENCE FORM. WE CANNOT GUARANTEE TO MEET ALL OF YOUR FIRST CHOICES.**

Write in each of your preferred options from the appropriate colour boxes.  
E.g. In column A Joe Bloggs has picked Construction Skills from the Yellow Box;  
In column B he has picked PE from the Blue Box;  
In column D he has picked Graphics from the Green Box.

A	B	C	D
Select a Vocational Pathways course from the YELLOW box		Select a GCSE or BTEC from the BLUE Box	Select a GCSE or BTEC from the BLUE Box
		OR Select a GCSE DT from the GREEN Box	OR Select a GCSE DT from the GREEN Box
<b>WRITE YOUR PREFERENCES IN THE BOXES BELOW</b>			
→ <b>CONSTRUCTION SKILLS</b>		→ <b>PE</b>	→ <b>GRAPHICS</b>

YELLOW Box: Vocational Pathway		BLUE Box: GCSE & BTEC			GREEN Box: DT GCSE
Construction Skills	Extended Work Experience	GCSE Art & Design	GCSE French	GCSE Media Studies	GCSE Nutrition & Food
Hair & Beauty		GCSE BCS	GCSE Geography	GCSE Music	GCSE Graphic Products
		GCSE Business Studies / Applied Business	BTEC H.S. Care	GCSE PE	GCSE Resistant Materials
		GCSE Drama	GCSE History	GCSE Spanish	GCSE Textiles
			GCSE ICT/ OCR IT		

The subjects identified above represent my first preference option subjects. **I understand that expressing this preference DOES NOT guarantee that I will be able to study all of these subjects.** I also understand that entry onto any particular course is subject to the agreement of the School.

Parent's Signature: S. Bloggs

Student's Signature: J. Bloggs

Senior Member of Staff Signature: [Signature]

**Parent or guardian** must please **sign** the options preference form **here**.

**Student** must please **sign** the options preference form **here**.

**Senior Staff Member** signs **here**.

# EXAMPLE OF A COMPLETED OPTIONS FORM FOR A STUDENT NOT TAKING A VOCATIONAL PATHWAY

## OPTIONS PREFERENCE FORM

Please put the name of the student here in **BLOCK CAPITALS**.

Please put the name of the tutor group here in **BLOCK CAPITALS**.

Student Name: **JANE SMITH**

Year 9 Form: **9LSP**

**PLEASE NOTE: THIS IS A PREFERENCE FORM. WE CANNOT GUARANTEE TO MEET ALL OF YOUR FIRST CHOICES.**

Write in each of your preferred options from the appropriate colour boxes.

E.g. In column A Jane Smith has picked French from the Red Box.

In column B she has picked History from the Blue Box.

In column C she has picked Geography from the Blue Box.

In column D she has picked Graphics from the Green Box.

A	B	C	D
Select a GCSE from the RED Box	Select a GCSE or BTEC from the BLUE Box	Select a GCSE or BTEC from the BLUE Box	Select a GCSE or BTEC from the BLUE Box
<b>OR</b>		<b>OR</b>	<b>OR</b>
	Select a GCSE DT from the GREEN Box	Select a GCSE DT from the GREEN Box	Select a GCSE DT from the GREEN Box
<b>WRITE YOUR PREFERENCES IN THE BOXES BELOW</b>			
<b>FRENCH</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>GRAPHICS</b>

RED Box: GCSE	BLUE Box: GCSE & BTEC			GREEN Box: DT GCSE
GCSE Geography	GCSE Art & Design	GCSE French	GCSE Media Studies	GCSE Nutrition & Food
GCSE History	GCSE BCS	GCSE Geography	GCSE Music	GCSE Graphic Products
GCSE French	GCSE Business Studies / Applied Business	BTEC H.S. Care	GCSE PE	GCSE Resistant Materials
GCSE Spanish	GCSE Drama	GCSE History	GCSE Spanish	GCSE Textiles
		GCSE ICT/ OCR IT		

The subjects identified above represent my first preference option subjects. **I understand that expressing this preference DOES NOT guarantee that I will be able to study all of these subjects.** I also understand that entry onto any particular course is subject to the agreement of the School.

Parent's Signature: B. Smith

Student's Signature: J. Smith

Senior Member of Staff Signature: [Signature]

**Parent or guardian** must please **sign** the options preference form **here**.

**Student** must please **sign** the options preference form **here**.

**Senior Staff Member** signs here.