

# WADEBRIDGE SCHOOL

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



## Key Stage 4 Prospectus 2017

A guide for Year 8 pupils choosing subjects to study in Key Stage 4.

Name \_\_\_\_\_

Tutor Group 8 \_\_\_\_\_





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



## Key Stage 4

### Identifying you preferred subjects

February 2017

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 practical resource limitations.**

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 2020. 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 PD lessons 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 8 Consultation Evening on Thursday 16<sup>th</sup> March**. The completed Options Forms should be returned to your Tutor by **Friday, 24<sup>th</sup> March 2017**.

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, Computer Science, History, Geography, French or Spanish.**
- **Category 3: Any 3 from all other subjects.**

If a student does not take at least ONE of Separate Sciences, Computer Science, 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 Separate Sciences, Computer Science, Geography, History, French, or Spanish.**

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).

In recent years the Government has introduced new style GCSEs with the following features:

- Graded 1 to 9, with 9 being the top grade.
- Increased academic content / tougher examinations.
- Linear assessment – examined at the end of the course (no modules).
- Less controlled assessment – none in many subjects.
- No tiers / levels of entry for exams (except for Maths & Science).

• **Technical Awards.** Technical awards are an alternative national qualification to GCSEs. They are:

- Equivalent in standard to one GCSE.
- Designed for study alongside GCSEs.
- A more applied, skills based learning route, with a greater emphasis on assessment through coursework (up to 70%), although there will still be some external assessments, for example online tests.
- Offered by established accreditation boards, such as BTEC, OCR and NCFE.

## How do the Old and New GCSEs and Technical Award grades compare?

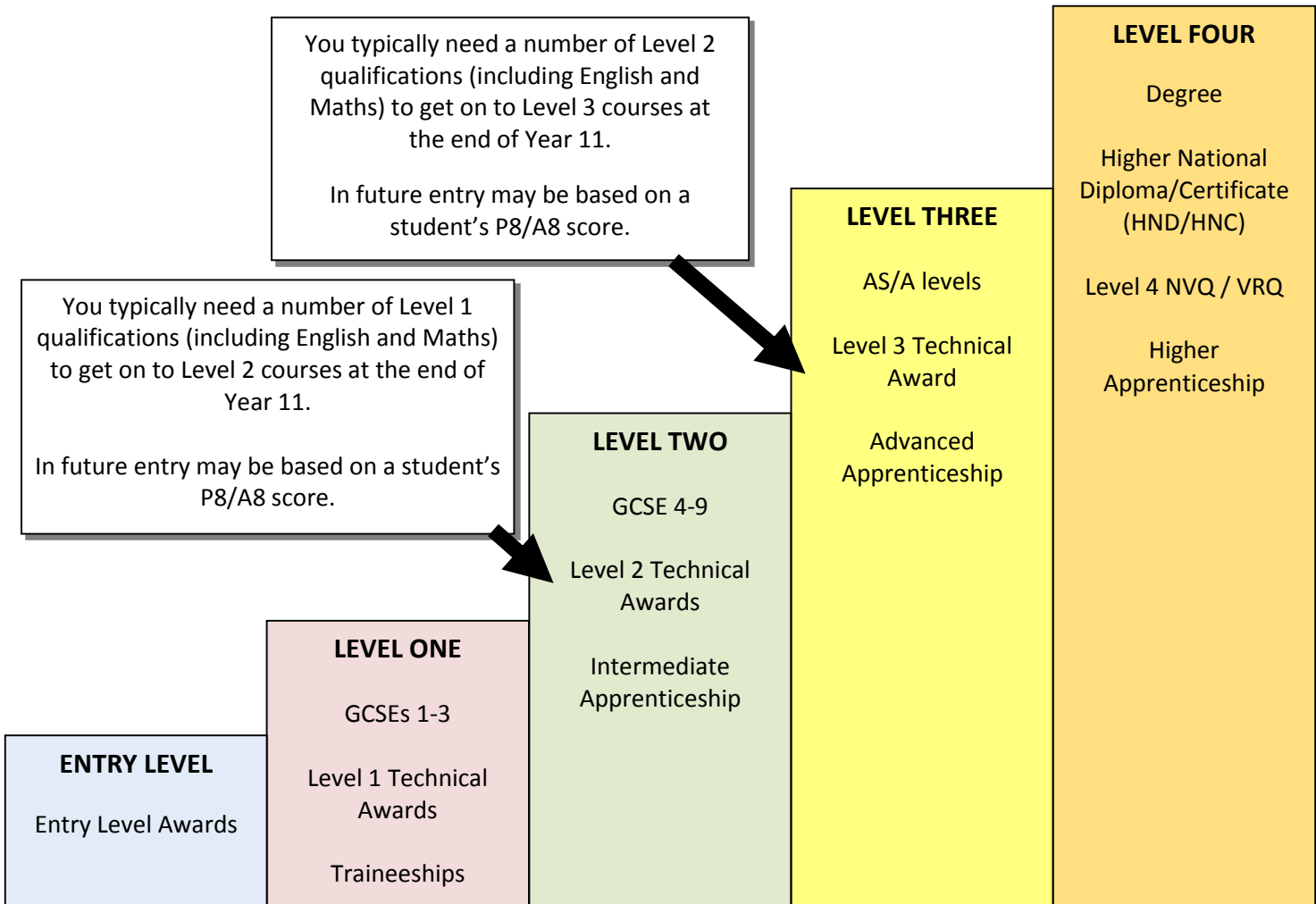
<i>Old GCSEs</i>	<i>New GCSEs</i>	<i>Technical Awards</i>
<b>A*</b>	<b>9</b>	<b>L2 Distinction*</b>
	<b>8</b>	
<b>A</b>	<b>7</b>	<b>L2 Distinction</b>
<b>B</b>	<b>6</b>	<b>L2 Merit</b>
	<b>5</b>	<b>L2 Pass</b>
<b>C</b>	<b>4</b>	
<b>D</b>	<b>3</b>	<b>L1 Advanced Credit</b>
<b>E</b>		
<b>F</b>	<b>2</b>	
<b>G</b>	<b>1</b>	<b>L1 Credit</b>
<b>U</b>	<b>0</b>	
		<b>U</b>

**GOOD PASS (DfE):**  
5 and above = top C and above.

**AWARDING PASS (DfE):**  
4 and above = bottom of C and above.

## Qualification Levels

All qualifications in England, are given a level. These levels group together qualifications of similar challenge. Within any one level, there are a range of subjects and learning styles. All qualifications at Key Stage Four are at either Entry Level, Level One, or Level Two. The levels, shown below, can help you see how one type of qualification can lead on to other, higher levels of qualifications.



***Please note: The Government will require any student who does not achieve a "Good Pass" (Grade 5) in English and Maths at the end of Year 11 to retake 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 & 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 apprenticeships, 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?

- 100% examination.
- 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 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

In Year 9 all students prepare for their English Language and English Literature GCSEs by studying a 20<sup>th</sup> century drama text, exploring 'unseen' poetry and enjoying Shakespeare's 'Romeo and Juliet.'

English Literature, taken by all Key Stage 4 students, 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?

- 100% examination.
- 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 & 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

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.



# GCSE Combined Science

## Introduction / Why Study Combined Science

GCSE Combined Science 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.

## 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 3 subjects:

BIOLOGY	CHEMISTRY	PHYSICS
<ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding, structure, and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<ul style="list-style-type: none"><li>• Energy</li><li>• Electricity</li><li>• Particle model of matter</li><li>• Atomic structure</li><li>• Forces</li><li>• Waves</li><li>• Magnetism &amp; electromagnetism</li></ul>

- The Combined Science GCSE is examined by six 1 hour 15 min written exams, each of which is worth 16.7%. There are two exams on each subject Biology, Chemistry and Physics
- There are 21 required practicals 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 Combined Science gives you a good grounding in Science. Success in GCSE 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.



# 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 four 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 Key Stage 4 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
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## 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.



# 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.

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E 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/#!/further-education/czm5>

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

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I For further information, please contact Mr Glynn.

## Work Experience

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M 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 (School Office)



# ***ENGLISH BACCALAUREATE OPTIONS***

***The English Baccalaureate options are made up of the optional Science,  
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***

## **Science Options**

***Computer Science***

***Separate Sciences***

## **Language Options**

***French***

***Spanish***

## **Humanities Options**

***Geography***

***History***

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



# GCSE Separate Sciences

## Introduction / Why Study Separate Sciences?

This course is offered for students who wish to study for three GCSEs in Science. It is well suited to students who have demonstrated a keen interest and an aptitude for the subject in KS3. It should be noted that it is **not** a pre-requisite for the study of A level Sciences. 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, 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.



# GCSE Computer Science

## Introduction / Why Study GCSE Computer Science?

GCSE Computer Science provides pupils with an opportunity to study and investigate the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so while also studying the theory that makes up underpinning of the subject.

## Exam Board

The OCR exam board specification is available at:

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

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

The GCSE in Computer Science, through practical programming application and theory knowledge development, will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

## How Will I Be Assessed?

The course is assessed in 3 modules:

- **Module 1 Exam (40%)** – A written exam at the end of Year 11, testing Computer System knowledge.
- **Module 2 Exam (40%)** – A Written exam at the end of year 11, testing Computational Thinking knowledge.
- **Module 3 Controlled Assessment (20%)** – Programming project completed in lesson.

## Points to Consider When Selecting This Option

GCSE Computer Science focuses on one of the three strands of computing studied at Key Stage 3, and is focused on the understanding of how systems are constructed and operated through programming and logic. Students will be expected to work in their own time to develop their programming knowledge and skills in preparation for the tasks in lessons and the final assessments. Therefore, candidates will need to have access to a computer in order to achieve their best within this subject.

## What Might GCSE Computer Science Lead To?

The course will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of Computing, Engineering and Science. The course provides the knowledge, skills and understanding that a growing number of employers are demanding.

## Other Information

It is intended to arrange a visit to the British Museum of Computing along with any other relevant visits.



# 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%) – 1½ 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%) – 1½ 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**

- USA – a nation of contrasts 1910 – 1929 (including immigrant experience, US economic boom, organized crime, the Golden Age of Hollywood, changes in the status of women, the race issue in 1920s America).
- 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**

- **Germany 1919-1991** (including Germany in the 1920s, The rise of Hitler, impact of Nazism, impact of defeat in WW2, creation of East / West Germany, The Berlin Wall, life in East / West Germany, Re-unification of Germany).
- **Either 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 USA 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 Germany 1919-1991 and one written exam of 1 hour 15 minutes on 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***

***Technical Award Business***

***GCSE Drama***

***BTEC Health and Social Care***

***Technical Award I.C.T.***

***GCSE Media***

***GCSE Music***

***Technical Award Food and Catering***

***GCSE Nutrition and Food Preparation***

***Technical Award Materials***

***Technical Award PE***

***Technical Award Travel & Tourism***

***Technical Award Visual Communication (Graphics)***

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



# GCSE Art and Design

## Introduction / Why Study Art and Design?

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 having the opportunity to explore a range of materials and techniques. The ability to read, be creative, adaptable and understand the visual world is and will become, ever more fundamental in our everyday lives.

## Exam Board

In response to recent changes we are currently exploring whether it would be best to offer a GCSE or a Technical Award in Art from September 2017. The core content and skills delivered will be the same on both courses.

Exam board details can 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?

The structure of the course will centre on building confidence and skills. This includes observational drawing, shading, perspective, painting, printmaking and potentially 3D. There will also be some opportunities for those interested in photography to work using this medium. You will learn how to analyse artists' work and use it as a tool to develop personal and imaginative work. You will also learn how to explore, plan and prepare your ideas, with the opportunity to produce a sustained piece of work. Whether GCSE or a Technical Award there will be an externally set question that will need to be completed under exam supervision, which will be both internally and externally assessed.

## Assessment

This will be focused on:

- The level of skill you can acquire across various materials and techniques we have explored.
- Your understanding of the work of artists and your ability to use your understanding to extend your own ideas.
- Your level of ability to plan and prepare personal informed ideas.
- The ability to produce a sustained piece of work from the above skills.

## 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. Possible career pathways include: graphic design, product design, architecture, theatre, arts administrator, production manager, teacher and therapist, to name just a few.

## Other Information

- **Entry requirements.** As this course is a demanding course, you are expected to show evidence of your interest and application to the subject in the form of a portfolio (this can be your sketchbook, and other work, or just other work done outside school. This option is both interesting and rewarding, but is demanding and requires a sustained level of application.
- 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.





# 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://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132>

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

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

## How Will I Be Assessed?

Two written exam papers. (50% each) Each exam is 1 hour and 45 minutes. Each exam paper is split into 3 sections: Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

## Points to Consider When Selecting This Option

The options form at the back of this booklet places Technical Award Business and GCSE Business Studies under one heading of Business Studies. If you decide that you want to study a Business course you should write Business on your form and the **school will then allocate you the course which 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, essay writing competitions, business presentation competitions.
- For further details: See Mrs. Boden in BS1.



# Technical Award Business

## Introduction/ Why Study Technical Award Business?

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

## Exam Board

The examination board is NCFE. More details, including the full specification (syllabus) available at: <https://www.ncfe.org.uk/qualification-search/ncfe-level-2-certificate-in-business-and-enterprise-1278.aspx>

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

V-CERT Business Studies is a modular course made up of 4 units:

Unit 01 -Introduction to business and enterprise. (Internally assessed portfolio)

Unit 02 -Marketing for business and enterprise. (Externally assessed assignment)

Unit 03- Finance for business and enterprise. (Internally assessed portfolio)

Unit 04 -Plan, develop and participate in a business or enterprise project (Internally assessed portfolio)

## How Will I Be Assessed?

This course is mainly assessed by portfolio evidence (75%). Students work on assignments and projects and collate a portfolio of evidence. There is one marketing exam where students have to complete a set of marketing tasks in exam conditions during 5 lessons.

## Points to Consider When Selecting This Option

The options form at the back of this booklet places Technical Award Business and GCSE Business Studies under one heading of Business Studies. If you decide that you want to study a Business course you write Business on your form and the **school will then allocate you the course which 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 Technical Award Business Lead To?

With further training or study, students may progress into business related careers such as accounting, customer service, finance etc. The course provides an appropriate platform for study at Level 3 and is particularly appropriate for progression on to applied learning courses. For progression to traditional A levels the Level 2 V-Cert 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 room 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. The specification is available at:

<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 Miss Mason or, Miss Peters.



# Technical Award - Food & Catering

## Introduction / Why Study Food and Catering?

The Technical Award in Food & Catering is a Level 2 vocational qualification which aims to develop an understanding of food preparation in a commercial environment. It is a practical, work related course that involves a high degree of creative practical work. This qualification is equivalent to 1 GCSE.

## Exam Board

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

<http://www.aqa.org.uk/news/new-technical-award-food-and-catering>

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

The course covers:

- 12 major practical skills need to be mastered and assessed. These include equipment use, quality control, grill, hob and oven use, making sauces, pastries, cakes, cheesecakes, mousses, bread doughs, pasta and presenting food. Teamwork, planning and communication are also important to success.
  - Meals and meal planning. Factors to consider, planning for special diets, healthy eating and menu planning.
  - Cooking methods and recipes.
    - Food commodities. Types and uses of foods. How to store, prepare, cook and serve them.
  - International cuisine.
  - Sources of foods and commodities. Seasonal, organic, local etc.
- Commercial practice. Production plans, costing, portion control, food presentation, specific cookery terms, record keeping and communication, customer service.
  - Career opportunities. Catering roles and opportunities.
  - Food hygiene & safety. Maintaining standards, preventing bacteria growth & food poisoning, Health & Safety law.

## How Will I Be Assessed?

- 40% final written examination. The final exam will be based on all areas studied as set out above and comprises of multiple choice questions followed by more structured questions.
- 60% non-exam assessment, comprising 2 pieces of work:
  1. Skills assessment. A portfolio of products produced that include the 12 core skills.
  2. Extended making project. This needs to showcase the skills and knowledge developed and will be based around a set brief. Students will need to plan, develop, make, test and evaluate their products.

## Points to Consider When Selecting This Option

Technical Award Food & Catering and GCSE Food Preparation and Nutrition are under one heading of Food on the options form. If you want to study a Food course you should write Food on your form and the school will allocate you to the most appropriate course. If you have a particular preference you should see Miss Hughes to see if it is suitable. Whichever food course you do, you will need a genuine interest in the production of high quality, creative and beautifully presented food and a responsible attitude towards your own learning. You will need to be very well organised and be prepared to cook or prepare food and practise skills most weeks.

## What Might Technical Award Food and Catering Lead To?

There are many opportunities to work in Catering in Cornwall and wide range of progressions routes for example, apprenticeships and Further Education courses.

## Other Information

We have developed many links with restaurants in the local area and have frequent visits from chefs who give demonstrations and support. On occasions we have been invited to attend Steins at Padstow for careers advice, and visited the Duchy college food innovation area.



# GCSE Food Preparation & Nutrition

## **Introduction / Why Study Food Preparation and Nutrition?**

GCSE Food Preparation and Nutrition 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**

GCSE Food Preparation and Nutrition and Technical Award Food & Catering are under one heading of Food on the options form. If you want to study a Food course you should write Food on your form and the school will allocate you to the most appropriate course. If you have a particular preference you should see Miss Hughes to see if it is suitable. Whichever food course you do, you will need a genuine interest in the production of high quality, creative and beautifully presented food and a responsible attitude towards your own learning. You will need to be very well organised and be prepared to cook or prepare food.

## **What Might GCSE Food Preparation & Nutrition 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**

There may be 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 students' learning.



# 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)**

will develop skills of analysis, research and effective communication; you will have an opportunity to apply 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.



# Technical Award I.C.T. - Cambridge Nationals

## Introduction / Why Study ICT – Cambridge Nationals?

The ICT Cambridge Nationals provide candidates with high quality, flexible, industry-relevant qualifications. They develop work-related ICT skills and appropriate underpinning knowledge and understanding. The ICT 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

ICT Cambridge Nationals 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.

## 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.





# Technical Award - Materials Technology (DT)

## **Introduction / Why Study GCSE Design and Technology.**

Selecting and buying all sorts of manufactured products is a part of your daily life. The ability to design and manufacture goods that appeal to consumers is essential for our country's economy. The design and manufacturing sector offers a wealth of challenging and well paid employment opportunities, both nationally and locally. Many iconic products such as Jaguar cars, Apple computers and JCB earth movers have been conceived by British designers. This is a course that allows a lot of individual choice and one where you will be able to extend your passion for making products. Students are able to pursue technical and artistic approaches depending on their own interests and talents.

## **Exam Board**

The examination board is AQA. Further details including the full specification and other information for students is available at: [www.aqa.org.uk](http://www.aqa.org.uk) . The course will be delivered at Level 2 with grades up to Distinction\* available.

## **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 to design and manufacture products of a quality that makes them fit for sale.

In Year 9 and 10 you will design and make products in the following areas:

- Small boxes made from hardwoods and laser ply.
- Jewellery from silver wire, cast pewter, enameled copper and the use of precious metal clays. (PMC)
- Vehicles that will travel over land, sea and air.
- Reconstruction of a miniature medieval siege weapon.
- Construction of small robotic devices to participate in a mini robot war contest.
- Children's toys that are fun and that encourage them to learn while playing.
- Floor and desk lights engineered from acrylic and aluminium.

Towards the end of Year 10 the focus moves to the extended project which will continue throughout Year 11. Students select from a range of design briefs provided by AQA. These are very broadly worded allowing students to interpret the briefs in their own way and to choose what they want to make.

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

During Years 9 and 10 the work focuses on the range of projects above that will allow students to demonstrate a very wide range of skills. These will include the use of metals, timbers, plastics and composite materials and the theory content will very much 'hands on'. These skills based units will contribute 30% of the marks towards your final exam. At the end of Year 10 and throughout Year 11 students will undertake an extended making project that contributes another 30% of the marks. This means that 60% of the marks are for coursework. The final 40% is for a 1hour 30mins examination comprising a mixture of short and extended answer questions.

## **What Might Materials Technology Lead To?**

The design and practical skills that you develop during this course will enable you to go onto a wide range of employment opportunities. As well as providing direct access apprenticeships it will open up a wide range of design and making related 'A' level courses. Subsequently this will support students in accessing a very wide spectrum of degree courses in the engineering, design and industrial management areas.





# GCSE Media

## Introduction / Why Study Media?

GCSE Media Studies is an exciting but demanding course. The lessons involve discussing, analysing and writing about Media Texts, such as film trailers and music videos and creating your own media texts such as magazine front covers.

## Exam Board

The Eduqas exam board specification is available at: <http://www.eduqas.co.uk/qualifications/media-studies/>

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

- **Year 9.** You will explore a range of media e.g. trailers, music videos, newspapers, websites, posters & DVD covers.
- **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.
- **Year 11.** You will be introduced to a study area such as Print based or TV Advertising.
- Over the course you will develop an understanding of different film techniques. You will learn media concepts and terminology and become competent using the industry standard software, Adobe Creative Suite.

## How Will I Be Assessed?

<p><b><u>Component 1:</u></b> Exploring the Media.</p> <ul style="list-style-type: none"> <li>• Written examination: 90 minutes. 40% of qualification</li> </ul> <p><b><u>Section A: Exploring Media Language &amp; Representation</u></b></p> <ul style="list-style-type: none"> <li>• An assessment of media language and representation in relation to print media. We will look at: <ul style="list-style-type: none"> <li>• The front covers of <i>Pride &amp; GQ</i> magazines.</li> <li>• <i>The Man with the Golden Gun</i> and <i>Spectre</i> film posters</li> <li>• <i>The Guardian</i> &amp; <i>The Sun</i> newspaper front covers.</li> <li>• <i>Quality Street</i> &amp; <i>This Girl Can</i> print advertisements</li> </ul> </li> </ul> <p><b><u>Section B: Exploring Media Industries and Audiences</u></b></p> <ul style="list-style-type: none"> <li>• An assessment of two of the following media forms: film, newspapers, radio, video games. It includes: <ul style="list-style-type: none"> <li>Section A: Television and Section B: Music. We will look at: <ul style="list-style-type: none"> <li>• <i>Spectre, 12 (2015) James Bond film</i></li> <li>• <i>The Sun (2015) Newspaper</i></li> <li>• <i>The Archers (BBC Radio 4)</i></li> <li>• <i>Pokemon Go (2016) game</i></li> </ul> </li> </ul> </li> </ul>	<p><b><u>Component 2:</u></b> Understanding Media Forms &amp; Products.</p> <ul style="list-style-type: none"> <li>• Written examination: 90 30 minutes. 30% of qualification</li> <li>• <b><u>Section A: Television:</u></b> One question on either media language or representation, based on an extract from <i>Unbreakable Kimmy Schmidt and Friends, Season 1, Episode 1</i></li> <li>• <b><u>Section B: Music:</u></b> Two music videos from the following options will be studied: either <i>Katy Perry, Roar</i>, or <i>Taylor Swift, Bad Blood</i> AND either <i>Pharrell Williams, Freedom</i>, or <i>Bruno Mars, Uptown Funk</i>. Also, one of the following music videos from the 1980'S / 90's will be studied: <i>Duran Duran, Rio</i> or <i>Michael Jackson, Black or White</i></li> </ul> <p><b><u>Component 3:</u></b> Creating Media Products</p> <ul style="list-style-type: none"> <li>• Non-exam assessment 30% of qualification</li> <li>• An individual media production for an intended audience, for example, a magazine front cover or a CD cover or film poster.</li> </ul>
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## Points to Consider When Selecting This Option

You need a genuine interest in the world of digital media and a willingness to keep up to date with media trends. You will also have an interest in a wide range of Media texts such as Film, TV, Radio, Music Video, Games and Websites. You need to understand that this 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 need to undertake independent research and photos, 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.



# Technical Award - Physical Education

## **Introduction / Why Study examination PE?**

Examination PE courses allow students who enjoy physical activity to explore the concepts that underpin participation and practical performance. Due to drastic changes made to the GCSE PE specification, we have decided to introduce an alternative route, which offers a structure that is more suited to all our students, whilst carrying equal merit to the GCSE.

The NCFE Level 2 Certificate in Health and fitness is designed for students with an interest in health and fitness. It will provide learners with experience of using different training techniques and methods to enable them to use these within further education or apprenticeships. It also provides students with the opportunity to develop and experience their own fitness programme.

Depending on the number of students who opt for examination PE, the GCSE in Physical Education may also run alongside the NCFE Level 2 Certificate. Students will be selected and this will be at the discretion of the PE department, with practical ability being considered. All pupils will follow the NCFE in Year 9. If the GCSE in Physical Education were to run, this would be studied in Years 10 and 11.

## **Exam Board**

The Level 2 Certificate in Health and fitness is run by NCFE and is a V.Cert qualification, equivalent to one GCSE. The GCSE Physical Education course is run by AQA

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

There are four main objectives set out by the NCFE Level 2 Certificate in Health and Fitness:

- Prepare, plan & develop a personal health & fitness programme
- Understand the benefits of fitness
- Know the functions of the main body systems
- Understand the benefits of a healthy balanced diet & how it affects lifestyles.

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

The NCFE Level 2 Certificate in Health and Fitness is assessed over 4 units, outlined below:

- Unit 01: Principles of health and fitness. Internally assessed portfolio of evidence.
- Unit 02: Healthy Lifestyles. Internally assessed portfolio of evidence.
- Unit 03: Preparing and planning for health and fitness. Externally set and marked assessment.
- Unit 04: Develop a personal health and fitness programme. Internally assessed portfolio of evidence.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

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

When selecting examination PE, you are opting for the NCFE course. The opportunity for GCSE PE is not guaranteed. To achieve success, 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 training & physical activity.

## **What Might examination PE Lead To?**

Examination 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. It would aid anyone in any sporting field such as, performer, coach, official, physiotherapist, personal trainer or sport development officer.



# Technical Award - Tourism

## **Introduction/ Why Study Technical Award Tourism?**

Tourism operates in many different contexts, from local bed and breakfasts, to national parks, from large multinational companies to small specialist transport operators and includes the private, public and voluntary sectors. The WJEC Level 1/2 Award in Tourism is designed for learners who want an introduction to this sector and who enjoy learning in a vocational setting and with more emphasis on internal assessment rather than examination.

## **Exam Board**

The examination board is WJEC. More details, including the full specification (syllabus) available at: [http://www.wjec.co.uk/uploads/publications/19880.pdf?language\\_id=1](http://www.wjec.co.uk/uploads/publications/19880.pdf?language_id=1)

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

Technical Award Tourism is a modular course made up of 3 units:

Unit 01 – Customer Experience. (Internally assessed portfolio)

Unit 02 – The Business of Tourism (External exam)

Unit 03- Developing UK Tourist Destinations. (Internally assessed portfolio)

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

This course is mainly assessed by portfolio evidence (60%). Students work on assignments and projects and collate a portfolio of evidence. There is one external examination based on the Business of Tourism. This takes the form of a 75-minute examination, with 3 questions. The questions involve short and extended answers, based on stimulus material from tourism contexts.

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

The greater emphasis on internal assessment compared to GCSE, means that the Technical Award in Tourism is well suited to those who prefer to a coursework approach to learning. Unlike GCSEs there is also the opportunity for a single resit opportunity on the examination unit.

## **What Might Technical Award Tourism Lead To?**

This qualification, together with other relevant qualifications at Level 2 such as GCSE English and Maths, could provide progression to vocational qualifications at Level 3 related to Travel and Tourism, Tourist Guiding, Business and Environmental Conservation. Learners could also progress to GCE qualifications such as Business, Travel and Tourism, Geography and Sociology.

## **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 Mr Gill.



# Technical Award - Visual Communication (Graphics)

## **Introduction / Why Study Visual Communication?**

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, stimulates and provides pleasure. Without graphics, life would be very uninspiring and pretty dull. Students are able to pursue technical and artistic approaches depending on their own interests and talents.

## **Exam Board**

The examination board is AQA. Further details including the full specification and other information for students is available at: [aqa.org.uk](http://aqa.org.uk). The course will be taught at Level 2 with grades up to Distinction\* available.

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

The delivery of the skills element of the course is done through a range of mini projects designed to develop creativity and practical precision. Core skills including teamwork, communication and planning are embedded in these units. Traditional technical and geometric drawing is covered as well as the use of more specialist drafting methods such as mapping and 2 and 3-D computer aided design. The units will also include the use of specialist cards, papers, foams and boards that are used in the industry to manufacture a diverse range of products.

In Years 9 and 10 you will design and manufacture graphic products that include:

- Architectural building fascias to appeal to target markets.
- Travel activity packs and board games.
- Children's books with moving parts.
- Posters with individualised pictorial fonts.
- Laser and other CNC machine cut packaging.
- Street furniture designed on 'Sketch-up' in conjunction with Plymouth University
- Greeting cards with pop-up features and characters.
- Architectural and perspective drawing plus making models of starter homes.

Towards the end of Year 10 the focus moves to the extended project which will continue throughout Year 11. Students will select from a range of design briefs provided by AQA. These are very broadly worded allowing students to interpret the briefs in their own way and to choose the focus of their project.

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

In Year 9 and 10 the work focuses on a series of projects that will allow students to demonstrate a wide range of skills. These skills based units will contribute 30% of your final marks. In Year 11 students will undertake an extended making project that contributes another 30% of the marks. This means that 60% of the marks are for coursework. The final 40% is for a 1 hour 30min examination comprising a mixture of short and extended answer questions.

## **What might Visual Communications lead to?**

V-Cert Visual Communication 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.

# VOCATIONAL PATHWAYS

By opting for Vocational Pathways you are committing to a three year programme of study, the first year of which is undertaken in school. **In Year 9 students spend their vocational pathways time developing a range of ‘employability’ skills such Working with Others, Problem Solving, Carrying out Research, CV writing and interview techniques, as well as completing a qualification in ICT called the European Computer Driving Licence (ECDL).** This qualification is highly recognised by colleges and employers and demonstrates that you have the knowledge and skills to competently use key software packages. All **the above elements will be delivered as part of a school based programme during Year 9.**

The final two years of Vocational Pathway options are made up of practical learning. This is normally through attending an extended work experience with an employer in a chosen occupational area. In some cases, where there is sufficient demand, it may be possible for students to attend a vocational course at a local college.

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

**Agriculture**

**Animal Care**

**Construction**

**Childcare**

**Hair & Beauty**

**Motor Vehicle Mechanic**



# Vocational Pathways: Work Experience

## Introduction

Vocational Pathways Work Experience 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 in the workplace.

## 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 Years 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

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.

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

# EXAMPLE OF A COMPLETED OPTIONS FORM

## OPTIONS PREFERENCE FORM

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

Student Name: **JOE BLOGGS**

Year 8 Form: **8WES**

**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 picked Computer Science from the Red Box.

In column B he has picked Media Studies from the Blue Box.

In column C & D Joe has picked to do the Vocational Pathways, Extended Work Placement.

A	B	C	D
Select a subject from the <b>BLACK BOX</b>	Select a subject from the <b>GREY BOX</b> (Max of 2 DT subjects)	Select a subject from the <b>GREY BOX</b> (Max of 2 DT subjects)	Select a subject from the <b>GREY BOX</b> (Max of 2 DT subjects)
Write your selection in the box below	Write your selection in the box below	Write your selection in the box below	Write your selection in the box below
<b>A: COMPUTER SCIENCE</b>	<b>B: MEDIA STUDIES</b>	<b>C: VOCATIONAL PATHWAY</b>	<b>D: VOCATIONAL PATHWAY</b>

BLACK BOX		GREY BOX			
Computer Science	History	Art & Design	Geography	Music	Vocational Pathway – Extended Work Placement (Double Option – write ‘VP’ in 2 boxes).
French	Spanish	Business Studies	Health & Social Care	Separate Science	
Geography	Separate Science	Computer Science	History	Sport & Active Leisure	
		Drama	I.C.T	Spanish	
		Food (DT)	Materials Technology (DT)	Tourism	
		French	Media Studies	Visual Communication (DT)	

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.



# PRACTICE OPTIONS FORM

## OPTIONS PREFERENCE FORM

Student Name: \_\_\_\_\_

Year 8 Form: \_\_\_\_\_

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

A	B	C	D
<p>Select a subject from the <b>BLACK BOX</b></p> <p>Write your selection in the box below</p>	<p>Select a subject from the <b>GREY BOX</b> (Max of 2 DT subjects)</p> <p>Write your selection in the box below</p>	<p>Select a subject from the <b>GREY BOX</b> (Max of 2 DT subjects)</p> <p>Write your selection in the box below</p>	<p>Select a subject from the <b>GREY BOX</b> (Max of 2 DT subjects)</p> <p>Write your selection in the box below</p>
<b>A:</b>	<b>B:</b>	<b>C:</b>	<b>D:</b>

BLACK BOX		GREY BOX			
Computer Science	History	Art & Design	Geography	Music	<i>Vocational Pathway –</i>
French	Spanish	Business Studies	Health & Social Care	Separate Science	<i>Extended Work Placement</i>
Geography	Separate Science	Computer Science	History	Sport & Active Leisure	<i>(Double Option – write ‘VP’</i>
		Drama	I.C.T	Spanish	<i>in 2 boxes).</i>
		Food (DT)	Materials Technology (DT)	Tourism	
		French	Media Studies	Visual Communication (DT)	

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: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Senior Member of Staff Signature: \_\_\_\_\_

## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]