



Sunrising, East Looe, Cornwall, PL13 1NQ
Headteacher: Mrs H R Jenkins BSc

Options Book

Key Stage 4 Courses 2017-2019



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If you have any curriculum enquiries about Options, please contact the Headteacher's PA, Hazel Willars
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Dear Parents/Carers and Students

The purpose of this booklet is to inform you of the courses available and to explain the curriculum and option choices that we offer to students at Key Stage 4.

A Broad and Balanced Curriculum

All students follow a compulsory core of subjects at GCSE in English, Mathematics, Science and Religious Studies and non-GCSE courses in PSHCE and PE. In addition, students choose four further subjects. We believe students should follow a broad and balanced curriculum and therefore offer a range which includes technology and creative subjects in our KS4 curriculum in order to keep students' options open for their future study and careers. All courses are GCSE or equivalent and those which are reformed BTECs are known as Technical Awards. All courses on offer have a progression route to Further Education.

The English Baccalaureate (EBacc)

As you are probably aware, the government in recent years has promoted the English Baccalaureate as a suite of GCSE qualifications that if completed successfully at grade C or above, demonstrates that a student has completed a 'core of academic' study.

The English Baccalaureate (EBacc) was introduced as a performance measure in 2010. It is made up of six GCSEs: English, Mathematics, two Science GCSEs (either Double Award Science or two from Biology, Chemistry, Physics or Computer Science), a Modern Foreign Language (Spanish or French) and a Humanities subject (Geography or History). To achieve the EBacc, students must achieve grade 5 or better in each subject. As you are already aware, students who are awarded qualifications from 2018, the equivalent will be grades 5 and above, as the A*- C grades are being phased out as part of education reforms. We offer two pathways and the Academy strongly recommends that students opt for the English Baccalaureate to protect themselves in the future if this gains popularity with universities to determine suitability for their courses. Certainly, this is being encouraged by the government.

The Options Form

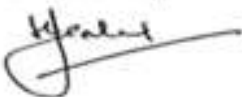
Students should choose a pathway and subjects which will suit their abilities and their needs. The choices should be both enjoyable and challenging. If they are unsure about their choices, they should discuss this with their tutor, Leader of Learning or subject teachers.

Students will need to complete and detach the form on the back of this booklet. We also request that a note of these is made on the following page to keep for their future reference.

We will endeavour to give students their preferred choice, but please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses at any time during this process. Students will begin their Key Stage 4 courses in June 2017 and during the first 3 weeks of the course, we are happy to discuss changes if a student feels they have made a wrong choice. However, on returning from the summer holiday students will be required to continue on their chosen pathway.

Preliminary choices must be made by completing, detaching and returning the form at the back of this booklet to Student Services by Monday 24 April 2017.

Yours faithfully



Heather Jenkins
Headteacher

MAKE A NOTE OF YOUR CHOICES HERE AND KEEP FOR REFERENCE



Name Tutor Group

EBacc Pathway (strongly recommended as per the DfE guidance)	Choose one (✓)		Choose one (✓)		Choose three subjects by stating '1', '2', '3' in order of preference				
	French		Geography		French				
	Spanish		History		Spanish				
	<i>In total, four subjects will be allocated from your choices, if possible</i>				Geography				
					History				
					Computer Science				
					Engineering				
					Technical Award in Materials Technology				
					Graphic Products or Visual Communication Award				
					Food Preparation and Nutrition				
					Textiles or Technical Award in Fashion and Textiles				
					Art and Design GCSE				
					Performing Arts Dance BTEC				
					Drama GCSE or Performing Arts Drama BTEC				
Music BTEC									
PE GCSE									
Non EBacc Pathway	Choose one (✓)		Choose four subjects by stating '1', '2', '3', '4' in order of preference						
	French		French						
	Spanish		Spanish						
	Geography		Geography						
	History		History						
	Computer Science		Computer Science						
	<i>In total, four subjects will be allocated from your choices, if possible</i>				Engineering				
					Technical Award in Materials Technology				
					Graphic Products or Visual Communication Award				
					Food Preparation and Nutrition				
					Textiles or Technical Award in Fashion and Textiles				
					Art and Design GCSE				
					Performing Arts Dance BTEC				
					Drama GCSE or Performing Arts Drama BTEC				
Music BTEC									
PE GCSE									
Are you talented in science and interested in three separate awards in Physics, Chemistry and Biology? Y/N									
Would you prefer this as an extra GCSE (2 hours) after school or in the options above?									
After school Y/N			In options Y/N						
If in the options, which of your choices marked above do you wish to give up?									
Please use this space to let us know of any course you would like to have been offered as we may be able to offer an off-site course.									

Please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses.

Parent's signature Student's signature

Qualification Ladder – University, Further Education and Lifelong Learning

It is important that you understand the qualification ladder and where each of your option choices is placed on it. The ladder shows how all qualifications are placed in relation to the more established and well known awards.

Level 8	<ul style="list-style-type: none"> • Doctorate, e.g. PhD, DPhil • Level 8 award /certificate/diploma
Level 7	<ul style="list-style-type: none"> • Master's degree e.g. MA, MSc, MEng • Postgraduate certificate/diploma e.g. PGCE • NVQ level 7 • Award/certificate/diploma level 7
Level 6	<ul style="list-style-type: none"> • Degree apprenticeship • NVQ level 6 • Award/certificate/diploma level 6 • Bachelor's degree with honours, BA honours, BSc honours • Ordinary degree without honours • Graduate certificate • Graduate diploma
Level 5	<ul style="list-style-type: none"> • Higher National Diploma, HND • BTEC professional award level 5 • NVQ level 5 or Award/certificate/diploma level 5 • Diploma of higher education, Dip HE • Foundation degree
Level 4	<ul style="list-style-type: none"> • Certificate of higher education (Cert HE) • Higher apprenticeship • Higher National Certificate HNC • NVQ level 4 or Award/certificate/diploma level 4
Level 3	<ul style="list-style-type: none"> • AS and A-levels grades A,B,C,D or E • NVQ level 3 or Award/certificate/diploma level 3 • National certificate level 3 • International Baccalaureate diploma • Advanced Apprenticeship • Music grades 6,7,8 • Tech level
Level 2	<ul style="list-style-type: none"> • GCSEs at grades A*, A, B, C, CSE grade 1, O level grade A, B, C • <i>GCSE grades 5 – 9</i> • NVQ level 2 or Award/ certificate /diploma level 2 • Essential /Functional skills, level 2 • English Baccalaureate • Intermediate Apprenticeship • Music grades 4 and 5
Level 1	<ul style="list-style-type: none"> • NVQ level 1 or Award/ certificate /diploma level 1 • GCSEs at grades D, E, F, G • <i>GCSEs at grades 1-4</i> • First certificate • Music grades 1,2,3
Entry Level	<ul style="list-style-type: none"> • Entry level certificate / award/ diploma • Entry level Functional Skills • Skills for Life



What will you be learning?

During Years 10 and 11, all students will study two GCSEs: English Language and English Literature.

GCSE English Language (AQA 8700)

This course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students will read and respond to a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction. They will also develop their creative writing skills, focusing on descriptive and narrative writing and writing to present a viewpoint.

Speaking and Listening (now called Spoken Language) is assessed separately. Students will give a formal presentation, responding to questions and also asking questions for clarification.

What is the assessment?

Reading and writing skills will be assessed through two written final exams. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

Spoken language will be assessed through a presentation in class.

GCSE English Literature (AQA 8702)

Students will read and analyse: a play by Shakespeare, a 19th century novel, a modern text (play) and a range of poetry. The course will encourage students to become thoughtful, critical readers and to read widely for pleasure.

What is the assessment?

Assessment will be by two written final exams. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

What will you be working towards?

All students will be working towards a GCSE English Language and GCSE English Literature qualification.

What happens when you have finished?

Having completed the course, students may choose to continue their studies at A-Level or they could seek employment. Whatever choices are made in the future, English will be a core component of the communication successes that life requires.

MATHEMATICS GCSE (*Compulsory core*)



What will you be learning?

The aims of the course are for students to develop their mathematical skills in a way which encourages confidence as well as providing satisfaction and enjoyment.

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. We support students to engage with, explore, enjoy and succeed in maths.

All students have the opportunity to follow a course that enables them to be numerate and builds on what they already know. This course encourages students to:

- ▶ consolidate their understanding of mathematics
- ▶ be confident in their use of mathematics
- ▶ extend their use of mathematical vocabulary, definitions and formal reasoning
- ▶ develop the confidence to use mathematics to tackle problems in the workplace and everyday life
- ▶ take increasing responsibility for the planning and execution of their work
- ▶ develop an ability to think and reason mathematically
- ▶ learn the importance of precision and rigour in mathematics
- ▶ use a calculator effectively and efficiently
- ▶ make connections between different areas of mathematics
- ▶ realise the application of mathematics in the world around them
- ▶ use ICT appropriately
- ▶ develop a firm foundation for appropriate further study.
- ▶ develop fluent knowledge, skills and understanding of mathematical methods and concepts
- ▶ acquire, select and apply mathematical techniques to solve problems
- ▶ reason mathematically, make deductions and inferences and draw conclusions
- ▶ comprehend, interpret and communicate mathematical information in a variety of forms
- ▶ appropriate to the information and context.

Content

Students will have three or four timetabled lessons each week, each of one hour duration and should expect to spend time on additional study (including homework and reading through notes). Homework will regularly be set each week and can be up to a total of two hours per week.

The course covers six areas of mathematics:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

What is the assessment?

The scheme of assessment is linear with three question papers at each tier to be taken in the same examination series. The following information is the same for both Foundation and Higher tiers.

- ▶ Paper 1: Written paper (non-calculator) – 33⅓% of the GCSE Mathematics assessment
1 hour 30 minutes
80 marks
- ▶ Paper 2: Written paper (calculator) – 33⅓% of the GCSE Mathematics assessment
1 hour 30 minutes
80 marks
- ▶ Paper 3: Written paper (calculator) – 33⅓% of the GCSE Mathematics assessment
1 hour 30 minutes
80 marks

All papers contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

What will you be working towards?

Students will be working towards a GCSE in Mathematics following the GCSE Mathematics curriculum accredited by AQA exam board, syllabus 8300. Students in Sets 1 and 2 normally following the Higher Tier scheme of work and students in Sets 3, 4 and 5 following the scheme at Foundation Tier. Students following the Higher Tier course will have access to grades 9 - 4. Students following the Foundation Tier have access to grades 5 – 1.

Method of Study

It is hoped that you will experience a variety of approaches to study, including:

- ▶ Formal class work
- ▶ Use of investigations
- ▶ Use of group work
- ▶ Use of calculators and computers
- ▶ Regular internal assessment and feedback to help with your studies.

You will find some topics more difficult than others. Your teachers will be more than happy to assist you with these difficulties, both in class and outside lesson time, if you ask.

What happens when you have finished?

The course can lead to further study e.g. A-levels, National Diplomas, access courses for mature students, training and employment. A grade 5 at GCSE is required for many numerical related courses and jobs and is particularly useful for running a business, computer courses, handling household accounts etc.

SCIENCE GCSE (*Compulsory core*)



What will you be learning?

Science is a set of ideas about the material world, whether it be investigating, observing, experimenting or testing out ideas and thinking about them. As well as gaining knowledge of Biology, Chemistry and Physics, students will be talking about, reading and writing about Science, as well as learning to represent science in its many forms both mathematically and visually through models. This course encourages the development of knowledge and understanding in Science through opportunities for working scientifically. Working scientifically is the sum of all the activities that Scientists do during their investigations.

What will you be working towards?

All students will be studying AQA Science Trilogy as part of the core curriculum. This will give them the opportunity to achieve the highest grades and awards them a double GCSE in Science (2 GCSE grades). The content of this course is spread equally across the 3 Science disciplines of Biology Chemistry and Physics.

Three Separate Sciences

The more talented students, with an interest in possibly taking Science further, will be offered the opportunity to do extra lessons or give up an option and 'convert' AQA Science Trilogy into three separate sciences GCSE Biology, GCSE Chemistry and GCSE Physics (AQA). This will give those students the best preparation for A-level and other Level 3 Science Courses post-16. They are not, however, a prerequisite for those courses. Getting good grades of 6 or above in 2 Science GCSEs is much more important and so this option is only advisable for students who we feel will cope with the more difficult work. Consultation will be undertaken to identify how this can be delivered to meet learners' needs.

How is it assessed?

AQA Science Trilogy: Students will take 6 GCSE papers of 1 hour 15 minutes each at the end of Year 11. They will gain 2 GCSEs of grades varying from 1-1 to 9-9. Students who reach a grade, (say grade 4) but not quite the next grade (eg grade 5) will score for example 5-4.

Three Sciences: Students will take 6 GCSE papers of 1 hour 45 minutes each at the end of Year 11. They will gain a GCSE in each of Biology Chemistry and Physics graded 1-9 (3 GCSEs in total).

RELIGIOUS STUDIES GCSE (ETHICS, PHILOSOPHY AND RELIGION) *(Compulsory core)*



What will you be learning?

All students will study a GCSE in Religious Studies. Students began studying this GCSE at the beginning of Year 9 and will continue throughout Key Stage 4.

In Religious Studies students learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. As communities become more diverse, there is a greater need for a more understanding and tolerant society. Religious Studies plays a vital role in creating social cohesion through generating questions, thinking, listening and understanding between communities, to reduce friction, intolerance and social unrest.

All students study the Edexcel Specification B GCSE 9-1 (specification code IRBO) course in Religious Studies.

Students sit two examinations each lasting 1hour and 45minutes, and each worth 50% of the final qualification.

The topics students study are:

- Paper 1: Religion and Ethics (Christianity) – Beliefs, Marriage and Family, Living the religious life, Matters of Life and death
- Paper 2: Religion, Peace and conflict (Islam) – Beliefs, Crime and Punishment, Living the religious life, Peace and conflict

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

All exams will have compulsory questions focusing on knowledge, understanding and evaluation of the identified themes or subject content. Religious Studies papers are designed to give access to the full range of grades and are not tiered.

What will you be working towards?

All students will be working towards a GCSE qualification (9-1) in Religious Studies.

What happens when you have finished?

There are opportunities for students to continue their studies in EPR at A-level if they wish. In many areas of work employers look for someone with an enquiring mind, understanding and an appreciation of other people's points of view, and an ability to come to clear, informed decisions. These are all skills which are developed in Religious Studies. Specifically an EPR qualification meets needs in broadcasting, journalism, publishing and teaching, as well as full time work with religious agencies. There are also many exciting and fulfilling opportunities to work abroad, long and short term. The understanding gained in EPR can enhance work undertaken in a variety of fields such as medicine, and teaching. The perspectives gained from Religious Studies will benefit anyone considering these types of occupation. Most importantly, it helps create more understanding as a citizen of the planet.

PSHCE
(PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION) (Compulsory core)



The PSHCE programme for all Year 10 and 11 students is part of a whole school approach to the personal development of young people.

What will you be learning?

During tutor time, students follow a comprehensive programme of study incorporating Social, Moral, Spiritual and Cultural Education (SMSC) and Personal, Social Health and Citizenship Education (PSHCE). Additional PSHCE focus days ensure all students experience a range of learning opportunities in this area.

By the end of Key Stage 4 most students should:

- Have a comprehensive knowledge and understanding of the topical events they study; the rights and responsibilities of citizens, the role of the voluntary sector, forms of Government, criminal and civil justice, legal and economic systems
- Obtain and use different kinds of information, including the media, to form and express an opinion, evaluating the effectiveness of different ways of bringing about change at different levels of society
- Take part effectively in school and community based activities, showing willingness and commitment to evaluate such activities critically, demonstrating personal and group responsibility in their attitude to themselves and others
- Develop confidence and responsibility, making the most of their abilities, setting realistic career targets for the future. They should develop positive personal attitudes towards a healthy, safer lifestyle, developing good relationships and respecting the differences between people

Below is an outline of the range of individuals and organisations who regularly visit the school to inform our students about issues covered in PSHCE.

Careers Service	Local Police Liaison Officer	Local Police	St John First Aid
Health Promotion Officers	Local Driving Instructor	Road Safety Officers	The Day (current affairs)
Local Banks	Dartmoor Prison Officer	Feeder Colleges/Sixth Form	
Local Health Centre	Local Magistrates	Local GP/Nurse	
Alcoholics Anonymous	Amnesty International	Caradon Homeless Youth Project	
Brook Centre (Sexual Health Advice)	Local Clergy	Local Politicians	
Health/Safety at Work Officer	Diversity Role Models	Local MP	
	Business Partnerships	Teenage Career Trust	

What is the assessment?

At the end of each topic, learners will undertake either a mini-assessment of the unit or they will write a self-evaluation of their contribution in this area.

What happens when you have finished?

The course enables students to be more aware of their future role in the society in which we live.

CORE PHYSICAL EDUCATION (*Compulsory core*)



All students must undertake two hours of compulsory Physical Education each week. The Key Stage 4 core programme is designed to give students a wide variety of sports to participate in as well as giving them the option to choose and select their own curriculum.

What will you be learning?

In Years 10 and 11 there is a pathway system for one lesson a week and students may opt for a pathway of their choice:

- Creative
- Team sports
- Individual sports
- Fitness activities
- Leadership

There is also an option available to gain a qualification in Sports Leadership.

For all sports, full sport and PE kit must be worn.

The ranges of activities are designed to cater for every need and interest throughout the year and activities range from traditional and competitive sports, to recreational, creative and fitness activities. A wide variety of extracurricular activities are offered to all students, both for boys and girls. A number of fixtures with other schools take place on a regular basis.

What happens when you have finished?

The course will also students to appreciate the necessity for some form of physical activity to enable them to lead a healthy lifestyle. The objective is to promote physical activity and lifetime sports as part of a healthy balanced lifestyle.

GEOGRAPHY GCSE (Option)



What will you be learning?

The choice of topic areas studied will be:

- The risks of natural hazards; earthquakes & volcanoes, weather hazards, tropical storms, extreme weather in the UK, climate change
- The living world; ecosystems, tropical rainforests, and hot deserts or cold environments
- Physical landscapes in the UK; coastal landscapes, and river landscapes or glacial landscapes
- Urban issues and challenges; world migration and natural increase, megacities, urban planning
- The opportunities and challenges of urban change in the UK eg. Cultural mix, recreation, health, sprawl, and regeneration
- Sustainable urban living; water and energy conservation, waste recycling, reducing traffic congestion
- The changing economic world; global variations in development and quality of life, tourism, fair trade, aid, political, social and environmental changes, the economy of the UK,
- The challenge of resource management; food, water, or energy
- Geographical applications; Issue evaluation, fieldwork, maps, graphs and photo skills

What is the assessment?

- One exam paper of 1 hour 15 minutes, worth 30% of the total GCSE using a resource booklet released twelve weeks before the exam.
- Two examination papers each of 1 hour 30 minutes. Each paper is worth 35% of the total GCSE marks.

What will you be working towards?

GCSE Geography grade 1-9 awarded by AQA based on the specification AQA 8035. This can then be used to go on to AS and A-level or related GNVQ, or as a supplementary GCSE, with a broad base of skills and knowledge to use on other courses/careers and everyday life.

What happens when you have finished?

We need Geography to understand our surroundings. It helps us to put world events into place and to be involved in influencing decisions that affect ourselves and our environment, whether locally or globally. Colleges, universities and most importantly employers regard people with qualifications in Geography as having skills in real world decision making about people and how they act and react to their physical environment, past, present and future in a hopefully increasingly sustainable way. Key skills include: communication (written, oral, ICT), teamwork, flexibility, decision making, self-management, creativity, problem solving and analysing. The list of potential careers is vast.

HISTORY GCSE (Option)



What will you be learning?

The course has 3 examination papers to prepare for.

Paper 1: Edexcel GCSE History 1HI0/11

Students will learn about *Medicine through Time c1250-present day*. Therefore, topics such as: surgery, science and technology, individuals and institutions and inventions will be covered through the ages, including the Black Death, circulation, vaccination and key individuals like William Harvey and Alexander Fleming. In this paper, there is also an additional case study on World War 1: injuries, treatment and the trenches on the Western front. The students will be developing an understanding of the nature and process of change, which will involve identifying and understanding trends and turning points in medicine.

Paper 2: Edexcel GCSE History 1HI0/24-25

This second paper involves a period study and a British depth study. The period study will focus on the *American West, 1835-1895*. Topics such as: way of life and beliefs of Plains Indians; early settlement and conflict; development of the Plains and conflict and conquest will form the structure of this first part of the paper. The 2nd part will be the British depth study which will cover the period *c1060-88 and incorporate Anglo-Saxon and Norman England*. Some topic studied will be: the Norman Conquest; securing the kingdom and Norman England following the Battle of Hastings.

Paper 3: Edexcel GCSE History 1HI0/31

This final paper is a modern depth study. The topic will be *Weimar and Nazi Germany, 1918-39*. Students will learn how the Weimar Republic ruled Germany up to 1933, including the Treaty of Versailles and its impact; hyperinflation and recovery; the Wall Street Crash and up to when Hitler was made Chancellor. The focus will then be life in Nazi Germany up to the start of WW2.

What is the assessment?

Paper 1:	Examination – 1 hour and 15 mins. Worth 30% of final mark
Paper 2:	Examination – 1 hour and 45 mins. Worth 40% of final mark
Paper 3	Examination – 1 hour and 20 mins. Worth 30% of final mark

What will you be working towards?

All students will be working towards a GCSE in history, with grades 1-9 available.

What happens when you have finished?

On completion of the GCSE, you will have the opportunity to go on to study history or politics at A-level. Perhaps more importantly you will have acquired a distinct understanding of what has shaped our world today, as well as learning some key study and life skills that will undoubtedly impress future employers. You will have learnt to argue in context, to build interpretations from sources of evidence and be able to link many of our current issues that we face to events in the past.

“Let us study things that are no more. It is necessary to understand them, if only to avoid them.”

— Victor Hugo, *Les Misérables*

“History will be kind to me for I intend to write it.” — Winston S. Churchill

FRENCH GCSE / SPANISH GCSE (MODERN FOREIGN LANGUAGES) (Option)



What will you be learning?

If you enjoy meeting and talking to people from other countries, finding out about their cultures and learning how a language works, then studying GCSE French or Spanish is for you!

The Edexcel GCSE specification in French (1FRO) and Spanish (1SPO) will allow you to develop your ability to communicate with native speakers in both speech and writing. You will study across a variety of contexts relevant to your age and interests. The five GCSE themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

If you have studied French or Spanish before, then you already know a lot of the vocabulary and grammar you'll need for GCSE. You'll build on this knowledge and move onto new topics.

What is the assessment?

The GCSE consists of four externally examined papers based on the following skills: listening, reading, speaking and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June. Each paper is available at Foundation or Higher tier. Students must be entered for a single tier across all papers.

What will you be working towards?

You will be working towards a GCSE in French or Spanish, which will provide you with:

- An understanding of the language in a variety of contexts
- Knowledge of vocabulary and grammar
- Transferable language skills
- The ability to communicate in French or Spanish and awareness and understanding of countries and communities where the language is spoken.

What happens when you have finished?

Taking GCSE French or Spanish means you will:

- Add an extra dimension to your personal skills profile
- Be in a stronger position to get a job in companies with international links
- Be able to work or study in a French or Spanish speaking country in later life
- Be able to study AS and A-level French or Spanish courses to further your knowledge
- Find it easier to learn other languages later if you want to.

What will you be working towards?

Theoretic subject content:

In the theoretical part of the course students will be studying the following areas; 1. Applied anatomy and physiology, 2. Movement analysis, 3. Physical training, 4. Use of data 5. Sports psychology, 6. Socio-cultural influences, 7. Health, fitness and well-being.

Practical subject content:

Students are required to be assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity.

Performance analysis assessment (analysis and evaluation)

Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

What happens when you have finished?

This GCSE course will give you the first steps into the analysis of sporting performance. It will enable you to appreciate the elements of good performance and technical skills. It could lead into further study of PE and Sport.

COMPUTER SCIENCE GCSE (Option)



What will you be learning?

This new GCSE is an excellent introduction to computer programming, computer architecture and theory. It is a challenging but rewarding course best suited to students who enjoy problem solving (1-9 J276).

This course gives participants an understanding of how computers actually work and how to *create software* rather than just how to *use software*. A major part of this course involves students programming in a high level text based language; developing their ability to plan, create, test and evaluate their own computer programs.

Students will also learn aspects from the whole spectrum of computing, eg computer hardware and software, data representation using binary code, computer networks, Boolean logic and algorithms, memory and storage and networks.

The inclusion of the course in the suite of GCSEs which can contribute towards the English Baccalaureate which increasingly universities are looking for is due to its high academic rigour and mathematical content. Many students appreciate and revel in this high academic rigour and mathematical content but less motivated and able students can struggle.

What is the assessment?

Students ability to map out, develop, and check their own computer programs will be assessed through a controlled assessed task where they need to design algorithms and write computer code to meet specific briefs.

Their theory knowledge is assessed through a final examination with questions that cover the whole spectrum of computing which will be covered during the course. The programming controlled assessed task will account for 20% of the final overall grade. The coursework tasks are essentially open ended and fundamentally involve puzzle solving and will likely prove to be engaging and enjoyable only to students who are motivated, independent and resilient learners. The remaining 80% of marks towards the final grade is split between two examination papers. One of the exams will focus on algorithms, programming and computational thinking and the content is covered both in practical and theory lessons. The other exam covers general theory (computer system architecture, memory and storage, network topologies, security and protocols, software and legal, moral and environmental issues to do with computing).

What happens when you have finished?

This course will help students interested in continuing their education and careers in the fields of programming, games design, business, App development, Website creation, computer technicians and maths, as well as give students a real insight into computing which drives so much of our modern everyday lives. Computing is currently a skills shortage area for the UK and there are many exciting and rewarding opportunities available, both within leading edge national and multi-national companies and for individual designers and entrepreneurs. This includes a thriving and growing local sector due to the pioneering Superfast Cornwall programme.

As there is an element of mathematical logic involved in the course it is recommended that students choosing this option have achieved a level 3 or higher in Maths by the end of Year 9 although this is not a hard or fast rule.

FOOD PREPARATION AND NUTRITION GCSE (Option)



What will you be learning?

This is a new course, first being examined in 2018. Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition learners will; be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment, develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks, understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health, understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices, demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food and understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

What is the assessment?

Component 1:

Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of qualification.

This component will consist of two sections both containing compulsory questions and will assess the six areas of content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2:

Food Preparation and Nutrition in Action Non-examination assessment: internally assessed, externally moderated Assessment 1: 8 hours Assessment 2: 12 hours 50% of qualification.

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. :

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks.

What happens when you have finished?

This course can lead to any further qualification in the food, catering and hospitality. It is also valuable for life and therefore will be excellent for any student to study.

ENGINEERING GCSE (Option)



About this Qualification

Engineering is the practical application of Scientific and Mathematical processes and principles. This course aims to develop the understanding of this through problem solving techniques with the intention of developing learners to be able to think, plan and become adaptable in a wide range of scenarios and an ever changing technological world. It will enable those with a real interest in engineering to experiment and develop solutions to a variety of tasks.

What will you be learning?

The studies will cover many aspects of:

- Engineering materials
- Engineering manufacturing processes
- Engineering systems
- Testing and investigation
- The impact of modern technologies
- Practical engineering skills

What is the assessment?

- The exam paper is a two hour written Exam which is worth 60% of the final grade. This will include extended responses to certain questions
-
- The practical engineering element will involve producing a series of engineering drawings and manufacturing a solution to a task set by the examination board. This is worth 40% of the GCSE.

What happens when you have finished?

Learners will have developed skills in analysis, evaluation and communication that will help them in any future work or learning environment. They will be able to move into further education in engineering disciplines such as mechanical, automotive, marine, electrical and civil engineering.

The course is a good preparation for those who may wish to progress onto a level 3 course in a related area. Alternatively students may progress to an apprenticeship on leaving school.

Learners should have a real interest in engineering before selecting this course, it is highly demanding and extra time after school may be required at certain times.

TECHNICAL AWARD IN MATERIALS TECHNOLOGY LEVEL 1/2 *(Option)*



About this Qualification

This is a new qualification, examined in 2019 (AQA 3740) which will develop learners' skills from studying Resistant Materials at Key Stage 3. It will expand both designing and making skills so that learners can create interesting and useful products. It is useful if students can draw but CAD/CAM will be a major aspect of this course. Students also need to realise that much of this course is concerned with investigating and analysing products, producing coherent design folders as well as the designing, making and evaluating of products. Learners need to be prepared to put in extra time after school at various times in this course particularly when working on the extended project.

What will you be learning and what is the assessment?

Learners will complete three mandatory units of study.

Unit 1 Skills Demonstration. 30% of overall qualification

Learners will carry out a number of bite sized projects to demonstrate their competence in 12 core skills. This will include the transferable skill of teamwork and one of the mini projects should allow for this. Learners will produce a series of small practical outcomes and record their work in a portfolio of evidence.

Unit 2 Extended Project. 30% of overall qualification

Learners will undertake an extended project that showcases the skills and knowledge they have developed in unit 1 and the knowledge they have gained in unit 3. The project will be in response to a brief set by the exam board. Learners will develop skills in planning and development, making, testing, evaluation and communication.

Unit 3 Fundamentals of Materials Technology. 40% of overall qualification. Written exam 1 hour 30 minutes.

Learners will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the applications and characteristics of a wide range of woods, metals and polymers and also learn about possible careers within industry.

What happens when you have finished?

Learners will have developed problem solving, planning, developing and manufacturing skills in a variety of woods, metals and polymers. This qualification is particularly relevant to anyone who wants to work in the creative or production industries either from an artistic or an engineering/manufacturing basis. The skills developed are highly sought after by business and employers. Students can also use it as a stepping stone to A Level Product Design or an apprenticeship.

GRAPHIC PRODUCTS GCSE (2018) *(Option)*



What will you be learning?

Graphic products are all around us in advertising, magazine and website layouts, retail environments and packaging. The role of the graphic designer is to make visual materials and products appealing, easy to read and understand. This may take the form of printed materials, hand drawn designs and illustrations and three dimensional objects such as packaging, counter-top displays and exhibition stands. Graphic elements also include logos, images and lettering and these can be applied to a range of different products and appeal to very different target markets.

The course will be very practical and you can expect to cover a range of two and three dimensional hand drawing techniques. You will learn how to use computer software that will enable you to manufacture items industrially using the vinyl cutter, laser cutter and 3D printer. The course will look at a range of materials, from traditional graphic materials such as paper, card and board, to new 'smart' materials that respond to external factors such as heat and light. These could be incorporated into your major project, which is chosen from an Examination board approved list of design briefs.

Examples of projects that you might undertake for your major project are:

- Design an educational board game based on a specific theme
- Create the branding and corporate identity for a specific business
- Create promotional materials for a band or musical event
- Design a range of T-shirts to promote an exhibition
- Design a multimedia based product to appeal to a specific user group
- Design an exhibition space for a specific company and range of products

This course will be suitable for people who enjoy thinking creatively and who like creating their own ideas. You need to enjoy drawing, designing and making. It will provide opportunities to work independently and to explore your own interests whilst following design briefs to meet specific assessment criteria. You will develop a varied and large design portfolio with important skills and techniques that will be very useful when applying for further education and employment.

What is the assessment?

The major project (Controlled Assessment) is worth 60% of the final grade. The exam is 40%

What happens when you have finished?

Studying Graphic Products provides a way into a vast range of design disciplines such as advertising, web design, branding, graphic design, packaging design, games design, magazine and book design. From this GCSE you can progress to A-level, higher level BTEC's, apprenticeships or employment.

VISUAL COMMUNICATION AWARD LEVEL 1/2 (2019) *(Option)*



About this Qualification

This is a new qualification which will develop learners' skills from studying Graphics at Key Stage 3. It will expand both designing and making skills so that learners can create interesting and useful products. Students should ideally be confident with sketching and coming up with design ideas. Much of this course is concerned with investigating and analysing products, producing coherent design folders as well as designing, making and evaluating products. Learners need to be prepared to put in extra time after school at various times in this course particularly when working on the extended project.

What will you be learning and what is the assessment?

Students will complete three mandatory units of study.

Unit 1 Skills Demonstration. 30% of overall qualification

Learners will carry out a number of bite sized projects to demonstrate their competence in 12 core skills. This will include the transferable skill of teamwork and one of the mini projects should allow for this. Learners will produce a series of small practical outcomes and record their work in a portfolio of evidence.

Unit 2 Extended Project. 30% of overall qualification

Learners will undertake an extended project that showcases the skills and knowledge they have developed in unit 1 and the knowledge they have gained in unit 3. The project will be in response to a brief set by the exam board. Learners will develop skills in planning and development, making, testing, evaluation and communication.

Unit 3 Fundamentals of Visual Communication. 40% of overall qualification. Written exam 1 hour 30 minutes

Learners will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the applications and characteristics of a wide range of paper, board, polymers, timber and clays. Skills will include using CAM (vinyl and laser cutter) as in industry; using design software for web design and image manipulation; using colour, photography and typography effectively; sketching in 2D and 3D; knowledge of printing and finishing techniques. They will also learn about possible careers within the industry.

What happens when you have finished?

Students will have developed problem solving, planning, developing and manufacturing skills in a variety of graphical materials. This qualification is particularly relevant to anyone who wants to work in the marketing and promotion industry or graphic design industry. The skills developed are highly

sought after by businesses and employers. Students can also use it as a stepping stone to BTEC Extended Level 3 Diploma in Graphic and Interactive Design or A Level Design and Technology: Product Design.

TEXTILES GCSE (2018) (Option)



What will you be learning?

Through the syllabus students will be able to develop further understanding and knowledge of fibres and fabrics, construction of textile products, designing with textiles, creative use of textiles and the textile industry. The candidates will specialise in either **fashion** (garments and accessories) or **furnishings** (textile products which enhance indoor or outdoor spaces and environments). The course is recommended as an option for all students who enjoy designing and making with textiles and who would like to produce garments/accessories or furnishings for themselves or others.

What is the assessment?

One examination paper 40% of the total mark

Coursework/Project 60% of the total mark

What will you be working towards?

The Coursework Project

The Coursework Project can be the candidate's own choice of work. It will involve:

- Preparation of a design folder (around 20 sides of A3) which includes research, analysis, specification, design ideas, development of a solution, evaluating, testing and modification. Graphical communication and use of IT will be taken into account.
- Making a fashion or furnishings product. The product should answer a design brief, look good and be well made.

Fashion eg, sportswear, theatre costumes, fashionable teenage summer wear.

Furnishings eg, interior furnishings for a teenage bedroom, interior decoration/furnishings for coffee shops, soft furnishings for outdoor living spaces to complement existing lines in garden furniture.

Most candidates will wish to purchase their own materials and commercial patterns. Coursework will be returned to candidates after the results.

What happens when you have finished?

You may wish to continue with textiles and can go on to Sixth Form to study at A level. Alternatively there are courses in Art College specialising in Fashion Design and Construction, costume design and courses related to the Textiles Industry. The Textile GCSE will also help gain entry to other creative

courses as students will have developed skills in analysis, evaluation and communication that will help them in future work or learning environments. This qualification is particularly relevant to anyone who wants to work in the creative or production industries.

TECHNICAL AWARD IN FASHION AND TEXTILES LEVEL 1/2 (2019) *(Option)*



About this Qualification

This is an exciting new qualification which will allow students to develop skills further after studying Textiles at Key Stage 3. It is aimed at creative students who enjoy a practical, skills-based focus, developing core skills in designing and making textile products but also learning about and experimenting with the working properties of fabrics and learning about commercial and industrial practices within the fashion industry. It is useful if students can draw and enjoy making in textiles. Students also need to realise that this course is also concerned with investigating and analysing products, producing design folders as well as the designing, making and evaluating of products. Learners need to be prepared to put in extra time after school at various times in this course particularly when working on the extended project.

What will you be learning and what is the assessment?

Learners will complete three mandatory units of study

Unit 1 Skills Demonstration. 30% of overall qualification

Learners will carry out a number of bite-sized projects to demonstrate their ability in 12 set skills or tasks. This will include some teamwork and one of the mini projects allow for this. Learners will produce a series of small practical outcomes and record their work in a portfolio.

Unit 2 Extended Project. 30% of overall qualification

Learners will undertake an extended project that showcases the skills and knowledge they have developed in unit 1 and the knowledge they have gained in unit 3. The project will be in response to a brief set by the exam board. Learners will develop skills in planning and development, making, testing, evaluation and communication. An example of the extended project could be, 'Many young people choose to express their individuality through the clothes and accessories they wear. Develop and create either an item of clothing or a fashion accessory that would appeal to the teenage market'.

Unit 3 Fundamentals of Materials Technology. 40% of overall qualification.

Written exam 1 hour 30 minutes

Learners will learn about and prepare for a written examination when they will be asked questions about textiles materials and components, skills, tools and equipment, ICT and CAD/CAM, working safely, social, environmental, cultural and economic issues, commercial practice and employment opportunities within the world of fashion and textiles.

What happens when you have finished?

This Technical Award is designed to equip learners with the practical skills in Fashion and Textiles they

need to progress to further general or vocational study in many creative areas, not just Textiles. They'll develop a broad understanding of the sector so they can make informed decisions about their career opportunities. Learners will also develop valuable transferable skills including communication and collaboration. Technical Awards count equally alongside GCSEs when applying to do further study in either general or vocational qualifications.

ART AND DESIGN GCSE (Option)



What will you be learning?

The Art and Design Fine Art course is challenging, and involves a lot of independent learning. You will be creating a portfolio of work, undertaking studies in visual analysis of images and objects and understanding their context. From artist studies you will develop your ideas and use different media, modifying your work as it progresses. Observational studies form a key part of the course, working from real life and images. Through your studies you will present a personal and informed final piece, connecting your work with the work of other artists.

What is the assessment?

Examination in OCR Fine Art J171

60% coursework

This will be completed from June to December. The first term will be an introductory course concerned with improving skills in observational drawing, painting, colour theory and the development of ideas. If you are on the two year course you spend the first year on building skills. This will give you the confidence to develop the major unit of work which emphasises the four GCSE Art and Design assessment objectives: develop, explore, record, present.

40% exam

You will be given a choice of several starting points in January before the exam in April. You will use this time to produce detailed preparatory studies as you would for a unit of work. Then you have 10 hours in school over 2 days under exam conditions to produce your final piece. The exam is marked to the same assessment objectives as the units, and therefore should be treated like a slightly smaller piece of coursework.

Most candidates will wish to purchase their own materials. Work is returned to candidates in the January following their GCSE result.

What happens when you have finished?

Students who take GCSE Art and Design can go on to study Art at AS/A Level, or take a foundation studies course in Art and Design at local sixth forms or colleges. Following this there are many career opportunities in the ever growing creative industry. Over 200,000 people in Britain work in careers associated with Art and Design. Many thousands of Art graduates work in the media industry, film, TV, video and photography. British artists and designers have an amazing international reputation and are frequently employed abroad. Some of the careers related to Art are architecture, fashion designer, photographer, ceramicist, graphic designer, theatre and costume design, art therapy, jewellery maker,

product design, animator, community arts worker, exhibition designer/curator, fine artist, illustrator, glass blower/designer, furniture designer, industrial/product designer, interior designer, make-up artist, medical/scientific illustrator, printmaker, textile designer, web designer, production designer theatre/TV/film, set designer, technician, art historian, art journalist, car designer, costume designer, advertising, teacher/lecturer, sign writer, computer graphics/games designer, cartoonist, sculptor.

PERFORMING ARTS (DANCE) BTEC FIRST AWARD *(Option)*



***PLEASE NOTE THAT THIS COURSE CAN NOT BE CHOSEN WITH BTEC PERFORMING ARTS (Acting).**

What will you be learning?

Students must complete the two core performing arts units and the dance skills specialist unit.

The BTEC First Award in Performing Arts encourages personal development through practical participation and performance. It gives learners a wider understanding and appreciation of performing arts through following defined pathways, and gives learners the opportunity to develop a range of skills, techniques and personal attributes essential for successful performance in working life.

Throughout the course, students will be developing their skills as a performer, and alongside this, demonstrating team working skills, and learning about safe practice within their work. They will also be required to explore and develop performance material, using research methods, and to be engaged in reviewing skills and evaluating own progress.

During the course there will be opportunity for:

- Theatre visits
- Local and national performances
- Professional workshops

Students need to show that they are interested in all aspects of the Performing Arts and can engage fully in them. Many students will show this through their contribution to the ever-growing number of school and community events. Some students may not have any formal recognised attainment in the arts but will demonstrate a keenness for it through their knowledge or ability to talk about the subject.

What is the assessment?

Each individual unit will be awarded with either a level 2 (distinction, merit, pass) or a level 1 (pass). If after discussion a student is unhappy with their mark an appeals process can be implemented, details of which can be found on the school's examination notice board. These unit grades combine to form an overall grade. Students can be awarded level 2 distinction*, distinction, merit, pass or a level 1 pass.

The BTEC First Award has units which we assess in school (internal) and a unit that is set and marked by the exam board. This externally marked unit counts for 25% of the overall grade.

Edexcel BTEC Level 1/Level 2 First Award in Performing Arts			
	Core units	Assessment method	Hours
	Individual Showcase	External	30
	Preparation, Performance and Production	Internal	30

What happens when you have finished?

This course provides a pathway to Level 3 courses such as BTEC Nationals and A-level. Indeed, several past learners have used this as a stepping stone to Level 3 Dance courses and then onto Degree courses.

As the examination boards change in future, Dance students may be expected to explore some Drama

DRAMA GCSE (Option)**What will you be learning?**

GCSE Drama is all about understanding what it is like to use your drama skills to create your own devised work as well as 'bring to life' the work of others. You will have the chance to study influential theatre practitioners, theatre genres, live current professional work and 2 scripts from differing time periods, as a way of developing your drama/performance support skills.

The course is in three parts:

- **In Component 1- Devising Theatre**, in groups you will create a devised performance from a selection of stimuli (a song, photograph, historic event, news article for example). You can either be assessed as a performer or in a performance support role (Lighting, Sound, Set or Costume) for your final piece. You will also be assessed through a working diary which needs to be kept throughout the process and you will complete a final written evaluation of your piece, under controlled assessment conditions.
- **In Component 2- Performing from a Text**, you will study a play as a class and then perform extracts (or take a performance support role) in front of an outside visiting examiner.
- **In Component 3- Interpreting Theatre**, you will study a set text as a class and attend a live theatre performance to answer questions in a 1 hour 30 minute written exam.

Throughout the course you will learn about key drama skills, theatre styles, genres, practitioners and acting/technical skills. You will be able to apply and use these skills during your exam work.

What is the assessment?

The examination for GCSE Drama for component 1 is teacher assessed (through the final performance piece, a working diary and written evaluation), component 2 is a performance of extracts from a play assessed by an outside examiner and component 3 takes the form of a 1 hour 30 minute written exam with questions on a set text and the live performance you went to see.

What happens when you have finished?

As well as acquiring the skills involved in creating and performing (or supporting) drama, you will have been able to acquire skills in working with others, presenting, problem solving, self-expression and communication. You will find that drama can help you feel more self-confident and prepare you to deal with a range of different situations and people.

In addition, if you are interested in pursuing acting or performance support at college or as a career, the skills and knowledge you gain in this GCSE course will be invaluable.

Requirements to take the course:

We will attend at least one live theatre performance as a class but it is highly recommended for students to see at least one other piece of live theatre in preparation for their written exam.

PERFORMING ARTS (ACTING) BTEC FIRST AWARD (Option)

***PLEASE NOTE THAT THIS COURSE CAN NOT BE CHOSEN WITH BTEC PERFORMING ARTS (Dance).**

The BTEC course gives students the opportunity to put their performing skills/performance support skills into practice in a work-related context. As part of the course you will work on solo and ensemble pieces and on devised and scripted performances. The majority of the course is practical and students will be expected to develop their performing/performance support skills throughout. During the course there will be opportunities to attend live performances and professional workshops to develop your skills.

What will you be learning?

The course covers the following units:

- **Unit 1 Individual Showcase-** you will prepare as either a performer or in a performance support role (lighting, sound, costume, set, props or make up) for a fictional audition/presentation which is recorded for an outside examiner. This includes completing a formal letter of application.
- **Unit 2 Preparation, Performance and Production-** you will take part in and carefully document your preparations for an internally assessed live devised performance as either a performer or in a performance support role.

You will choose between these 2 optional units-

- **Unit 3 Acting Skills-** you will develop your acting skills to rehearse and then perform an existing scripted piece, which is internally assessed by your teacher.
- **Unit 4 Production Skills for Performance-** you will develop your technical skills to support a performance of an existing scripted piece which is internally assessed by your teacher.

What is the assessment?

All units are internally assessed and externally moderated, apart from the Individual Showcase, which is recorded for an outside examiner. Each unit or partial unit is marked to level 2 pass, merit, distinction or level 1 pass. Teachers will discuss with each student the reasons why they have been awarded their mark. If after discussion a student is unhappy with their mark an appeals process can be implemented, details of which can be found on the school's examination notice board. Unit grades combine to form an overall grade; students can be awarded level 2 distinction*, distinction, merit, pass or a level 1 pass.

What happens when you have finished?

BTEC Performing Arts (Acting) gives students a real insight into which performing/performance support career paths are available should they wish to take their performing arts further. This course is also an excellent stepping stone to further education, BTEC level 3, A-level and Performing Arts degree courses. It can give students a chance to develop their performing/performance support skills as well

as their independent learning and team working skills. It is also an excellent course for building their confidence and self-esteem.

As the examination boards change in future, Drama students may be expected to explore some Dance

MUSIC FIRST AWARD BTEC (Option)



The delivery of this specialist course is based heavily on studying music in relationships with vocational practice. The BTEC course gives students the opportunity to put their skills into practice in a work-related context.

What will you be learning?

The course covers four units:

- The Music Industry
- Managing a Music Product
- Introducing Music Performance
- Introducing Music Composition

The majority of the course is practical and students will be expected to develop their technical skills whilst acquiring new performance skills. As part of the course students will work and perform as a soloist, as part of a musical ensemble, produce a musical recording, and learn how musicians use computer systems. During the course there will be the opportunity to attend live local performances and attend professional workshops. Students will play in school and community performances as part of their course.

What is the assessment?

The only exam is at the end of the course and will be based on Unit One – the Music Industry (25%). The rest of the course is internally assessed throughout (75%).

Each unit or partial unit is marked to level 2 pass, merit, distinction or level 1 pass. All levels are collated to form overall grades. A sample is then moderated by an external examiner. Teachers will discuss with each student the reasons why they have been awarded the mark they have. If after discussion a student is unhappy with their mark an appeals process can be implemented, details of which can be found on the school's examination notice board. Unit grades combine to form an overall grade; students can be awarded level 2 distinction*, distinction, merit, pass or a level 1 pass.

What happens when you have finished?

BTEC Music gives students the opportunity to develop an awareness of the vastness of this area and a real insight into which careers are available should they wish to take their music further. This course can act as a stepping stone to further education, BTEC level 3 and music degree courses, but it also

gives students the chance to learn in an aesthetic manner developing co-operative skills, along with confidence and building of self-esteem.

Requirements to take the course:

If you are not currently receiving instrumental/singing lessons then you are recommended to do so, as this work will be vital in supporting your coursework. There are subsidies in place for families receiving government help with income. All students will be expected to contribute to the life of the Music department by playing in concerts and attending some rehearsals in the bands or choirs as this will make up part of the coursework.



Key Stage 4 Options Form 2017-2019

Name Tutor Group

EBacc Pathway (strongly recommended as per the DfE guidance)	Choose one (✓)		Choose one (✓)		Choose three subjects by stating '1', '2', '3' in order of preference	
	French	<input type="checkbox"/>	Geography	<input type="checkbox"/>	French	<input type="checkbox"/>
	Spanish	<input type="checkbox"/>	History	<input type="checkbox"/>	Spanish	<input type="checkbox"/>
	<i>In total, four subjects will be allocated from your choices, if possible</i>				Geography	<input type="checkbox"/>
					History	<input type="checkbox"/>
					Computer Science	<input type="checkbox"/>
					Engineering	<input type="checkbox"/>
					Technical Award in Materials Technology	<input type="checkbox"/>
					Graphic Products or Visual Communication Award	<input type="checkbox"/>
					Food Preparation and Nutrition	<input type="checkbox"/>
					Textiles or Technical Award in Fashion and Textiles	<input type="checkbox"/>
					Art and Design GCSE	<input type="checkbox"/>
					Performing Arts Dance BTEC	<input type="checkbox"/>
					Drama GCSE or Performing Arts Drama BTEC	<input type="checkbox"/>
Music BTEC					<input type="checkbox"/>	
PE GCSE	<input type="checkbox"/>					
Non EBacc Pathway	Choose one (✓)				Choose four subjects by stating '1', '2', '3', '4' in order of preference	
	French	<input type="checkbox"/>			French	<input type="checkbox"/>
	Spanish	<input type="checkbox"/>			Spanish	<input type="checkbox"/>
	Geography	<input type="checkbox"/>			Geography	<input type="checkbox"/>
	History	<input type="checkbox"/>			History	<input type="checkbox"/>
	Computer Science	<input type="checkbox"/>			Computer Science	<input type="checkbox"/>
	<i>In total, four subjects will be allocated from your choices, if possible</i>				Engineering	<input type="checkbox"/>
					Technical Award in Materials Technology	<input type="checkbox"/>
					Graphic Products or Visual Communication Award	<input type="checkbox"/>
					Food Preparation and Nutrition	<input type="checkbox"/>
					Textiles or Technical Award in Fashion and Textiles	<input type="checkbox"/>
					Art and Design GCSE	<input type="checkbox"/>
					Performing Arts Dance BTEC	<input type="checkbox"/>
					Drama GCSE or Performing Arts Drama BTEC	<input type="checkbox"/>
Music BTEC					<input type="checkbox"/>	
PE GCSE					<input type="checkbox"/>	

<p>Are you talented in science and interested in three separate awards in Physics, Chemistry and Biology? Y/N</p> <p>Would you prefer this as an extra GCSE (2 hours) after school or in the options above?</p> <p style="text-align: center;">After school Y/N In options Y/N</p> <p>If in the options, which of your choices marked above do you wish to give up?</p> <p>Please use this space to let us know of any course you would like to have been offered as we may be able to offer an off-site course.</p>

Please note that although most students will be able to study the options of their choice, occasionally this is not possible. Subject to students' choices and the viability of teaching groups, we reserve the right to withdraw courses.

Parent's signature Student's signature

PLEASE COMPLETE AND DETACH THIS FORM AND RETURN TO STUDENT SERVICES BY MONDAY 24 APRIL 2017