



THE FIVE ISLANDS SCHOOL

Key Stage 4

OPTIONS BOOKLET

2010

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## Introduction

This booklet is our Curriculum Guide to the last two years of compulsory schooling known as Key Stage 4. Its purpose is to inform pupils and parents about our Year 10 and 11 curriculum, the compulsory and optional subjects to be studied and the examinations to be taken. Please use it to help make your choice now and also as a source of reference throughout the coming two years.

Having a choice allows opportunities to develop particular interests and abilities. The basis of choice should be to maximise the chances for success across the whole curriculum. We have completed two student consultations in order to inform the option blocking and have taken student preference into account when setting the blocks. The option blocks and option courses are also influenced by staffing and timetable constraints, but we will do our best to ensure you get the course best suited to your needs.

Please take the time to read all sections of the booklet; particularly the overview of the Key Stage 4 curriculum. It is important that option choices are informed choices; as such, attention must be paid to the *blocking pattern* of option subjects and to the *recommendations and restrictions* section of this booklet.

We also advise you to look carefully at the DCSF Progression Routes diagram so that you understand how this important phase of education fits with wider educational progression routes. The **VAP** identification helps you to understand the focus for assessment on the different courses. The distinguishing factor is the amount of assessment which is exam based compared to portfolio or coursework based.

Our Year 9 Options Evening this year is on Thursday 25<sup>th</sup> February; between 4.15pm and 6pm. Teaching staff will be situated in the Hall at the Secondary Base.

Liz Duffy-Griffiths  
Assistant Headteacher Secondary

## Leader of Learning Message Personalised Learning

One of the major changes in the school in the last few years has been the increased emphasis on personalising learning so that we shape our teaching to really suit each individual student. This means taking into account every pupil's personal qualities, preferred learning styles, past achievements and vision for the future, as well as their simple subject preferences. It is not always easy to achieve the right balance, but as long as we keep the overall picture in mind (where is this young person going?) we have a good chance of making appropriate choices.

On occasions, a certain combination of subjects may not be possible, but remember that the main task is to provide a Key Stage 4 course which will allow the student to fulfil his/her ambitions later on in the wide world. As long as that happens, the detail is less vital.

Having said that, we are all starting out with the intention of finding *exactly* the right blend for each student, and look forward to discussing and planning for the future with you.

Ben Probert  
Leader of Learning

## Extended Learning

Extended Learning replaces the Enrichment programme for KS4 students. Extended Learning allows a 'deep learning' experience in certain areas of the curriculum such as Physical Fitness, Careers, Personal, Health, Social, Economic and Enterprise Education. Additionally, some Key Stage 4 students may be required to choose Extended Learning modules which directly relate to their option choices - see individual course descriptors for more details.

## Work Related Learning

Work related learning is a key aspect of the Key Stage 4 curriculum. Work-related learning activities are intended to develop knowledge, skills and understanding useful in the workplace and working life. There are three strands of work related learning; learning *through* work by doing work experience, (Julie Hicks is Work Experience Co-ordinator), and/or having a part-time job, learning *about* work through careers education and perhaps studying a vocational subject, learning *for* work by developing skills for enterprise and employability through problem solving exercises, work simulations and mock interviews.

## *Careers Information, Advice and Guidance*

### *The Careers Library*

The Carn Thomas Base has a small library of careers information situated in the IT room. The library resources include excellent booklets, magazines and information about various schools and colleges.

**Penny Rogers** is in the Careers Library at break on most Wednesday mornings during term time. Students or parents can make contact at this time and are welcome to use the resources. Alternatively, an appointment can be made via reception for a specific meeting time or a specific information request.

### *Computer Programmes*

All secondary students have careers programmes, Kudos and Higher Ideas, on their laptops. These very useful resources are full of information and are easy to use. They give details about many jobs or particular subject areas or interests.

### *Connexions*

During the year Tim Moody visits the school regularly. He works with students exploring the kinds of choices they will make over the coming months and years. Tim attends various school-related meetings in Scilly including parents' evenings. Tim also runs group sessions, in and out of school, which deal with youth-related topics and challenges; for example '*Stronger Voice*' training. From Year 9, students compile action plans with Tim, outlining routes into careers. These action plans include job descriptions, necessary qualifications, examining various schools and colleges, courses and entry requirements. Connexions continue to offer help and support to students after they leave the Five Islands School.

### *Youth Support*


Fran Brint liaises with parents and students, both in Scilly and on the mainland. She works with Year 9, 10 and 11 students in and out of school, often in partnership with Tim Moody. Most importantly she visits students from the Islands while they are studying on the mainland to try to ensure that they are safe, healthy and happy. Fran is the key person to speak to regarding accommodation needs. She is there for students and parents; to talk through any problem, however small, or just to have a friendly chat.

### *Children's Services*

Helen McGuinness works closely with the student council and provides brilliant support for student events throughout the year. Helen is the key member of Council personnel who deals with all Youth Parliament work. Helen and her Youth Hub team have a school notice board to keep students informed about up and coming events and services.

## Recommendations & Restrictions

Option choices should be informed choices. It is very important that careful consideration is given to the following information before any choices are made:

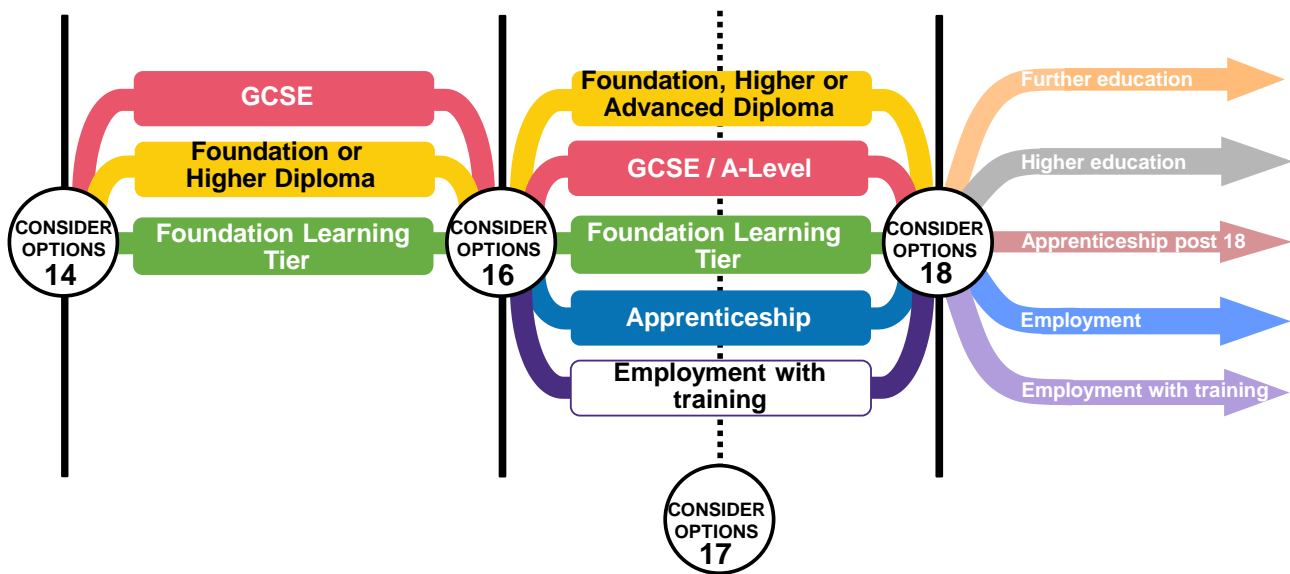
- You may only choose **one** subject in each timetable block with the following exceptions:
  - ⇒ Diploma Business, Administration & Finance must be chosen in all three blocks.
  - ⇒ BTEC Diploma Hospitality must be chosen in two blocks.
- Students wishing to study any Science subject at A-level are advised to choose Separate Science as an option.
- Students wishing to pursue careers in any field of medicine are advised to choose Separate Science as an option.
- Students are reminded that the top universities expect applicants to have a GCSE in a Modern Foreign Language.
- A minimum of five students are required for any option subject to run; where the minimum is not reached, the Senior Leadership Team will make the final decision on whether a course is viable and the decision will be non-negotiable.
- The BTEC Hospitality course is limited to six students.
- A contributory equipment charge of £25 and a commitment to travel to Longstone Cafe and Heritage Centre for some lessons is required for the BTEC Hospitality course.
- A contributory materials charge is required for DT Product Design and is to be arranged by the class teacher in preparation for coursework.
- A number of the option courses require students to choose a complimentary Extended Learning module – see the course descriptors for details.
- All courses are subject to staffing and timetabling constraints; should your first choice of course not be available we will discuss alternative options with you.
- Read the  descriptions carefully and discuss all choices with the relevant teaching staff before making a final decision.

# DCSF Progression Routes



## New pathways

The qualifications currently available are being brought together into a series of distinct pathways:



### *Foundation Learning at the Five Islands School*

Foundation Learning Students are able to access all the GCSE options at Entry Level and all the BTEC options at Introductory Level. TA support will be aligned to subject areas for any student who requires a Foundation Learning package. A full range of ASDAN awards and Key Skills qualifications are also available. We personalise our Foundation Learning programmes and will create a curriculum package that capitalises on personal interests and personal strengths.

## Key Stage 4 Curriculum Structure Years 10 and 11

The programme is made up of three elements; the *Core Subjects of the National Curriculum*, the *Complementary Core of legally required elements* and the *Option subjects*.

### National Curriculum Core

<i>Qualifications</i>	<i>Subject</i>
2 GCSEs	English Language and English Literature
1 GCSE	Mathematics
2 GCSEs	Science (Double Award)
1 GCSE (some students will sit a short course)	Applied Information & Communication Technology (ICT)
<i>No qualification awarded</i>	Religious Education (RE)

### Complementary Core

<i>Qualifications</i>	<i>Subject</i>
<i>No qualification awarded</i>	Physical Education (PE)
<i>No qualification awarded</i>	Personal, Social, Health, Economic & Enterprise Education (PSHEEE)
<i>No qualification awarded</i>	Citizenship
<i>No qualification awarded</i>	Careers Education
<i>No qualification awarded</i>	Work Experience

### The Option Subjects

(Alphabetically by qualification type)

<i>Qualification</i>	<i>Subject</i>	<i>Qualification</i>	<i>Subject</i>
BTEC First Certificate (equivalent of 2 x GCSE grades A*–C)	Applied Science	GCSE	DT Product Design
BTEC First Diploma (equivalent of 4 x GCSE grades A*–C)	Hospitality	GCSE	French
BTEC First Certificate (equivalent of 2 x GCSE grades A*–C)	Travel and Tourism	GCSE	Geography
Diploma (equivalent of 7 x GCSE grades A*–C)	Business, Administration and Finance	GCSE	History
EPQ (equivalent of 1 x AS level)	Extended Project Qualification	GCSE	Music
GCSE	Art & Design	GCSE	PE
GCSE	Child Development	GCSE	RE
GCSE	Drama	GCSE	Separate Sciences

## KS4 Options 2010

Block A	Block B	Block C	Block D
<b>GCSE History</b>	<b>BTEC First Diploma Hospitality</b> (equivalent of 4 GCSEs at grades A*-C)	<b>BTEC First Diploma Hospitality</b> (equivalent of 4 GCSEs at grades A*-C)	<b>GCSE Geography</b>
<b>L2 Diploma Business, Administration and Finance (BAF)</b> (equivalent of 7 GCSEs at grades A*-C)  Level 5b English or above is required to apply for this course	<b>L2 Diploma Business, Administration and Finance (BAF)</b> (equivalent of 7 GCSEs at grades A*-C)  Level 5b English or above is required to apply for this course	<b>L2 Diploma Business, Administration and Finance (BAF)</b> (equivalent of 7 GCSEs at grades A*-C)  Level 5b English or above is required to apply for this course	<b>GCSE French</b>
<b>GCSE RE</b>	<b>GCSE Art and Design</b>	<b>GCSE Drama</b>	<b>GCSE Separate Sciences</b>
<b>GCSE French</b>	<b>GCSE Design Technology</b>	<b>GCSE Design Technology</b>	<b>GCSE Child Development</b>
<b>BTEC First Extended Certificate in Applied Science</b> (equivalent of 2 GCSEs at grades A*-C)	<b>GCSE PE</b>	<b>GCSE PE</b>	<b>BTEC First Extended Certificate Travel &amp; Tourism</b> (equivalent of 2 GCSEs at grades A*-C)
		<b>L3 Extended Project Qualification (EPQ)</b> (equivalent of 1 AS qualification)  Level 6a English or above is required to apply for this course	<b>GCSE Music</b>

**Vocational**

learning related to the workplace; is often skills based, all or the majority of assessment is portfolio based.

**Academic**

learning related to specific subjects; is often theory based, all or the majority of assessment is exam based.

**Practical**

learning is a combination of theory and practical work, assessment is a combination of exam and practical assessment.

# Compulsory Core Course Descriptors

Core  
GCSE English

Qualification Type	GCSE – two separate examinations in English and English Literature. The overall aim is to encourage students to express themselves effectively and to interpret the writing of others accurately.
Exam Board	AQA Specification A
Grade Range available	A* – G
Exam and Tiers of Entry	Higher and Foundation tiers Examination = 60%
Coursework	Coursework = 40%
Opportunities for post 16 study	Students wishing to take English at A Level are expected to have a good grade in BOTH subjects. English GCSE is an important qualification for many courses and jobs. English is also very important for students wishing to specialise in subjects such as Media Studies, Communication Studies, Law, History, Sociology and Psychology. Most universities demand an English GCSE qualification for ALL of the courses they offer – even the more technical ones.
Opportunities for Work Related Learning	Media Interpretation Work
What will I learn?	Students will be aiming to reach Grade C or above at GCSE in each of the three areas: Speaking and Listening Reading Writing
How will I learn?	During the course students will produce a variety of written and spoken work as well as reading a range of texts. They will be assessed in all three areas.  Students will study a range of literature from different periods, which will include poetry, prose and drama. They will prepare coursework based on a number of texts covered during Years 10 and 11.
Staff Contact	Ben Probert

Core  
GCSE Mathematics

Qualification Type	GCSE (Linear Specification)
Exam Board	Edexcel
Grade Range available	Higher Tier (A* to D) Foundation Tier (C to G)
Exam and Tiers of Entry	Two examinations. One will be a calculator paper, the other a non-calculator paper, each worth 50% of the total marks. Foundation papers will be 1 hour 30 minutes; Higher papers are 1 hour 45 minutes long.
Coursework	None
Opportunities for post 16 study	AS and A Level Maths or statistics. GCSE Maths is vital to students wishing to study sciences or engineering. Many college courses will require at least a C grade Maths GCSE.
Opportunities for Work Related learning	The numeracy skills developed in Mathematics are an essential requirement for most jobs today.
What will I learn?	GCSE Mathematics covers a wide range of basic knowledge and skills, grouped into six areas: Number Algebra Geometry Measures Probability Statistics
How will I learn?	Use knowledge and understanding to make connections between mathematical concepts. Apply the functional elements of mathematics in everyday life and real life situations. Acquire and use problem solving strategies. Reason mathematically, make deductions and inferences and draw conclusions. Interpret and communicate mathematical information in a variety of forms appropriate to the information and content.
Staff Contact	Dave Baxter

## Core

### GCSE Science GCSE Additional Science

Qualification Type	GCSE Science (Year 10) GCSE Additional Science (Year 11) These are two separate GCSE Qualifications
Exam Board	Edexcel 360
Grade Range available	A* – G
Exam and Tiers of Entry	Foundation Tier (C to G grades) Higher Tier (A* to D grades)  All students have access to higher tier materials during lessons and homework. The decision as to their tier of entry is flexible for each module.
Coursework	The specific coursework requirements will be decided by the class teacher and incorporated during the course.  Each GCSE has internal and external assessment components. These are fixed for GCSE Science (taken in Year 10) but there is some flexibility in the ratio of internal: external assessment in GCSE Additional Science (Year 11).
Opportunities for post 16 study	These courses are excellent grounding for any student wishing to pursue the study of Biology, Chemistry and Physics at AS and A-level. They are also useful for the study of any health, science, sporting or engineering courses at post sixteen.
Opportunities for Work Related Learning	Science follows the " <i>How Science Works</i> " Guidelines.
What will I learn?	Broad range of scientific skills.
How will I learn?	Through conducting practical experiments and following theoretical practice.
Staff Contact	Laura Beattie or Mike Rigby

Core  
GCSE Information and Communication Technology (ICT)

Qualification Type	GCSE
Exam Board	WJEC
Grade Range available	A*– G Candidates achieving less than the minimum mark for Grade G will be unclassified.
Exam and Tiers of Entry	GCSE Single award and Short course qualifications are reported on an 8 point scale from A* to G.
Summary of Assessment	<p>Unit 1: Understanding ICT Single award 20%; Short Course 40% External Assessment: 1½ hours</p> <p>Unit 2: Solving Problems with ICT Single award 30%; Short course 20% Controlled Assessment: 22½ hours</p> <p>Unit 3: ICT in Organisations Single Award 20% External Assessment: 1½ hours</p> <p>Unit 4: Developing Multimedia ICT Solutions Single Award 30% Controlled Assessment: 22½ hours</p>
Opportunities for post 16 study	<p>This course can lead to:</p> <p>A levels – ICT, Computer Studies, Business and Information Studies</p> <p>Vocational Qualifications – Applied ICT Level 3, Applied Business Studies Level 3</p>
Opportunities for Work Related learning	TIC, Council, industry
What will I learn?	<p>This GCSE provides the opportunity to use ICT to:</p> <p>Produce high quality computer generated documents</p> <p>Understand information requirements and user needs</p> <p>Design a computer system</p> <p>Develop ICT project management skills</p> <p>Enhance creativity and communication</p> <p>Equip students with some of the skills they need in the work place or in further education or training.</p>
How will I learn?	Independently and through various classroom activities
Staff Contact	Adam May

Core  
GCSE Religious Education (RE)

Qualification Type	<i>No qualification awarded</i>
Exam Board	<i>No qualification awarded</i>
Grade Range available	<i>No qualification awarded</i>
Exam and Tiers of Entry	<i>No qualification awarded</i>
Coursework	<i>No qualification awarded</i>
Opportunities for post 16 study	<p>In the world of work, employers look for someone with an enquiring mind; an appreciation of different viewpoints, an ability to come to clear, balanced decisions. These skills are all developed through Religious Studies.</p> <p>A variety of A-Level Religious Education courses are available.</p>
Opportunities for Work Related Learning	Communication and planning skills developed in this course are useful for the world of work.
What will I learn?	The course covers all elements of RE as set out in the National Curriculum non-statutory programme of study.
How will I learn?	<p>The course is delivered in themed projects. The themes allow you to explore many aspects of religion, philosophy and ethics.</p> <p>RE provides you with the chance to study issues and questions that matter. What is the value of life? What beliefs will you live by? What different ideas about God and life after death are there?</p> <p>In studying RE you will be able to develop your own thoughts and ideas about moral and ethical issues and questions of belief. This is why some people call RE the "Science of Life".</p>
Staff Contact	Liz Turner

Core  
Physical Education (PE)

Qualification Type	<i>No qualification awarded</i>
Exam Board	<i>No qualification awarded</i>
Grade Range available	<i>No qualification awarded</i>
Exam and Tiers of Entry	<i>No qualification awarded</i>
Coursework	<i>No qualification awarded</i>
Opportunities for post 16 study	BTEC and AS/A Level
Opportunities for Work Related Learning	Coaching courses
What will I learn?	<p>This course is designed to give pupils an overall physical education experience. Pupils will not only participate in a variety of team and individual activities; they will also be involved in officiating, coaching and using their knowledge for analysis and evaluation.</p> <p>During Key Stage 4 students will continue to follow a broad and balanced PE Curriculum. This will include areas of activities from games, athletics, gymnastics and health and fitness. There will be more emphasis on roles such as performer, coach, choreographer, leader and official. They will be encouraged to make informed choices about what role they want to take in each activity. By developing advanced skills and physical competence, the students may have the confidence to get involved in exercise and activity out of school and in later life. They will be taught how to monitor and develop their own training, exercise and activity programmes.</p>
How will I learn?	Participation in a variety of physical activities.
Staff Contact	Martyn Songhurst

Core  
Personal, Social, Health, Economic & Enterprise Education  
(PSHEEE)

Qualification Type	<i>No qualification awarded</i>
Exam Board	<i>No qualification awarded</i>
Grade Range available	<i>No qualification awarded</i>
Exam and Tiers of Entry	<i>No qualification awarded</i>
Coursework	<i>No qualification awarded</i>
Opportunities for post 16 study	AS and A-level Citizenship
Opportunities for Work Related Learning	Work experience during Year 10 and an ongoing careers information programme throughout Years 10 and 11.
What will I learn?	<p>The PSHEEE programme aims to provide students with an appreciation of contemporary issues that are important in the development of the whole person and of their roles in society and the local community.</p> <ul style="list-style-type: none"> <li>• Personal issues linked to emotional well-being and personal safety.</li> <li>• Social issues exploring the world of careers and work through work experience, CVs and personal statements.</li> <li>• Health Education within drugs and S.R.E.</li> </ul> <p>Enterprise Education compliments these areas and encourages a culture of entrepreneurship.</p>
How will I learn?	<p>PSHEEE is delivered by three themed days, spaced throughout the academic year.</p> <p>Citizenship is mapped across the Key Stage 4 curriculum.</p> <p>PSHEEE is a compulsory Extended Learning module for all Key Stage 4 students.</p>
Staff Contact	Liz Duffy-Griffiths

*It is important to note that the school has a detailed policy on Health and Sex Education; endorsed by the Governing Body, which is available to view on request.*

*The Careers element of PSHEEE is complimented by Connexions support provided by Tim Moody and weekly careers support provided by Penny Rogers in the Careers Library. The school is currently seeking 'Investors in Careers' status.*

Option Subjects  
Course Descriptors

Option  
BTEC First Extended Certificate in Science

Qualification Type	BTEC Level 2 Extended Certificate
Exam Board	Edexcel
Grade Range Available	Pass, merit and distinction (Equivalent to 2 GCSEs at grades A-C)
Exam and Tiers of Entry	There are no exams - this is the perfect choice for anyone who doesn't like exams!
Coursework	Students will be assessed by a variety of portfolio tasks throughout the course.
Opportunities for post 16 study	This course is excellent grounding for any student wishing to pursue Science, Health, Engineering and Sports related post-16 options. This qualification is also accepted for access to A Levels in Science subjects.
Opportunities for Work Related Learning	This is a vocational course with emphasis on Science in real life situations. The course also follows the "How Science Works" guidelines.
What will I learn?	Broad range of scientific skills and knowledge and how to apply them.
How will I learn?	Through conducting practical experiments, following theoretical practice and site visits.
Staff Contact	Laura Beattie

Option  
BTEC First Diploma Hospitality

Qualification Type	BTEC
Exam Board	Edexcel
Grade Range available	This is a level 2 qualification equivalent to 4 GCSEs at grades A* to C
Tiers of Entry	Only one tier of entry – BTEC Diploma
Coursework	Course Content is based on internally and externally set projects which form portfolios of evidence. Assessment for the final qualification is 100% portfolio based.
Opportunities for post 16 study	This course is excellent grounding for further study in <i>Catering</i> or <i>Travel and Tourism</i> and a good introduction to those considering a career in catering or hospitality.
Opportunities for Work Related Learning	This course provides opportunities to understand the professional world of the hospitality industry. There are opportunities to work in an industrial setting.
What will I learn?	<p><b>4 Mandatory units</b></p> <ul style="list-style-type: none"> <li>• Investigating the Catering and Hospitality Industry</li> <li>• Products, Services and support in the Hospitality Industry</li> <li>• Principles of Customer service in Hospitality, Travel and Tourism.</li> <li>• Providing Customer service in Hospitality.</li> </ul> <p><b>Optional units</b></p> <ul style="list-style-type: none"> <li>• Planning and running a Hospitality Event</li> <li>• Healthier Food and Special Diets</li> <li>• Applying Workplace Skills</li> <li>• Prepare, Cook and Finish Food.</li> <li>• Contemporary World Food</li> <li>• Alcoholic Drinks</li> <li>• Service of Food at Table</li> <li>• Service of Alcoholic and non-Alcoholic Drinks</li> <li>• Accommodation Services in Hospitality</li> <li>• Hospitality Front Office Operations</li> <li>• Bookkeeping for Business</li> <li>• Consumer Rights</li> <li>• The UK Travel and Tourism Sector</li> <li>• Hospitality Operations in Travel and Tourism.</li> </ul> <p>The choice of optional units will be directly related to the interest of the students and placement opportunities available on the Islands.</p>
How will I learn?	<p>Practical activities: use of computers, role-play, visits to local catering facilities across the islands including lessons at Longstone Heritage Centre. (Students will need to make their own way to Longstone for these lessons.) Students choosing the Hospitality option must take a Hospitality Extended Learning module as a compulsory addition to the course.</p> <p>Places for the Hospitality course are limited to six students.</p>
Staff Contact	Sonia Scott

*Option*  
**BTEC First Extended Certificate in Travel & Tourism**

Qualification Type	BTEC
Exam Board	Edexcel
Grade Range available	This is a level 2 qualification equivalent to 2 GCSEs at grades A* to C
Tiers of Entry	Students work towards a pass, merit or distinction.
Coursework	Course Content is based on internally and externally set projects which form portfolios of evidence. Assessment for the final qualification is 100% portfolio based.
Opportunities for post 16 study	This course is excellent grounding for further study in <i>Travel and Tourism</i> and a good introduction to those considering a career in these industries.
Opportunities for Work Related Learning	This course provides opportunities to understand the professional world of the Travel and Tourism industries.
What will I learn?	<p><b>3 Mandatory units</b></p> <ul style="list-style-type: none"> <li>• The UK Travel and Tourism Sector</li> <li>• Understanding Customer Service in Travel and Tourism</li> <li>• Understanding the Nature and Effects of World Travel</li> </ul> <p>A range <b>Optional Units</b> will be studied including:</p> <ul style="list-style-type: none"> <li>• Development of the UK Travel and Tourism Sector</li> <li>• Developing Customer Service Skills in Travel and Tourism</li> <li>• UK Tourism Destinations</li> <li>• European Holiday Destinations</li> </ul> <p>Plus two further Optional units which will be set according to student preference and work placement availability.</p>
How will I learn?	Practical activities, use of computers, role-play, visits to local Travel and Tourism facilities across the islands.
Staff Contact	Liz Duffy-Griffiths

## Option Diploma in Business, Administration & Finance

Offered in partnership with the **Atlantic Consortium** – Newquay Treviglas, Newquay Tretheris, Wadebridge, Cornwall College and the Five Islands School

Qualification Type	Diploma
Exam Board	AQA
Grade Range available	This is a level 2 qualification equivalent to 7 GCSEs at grades A* to C
Tiers of Entry	N/A
Coursework	There is a L2 Extended Project (5000 words) element to this course.
Opportunities for post 16 study	This course is grounding for further study in <i>Business</i> .
Opportunities for Work Related Learning	This course provides opportunities to understand the professional world of the Business. You will be required to undertake a joint work experience placement with students from the Atlantic Consortium.
What will I learn?	<p>The major topics which will be covered include:</p> <ul style="list-style-type: none"> <li>• business enterprise</li> <li>• business administration</li> <li>• personal finance and financial services</li> <li>• customer service</li> <li>• sales</li> <li>• business communication</li> </ul> <p>The course will also incorporate three separate Functional Skills in Communication, Numeracy and ICT.</p>
How will I learn?	<p>The Diploma is comprised of different elements:</p> <ul style="list-style-type: none"> <li>• Principal Learning (BAF)</li> <li>• Extended Project</li> <li>• Functional Skills</li> <li>• Additional Specialist Learning (1 x other GCSE)</li> </ul> <p>Work will be provided by teachers at Wadebridge School and lessons will be supervised by Mrs Griffiths. Final assessment will be provided by teachers from the Atlantic Consortium.</p>
Staff Contact	Liz Duffy-Griffiths

## Option Extended Project Qualification (EPQ)

Qualification Type	Extended Project Qualification (EPQ)
Exam Board	AQA
Grade Range available	This is a level 3 qualification equivalent to 1 AS qualification at grades A-E
Tiers of Entry	N/A - no examination element
Assessment	<p>The evidence for assessment will comprise the following:</p> <ul style="list-style-type: none"> <li>• The completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form</li> <li>• The project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.</li> </ul>
Opportunities for post 16 study	Level 3 courses are most commonly studied during post 16 education. Your FE provider may not permit you to repeat this qualification.
Opportunities for Work Related Learning	You will develop independent research and time management skills which are applicable to the world of work.
What will I learn?	<p>You will have an in-depth learning experience based on subject matter of your choice. You will be required to submit a research proposal to your project supervisor.</p> <p>The <b>taught</b> element is likely to include:</p> <ul style="list-style-type: none"> <li>• Any skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study. e.g. safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology.</li> <li>• ICT skills that will enhance the production of the report and/or the development of the project covering research, analysis and execution</li> <li>• research skills including the ability to search for and identify suitable sources of information and prior research or relevant work already undertaken</li> <li>• project management skills including time, resource and task management</li> <li>• in the case of a performance, production or artefact, the format and content of rehearsal notes, initial sketches or other working documents in the stages of production</li> <li>• the format and structure of accepted academic forms of research report to include abstract, introduction, background research, further research content with all sources cited, discussion, conclusion, references, including the evaluation of sources</li> <li>• Personal, Learning and Thinking Skills, Functional Skills and Key Skills</li> </ul>
How will I learn?	<p>The course is organised into a taught element and an independent research element. The taught element is outlined above and is likely to be delivered in seminar style sessions.</p> <p>The research element will be independent and will be supervised but largely unguided.</p>
Staff Contact	Ben Probert or Liz Duffy-Griffiths

Option  
GCSE Art and Design

Qualification Type	GCSE <i>with a focus on drawing and painting</i>
Exam Board	AQA
Grade Range available	A* – G
Exam and Tiers of Entry	Coursework = 60% Controlled test = 40%
Coursework	Students are expected to work on coursework throughout Year 10 and Year 11. They will develop several personal themes in their own style. They will work on research, preliminary studies and a final piece. Ideas are extended through homework linked with class work.
Opportunities for post 16 study	A Level GNVQ or NVQ Foundation Course leading to Further Education at college or university
Opportunities for Work Related learning	Working with practising artists and designers to prepare for work in studio, office, industry environment.
What will I learn?	This course offers many exciting opportunities to explore and develop ideas within the visual world. With the focus on drawing and painting, the course is designed to stimulate creative thinking and visual awareness through the use of new processes, materials and techniques. All activities will make references to historical and cultural themes and all students will be encouraged to build their self confidence through self expression and pride in their work.
How will I learn?	Through drawing and painting using a variety of media. You will work from real life, imagination and memory.  Students will be expected to attend an after school Art workshop once a week.
Staff Contact	Sarah Garratt

Option  
GCSE Child Development

Qualification Type	GCSE
Exam Board	AQA
Grade Range available	Higher tier A* – D Foundation C– G
Tiers of Entry	2 Tiers of entry; Foundation and Higher.
Coursework	Research units on Child Development and play. 6 observational visits on a child aged 1 – 5 years. Detailed evaluation
Opportunities for post 16 study	This course is excellent grounding for further study. A levels Biology and Human Biology. Vocational qualifications NVQ in Early Years Care and Education, Caring for children and young people, Play work, CACH Diploma in Childcare, National diploma in Childcare and Education. Early years Degree and Teaching.
Opportunities for Work Related Learning	This course provides opportunities to work with children in a variety of settings. Students visit childcare establishments across the islands working with Child Minders, Playgroups, the Midwife, Truro Hospital, and attending organised courses related to childcare.
What will I learn?	Course Content is based around the Child Observation and involves making 6 monthly visits to a child aged 1–5 to observe development across a basic range of activities planned by the student. You will learn how children learn and develop through play, and design activities that stimulate development. Research skills and care of babies with the use of Jamie our virtual baby and the help of Mothers in the community.
How will I learn?	Practical activities: use of computers, DVDs, virtual baby. Hands on work with child care providers. Visits from the Midwife. Childcare related external visits and courses. Planned outings with observed child.
Staff Contact	Sonia Scott

Option  
GCSE Drama

Qualification Type	GCSE
Exam Board	AQA <span style="float: right;">www.aqa.org.uk</span>
Grade Range available	GCSE grades A* to G
Exam	<p><b>Written Paper = 40% of final qualification</b></p> <p><b>UNIT 1 Written Paper</b> – comprises of three sections  A – Practical work completed in the course.  B – Study and performance of a scripted play  C – Study of a live theatre performance</p> <p>Assessment for the controlled assessment takes in to account the candidate’s contribution during the preparation period as well as their final performance or design.</p> <p>Controlled Assessment = 60% of final grade.</p> <p>UNIT 2 Options for the controlled assessment are as follows:</p> <ul style="list-style-type: none"> <li>• Devised thematic work</li> <li>• Acting</li> <li>• Improvisation</li> <li>• Theatre-in-Education</li> <li>• Physical Theatre</li> <li>• Set Design</li> <li>• Costume</li> </ul>
Controlled Assessment <i>replaces</i> any written coursework.	
Opportunities for post 16 study	A/S and A/2 courses in Theatre Arts are widely available. Great BTEC and Diploma courses are also available in a range of colleges. Specialist Drama courses exist from 18+ in both Universities and Drama Schools.
Opportunities for Work Related Learning	Many of the techniques relate directly to the working practices in theatres, studios and in education throughout the community. Work experience candidates often welcome in theatres and arts centres.
What will I Learn?	You will learn how to develop the confidence to speak to other people. You will also develop voice control and movement skills. Your knowledge of the technical and health and safety aspects of theatre will be focused on as well as how to direct a play.
How will I Learn?	The majority of sessions are practical and involve planning, preparing and presenting practical drama. There will be some lessons which focus on theory and theatre history.
Staff Contact	Tania Reynolds

Option  
GCSE Design and Technology  
Product Design

Qualification Type	GCSE
Exam Board	AQA
Grade Range available	A* - G
Exam and Tiers of Entry	40% - 2 hour examination - 1 Tier only
Coursework	60% of final mark (portfolio of work & product). (The Controlled Assessment Task has replaced coursework).
Opportunities for post 16 study	GCSE Product Design provides excellent grounding for the study of A-level Design. There is a wide spectrum of Degree courses in Design.
Opportunities for Work Related Learning	Students will be able to transfer their problem solving skills across to any working environment.
What will I learn?	<p>During Year 10 students will design and make a number of products in a wide variety of materials which will build a firm foundation for their Controlled Assessment Task in Year 11. Year 11 will mainly involve the student designing and making a product from a choice set by AQA and producing a portfolio to accompany that product.</p> <p>Syllabus Content</p> <ul style="list-style-type: none"> <li>Designing and making skills</li> <li>Materials: metal, plastic, wood and others</li> <li>Components and adhesives</li> <li>Product analysis</li> <li>Evaluation techniques</li> <li>Social, cultural, moral and environmental issues</li> <li>Health and safety issues</li> <li>Techniques and processes</li> <li>Systems and control</li> <li>ICT CAD/CAM</li> </ul>
How will I learn?	<p>This course allows students to carry out designing and making activities through the use of a variety of materials.</p> <p>The distinguishing feature of this Design and Technology course is its practical nature. Knowledge and understanding is to be used to satisfy the needs of potential clients and consumers, of manufacturing in an industrial and commercial context will be acquired through research.</p>
Staff Contact	Liz Turner

Option  
GCSE Modern Foreign Languages  
French

Qualification Type	GCSE
Exam Board	AQA
Grade Range available	There are two tiers of assessment: Foundation (G-C) and Higher (D-A*). Candidates may be entered for either Foundation or Higher in each skill.
Exam and Tiers of Entry	<p><b><u>Listening Test:</u></b> Examination – 20% Either: Foundation Tier: 30 minutes Or: Higher Tier: 40 minutes</p> <p><b><u>Reading</u></b> Examination – 20% Either: Foundation Tier: 30 minutes Or Higher Tier: 40 minutes</p> <p><b><u>Speaking</u></b> Controlled Assessment – 30% (internally assessed) Two tasks submitted for marking</p> <p><b><u>Writing:</u></b> Controlled Assessment – 30% (externally assessed) Two tasks submitted for marking</p>
Coursework	See Writing above.
Opportunities for post 16 study	Many universities make a MFL GCSE an entry requirement for courses in a wide range of areas.
Opportunities for Work Related Learning	Languages are wanted for all kinds of jobs. See information around the French room.
What will I learn?	Elements of French language and culture
How will I learn?	Oral and written activities, films, DVDs, CD Roms and the internet.
Staff Contact	Armyne Riddy

## Option GCSE Geography

Qualification Type	GCSE
Exam Board	AQA
Grade Range available	Higher Tier (grades A* to D) Foundation Tier (grades C to G)
Coursework (Controlled Assessment)	25% of the final GCSE grade is from two controlled assessments. The first is a local fieldwork investigation based on the IOS (15%) and the second is a Geographical Issue Investigation (10%). They are done separately and at different times.
Opportunities for post 16 study	A level Geography is offered at all local colleges. Other courses related to Geography GCSE are: BTEC diplomas in Finance, Leisure and Tourism and Countryside and Environmental Studies.
Opportunities for work related learning	Possible employment opportunities where Geography can make an impression are Architecture, Environmental Conservation, Town Planning, Countryside Management, Journalism, Travel and Tourism, Social Work, Surveying, Environmental Health and Oceanography.
What will I Learn?	<ol style="list-style-type: none"> <li>1. Managing Places in 21<sup>st</sup> Century The Coastal Environment (25%) 1 hour exam</li> <li>2. Hostile World Living with Natural Hazards (25%) 1 hour exam</li> <li>3. Investigating the Shrinking World Investigating Global Tourism (25%) 1 hour exam</li> </ol> <p><i>These may be taken as 3 separate exam modules spread over the 2 years of the course.</i></p>
How will I learn?	<p>The course seeks to interest and challenge students. The subject does require a degree of independent research, fieldwork and motivation, both inside and outside the classroom. Students will develop skills in sketching and using photographs to enhance understanding.</p> <p>Students are also encouraged to be questioning, critical, analytical, observant and creative.</p> <p>A compulsory extended learning module is required for study with this course.</p>
Staff Contact	Kevin Leeman

## Option GCSE History

Qualification Type	GCSE
Exam Board	AQA Schools History Project
Grade Range available	A* – G
Exam and Tiers of Entry	Two examinations accounting for 75% of the final mark Students will sit two papers on: The development of medicine Germany 1919–45
Coursework – Controlled Assessment	25% <u>History on Scilly</u> This History Around Us element of the course explores the histories behind Star Castle, Harry's Walls and the Garrison. Students will present their own research work which will count towards their final exam. This is a controlled assessment task.
Opportunities for post 16 study	The course is ideal for those wishing to study History at A/AS level. Indeed, it is a good platform for further study in any humanities based course.
Opportunities for Work Related Learning	You will see how the work of doctors, nurses and other health professionals has changed over the past hundred years. History improves the range and depth of your personable transferable skills, particularly critical reason and analytical skills.
What will I learn?	<u>Germany 1918 – 1945</u> This in–depth study of one nation’s recent history improves not only knowledge and essay writing skills, but also the power to discuss debate and understand important issues. <u>Medicine through time</u> This study asks important questions on how things develop change and concentrates on the role of individuals and their impact on people and medicine.
How will I learn?	GCSE History does not aim to merely cram students with factual knowledge, but aims to interest and challenge as well as prepare and equip for life. Students will be taught to be critical, questioning, analytical, reflective and organised.  A compulsory Extended Learning module is required for study with this course.
Staff Contact	Steve Wainwright

## Option GCSE Music

Qualification Type	GCSE
Exam Board	AQA
Grade Range Available	A* – G
Exam and Tiers of Entry	<p>This GCSE is <b>80% coursework</b>, and 20% written exam, which involves listening to clips of music and answering questions about them. The exam is 1 hour long.</p> <p>You need to be able to perform on an instrument or sing, but there is no minimum standard. Free instrumental lessons are offered to all GCSE music students subject to availability. Music programmes such as Cubase are also used extensively to support composition work.</p>
Coursework	<p><b>Performance (40%)</b>. You will record 1 solo performance and 1 group performance.</p> <p><b>Composition (40%)</b>. You will do 2 compositions, and write an appraisal of 1 of them. Both are recorded.</p>
Opportunities for post 16 study	This course would be an ideal preparation for AS/A2 level Music, or a vocational course such as BTEC Music Performance or Music Technology.
Opportunities for Work Related Learning	Opportunities to work with professional musicians and to learn about how much technology is used in commercial music studios.
What will I learn?	<p>Three topics are covered</p> <ul style="list-style-type: none"> <li>• Western classical music (including film and music theatre)</li> <li>• Pop music (Blues, 60s, pop, hip hop)</li> <li>• World music (Indian, African, Caribbean)</li> </ul> <p>You will also learn more about the way music is put together by studying and using</p> <ul style="list-style-type: none"> <li>• Rhythm and metre</li> <li>• Harmony and tonality</li> <li>• Texture and melody</li> <li>• Timbre and dynamics</li> <li>• Structure and form</li> </ul>
How will I learn?	Lots of practical work, written activities and independent research. You will also have time to practice your instrumental skills. Music technology will be used for composition work. This is an excellent course if you are a kinaesthetic or auditory learner.
Staff Contact	Debbie Wainwright

Option  
GCSE PE

Qualification Type	GCSE PE
Exam Board	Edexcel
Grade Range available	A* – G
Exam and Tiers of Entry	Long course – one tier of entry
Coursework	Ongoing practical assessments
Opportunities for post 16 study	BTEC and AS/A Level
Opportunities for Work Related Learning	Coaching courses
What will I learn?	We aim to provide opportunities to take a recognised qualification where appropriate.
How will I learn?	<p>The course is 60% practical and 40% theory based with pupils looking at a whole spectrum of class based theory to back up the practical aspect. Pupils will look at physiology, anatomy, fitness and training as well as first aid and maintaining a healthy lifestyle as part of the curriculum. The assessment process will be ongoing throughout the two years and pupils will be continuously assessed on several different activities. From the activities pupils will choose four sports for their final assessment.</p> <p>For each activity the candidate is assessed on the performance of the individual and group skills; application of skills in the activity situation; knowledge of rules and regulations; the ability to analyse and improve their own and others' performance; and the ability to undertake and evaluate a safe health promoting exercise/training schedule.</p>
Staff Contact	Martyn Songhurst

## Option: GCSE Religious Studies, Philosophy and Ethics

Exam Board	OCR
Grade Range available	A* to G
Exam and Tiers of Entry	One tier of entry
Coursework	None
Opportunities for post 16 study	This course would suit students who are looking to study A/AS levels where argument, rational and logical thinking are required. Areas of future study might include philosophy/ethics, law, theology, religious studies, cultural studies, sociology.
Opportunities for Work Related Learning	The ability to hold both verbal and written debates and be persuasive in your thinking builds confidence in your own viewpoint.
What will I learn?	<p>The course is divided into two equal parts of Philosophy and Applied Ethics.</p> <p>Philosophy: Belief about God  The End of Life  Good and Evil  Religion and Science</p> <p>Ethics: Religion and medical ethics  Religion, poverty and wealth  Religion, peace and justice  Religion and equality</p>
How will I learn?	<p>The course is aimed at discussion and debate. Half of the exam marks are from your ability to argue different points of view and build them around a sound understanding of the issues involved.</p> <p>However final assessment is through written exams and so we will practice writing informed and structured responses. A good grasp of written English is therefore of importance.</p>
Staff Contact	Kevin Leeman

OPTION  
*Separate Sciences*  
 GCSE Chemistry, Physics and Biology

Qualification Type	Separate Sciences – independent GCSEs in Chemistry, Physics and Biology
Exam Board	Edexcel 360
Grade Range available	A* – D
Exam and Tiers of Entry	Higher Tier
Coursework	<p>Has a variety of compulsory tasks and exams. There is some flexibility in how a number of the units can be assessed and this can be decided on an individual basis.</p> <p>These three GCSEs demand a high degree of commitment. They take up a large proportion of a student’s timetable and private study time including 14 lessons (10 core and 4 option) of Science a fortnight plus a compulsory enrichment module, accompanied by 3 hours of homework per week. This is a highly demanding but rewarding option.</p>
Opportunities for post 16 study	Students with a keen interest and aptitude for the Sciences who intend to pursue one or more of the subjects to A Level standard or beyond will benefit enormously from taking separate GCSEs in Chemistry, Physics and Biology. In addition, these subjects will create an advantage for students wanting to pursue courses in sporting or health related areas.
Opportunities for Work Related Learning	Science follows the “How Science Works” guidelines.
What will I learn?	A broad range of scientific skills and high demand concepts.
How will I learn?	<p>Through conducting practical experiments and following theoretical practise.</p> <p>A compulsory extended learning module is required for study with this course.</p>
Staff Contact	Laura Beattie or Mike Rigby

## THE GENERAL CERTIFICATE OF EDUCATION (GCSE)

### **Purpose**

The syllabi and methods of assessment in each subject have been specially designed to enable you to show what you KNOW, UNDERSTAND and CAN DO.

### **Grades**

In each GCSE subject you are awarded one of nine grades depending on the marks you get in the examinations and coursework. These grades are A\*, A, B, C, D, E, F, G, and U (Unclassified). A\* is for a few candidates who do exceptionally well and are worth slightly more than an A.

Some subjects e.g. Science result in 2 grades.

English gives two separate grades but from two separate sets of papers, Language and Literature.

### **Modules**

Science is assessed by short examinations (modular tests) at intervals throughout the two year course as well as a final exam.

### **Coursework**

Between 20% and 40% (60% for Technology and Art & Design) of your final grade in most subjects depends on the COURSEWORK you do as part of your regular classroom/homework activities during the two years of the course. Coursework assessment allows the testing of a much wider range of skills and abilities than ordinary exam papers. It enables you to gain credit for your day-to-day work. Some coursework, such as Technology, involves you in making something.

### **Controlled Assessment**

Some courses have had their coursework requirement replaced with controlled assessments. A controlled assessment is similar to a test, it takes place in school and is supervised by the subject teacher. Sometimes other teachers or external moderators will also be involved with controlled assessments. Controlled assessments can be practical in some subjects.

### **Tiered Papers**

To meet the needs of all learners GCSE examinations are available in a number of tiers. This enables all abilities to show what they know, understand and can do. To allow this differentiation between candidates, there are in most subjects two different sets of exam papers, each paper aims to cover a small range or tier of grades. Students will be entered for one of the tier of entry most appropriate to their ability. Tier of entry is the decision of the subject specialist and is non-negotiable.

### **Literacy**

Up to 5% of GCSE marks in coursework, extended projects, some controlled assessments and exams are awarded for correct spelling, punctuation and grammar.

## Glossary of Useful Terminology

### BTEC

A BTEC qualification is a vocational qualification. The Business & Technician Education Council (BTEC) was a subdegree-conferring council in the [United Kingdom](#) until 1996, when its functions were transferred to [Edexcel](#). The council offered [further](#) and [higher](#) education awards, particularly to [polytechnics](#), and in particular the *BTEC Nationals* and *BTEC Higher Nationals* awards which remain prominent.

### GCSE

GCSE stands for General Certificate of Secondary Education. This qualification is normally taken by 15- to 18-year-olds in schools and colleges across the country but GCSEs are available to anyone who would like to gain a qualification in a subject which they are interested in.

GCSE specifications are currently under review and revised specifications will be available for first teaching in September 2009, except for English, English literature, ICT and mathematics, which are for first teaching in September 2010.

### Grade

A point on a scale of performance used to differentiate achievement within a qualification (for example, A\*, A, B, C, D, E).

### Information, advice and guidance (IAG)

People need IAG to make informed choices about local learning and work opportunities. Information is the data about how to access learning and work opportunities. Advice is the additional support given to understand the information. Guidance offers even more in-depth help from a trained adviser.

### Internal assessment

Assessment tasks where learners' evidence is assessed in the centre against criteria provided by the awarding body and subjected to external moderation. The assessment tasks may be set internally at the centre or be provided by the awarding body.

### Internal standardisation

Processes carried out by centres in relation to internally assessed work to ensure consistency within each Line of Learning in relation to the setting of tasks, conduct of tasks and marking of learners' assessment evidence. Internal standardisation thereby ensures that all learners are judged against the same standards regardless of which teaching group they are in or which assessor marks their work.

## Key Stage 4 curriculum

At key stage 4 all students are required to study English, mathematics, ICT, science, citizenship, physical education, religious education, sex education, careers education and work-related learning

## Moderation

The process through which internal assessment is monitored to ensure that it meets required standards, and makes adjustments to results where required to compensate for any difference in standards that are encountered.

## National Curriculum

The National Curriculum is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent. It sets out:

- the subjects taught
- the knowledge, skills and understanding required in each subject
- standards or attainment targets in each subject – teachers can use these to measure a child's progress and plan the next steps in his or her learning
- how children's progress is assessed and reported.

Within the framework of the national curriculum, schools are free to plan and organise teaching and learning in the way that best meets the needs of their pupils.

## NVQ

National vocational qualification

## Programme of study

The statutory elements of the National Curriculum that all students at Key Stage 4 must cover while at school or college.

## Qualification specification

A detailed statement that defines the purpose, content, structure and assessment arrangements for a qualification.

## Regulators for qualifications

Statutory organisations that are required to establish national standards for qualifications and ensure consistent compliance with them. The regulators for England, Wales and Northern Ireland are respectively: Ofqual, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) and the Council for the Curriculum, Examinations and Assessment (CCEA).

### Standardisation

A process to ensure that the assessment criteria for a qualification or unit are applied consistently by assessors, moderators and verifiers.

### Unit

The smallest part of a qualification that is capable of certification in its own right.

### Unit grade

The grade awarded for each unit. This applies to the principal learning qualification.

### Unit grade boundary

The lowest mark on the scale deserving of a particular grade.

### Verification

A process of moderation that includes local checking of assessment processes and decisions.

### Vocational GCSE

A GCSE qualification with a high vocational element of learning.

### Work experience

Work experience provides opportunities for learning about skills and personal qualities, careers, roles and structures that exist within a workplace or company. Learners gain insights into, and experience of, personal responsibilities, competencies, key skills and tasks within a workplace. Where well structured, work experience helps young people understand the functions of different people at work and the range of opportunities within a company. It gives insights into the relevance to working life of subjects and raises awareness of enterprise and entrepreneurial ability.

## Useful Websites

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.qca.org.uk](http://www.qca.org.uk)

[www.gcsebitesize.com](http://www.gcsebitesize.com)

[www.curriculum.qcda.gov.uk](http://www.curriculum.qcda.gov.uk)

[www.directgov.co.uk](http://www.directgov.co.uk)

[www.connexions.org.uk](http://www.connexions.org.uk)