

Five Islands School



KS4 Options 2011

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Introduction

This booklet is our Curriculum Guide to Key Stage 4. Its purpose is to inform students 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 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.

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/controlled assessment based.

Our Year 9 Options Evening this year is on Monday 21st March between 4.00pm and 6pm. Teaching staff will be situated in the Hall at the Secondary Base.

Liz Duffy-Griffiths
Assistant Headteacher Secondary

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

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.

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



Transition Support

Some students may benefit from additional support during the transition from KS3 to KS4 and again during the transition from KS4 to KS5. Children's Social Care are able to provide this additional support in their Family Support or Additional Needs/Disability capacity. The Local Authority follows national transition protocols and works in partnership with School, Health and other agencies to secure the best possible outcomes for young people on the Isles of Scilly. (The Local Authority is also able to provide transition support via their Performance and Commissioning Manager as an alternative to Children's Social Care – both teams follow national transition protocols.) Please speak to a member of school staff if you would like more information about transition support. Alternatively you may wish to contact Children's Social Care on 01720 424040 or Mr. Keith Grossett 01720 424005.

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.
- The curriculum time allocation for Science has been increased so that the study of Separate Sciences is now incorporated into the core Science time. Entry for Separate Sciences is at the discretion of the Science class teachers. The decision to enter students for Separate Sciences will be dependent on KS3 Science results – please see the Core Science section of this booklet for more information.
- Students are reminded that the top universities currently expect applicants to have a GCSE in a Modern Foreign Language.
- 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.
- A contributory materials charge is required for DT Product Design and is to be arranged by the class teacher in preparation for coursework.
- 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.

English Baccalaureate

The English Baccalaureate is not a qualification in its own right at this point in time. It is currently a new quality measure by which the Department for Education judges the performance of schools in England. The Department for Education issued a white paper in November 2010 which stated:

"In most European countries school students are expected to pursue a broad and rounded range of academic subjects until the age of 16. Even in those countries such as the Netherlands where students divide between academic and vocational routes all young people are expected, whatever their ultimate destiny, to study a wide range of traditional subjects. So we will introduce a new award – the English Baccalaureate – for any student who secures good GCSE or iGCSE passes in English, mathematics, the sciences, a modern or ancient foreign language and a humanity such as history or geography. This combination of GCSEs at grades A–C will entitle the student to a certificate recording their achievement."*

(The Importance of Teaching: The Schools White Paper 2010 p47)

Further information contained in the White Paper and the Department for Education Business Plan indicates that certification for the English Baccalaureate will begin in 2013 in line with National Curriculum reforms. However, this date has not been confirmed and schools are awaiting further information from the Department for Education.

It is in this context that we believe it prudent for students wishing to pursue more traditional subjects at University to choose subjects which enable them to achieve the English Baccalaureate. However it is important to remember that this will not necessarily become a requirement for entry to University and may be less prudent for those interested in sports; design or the creative and performing arts.



*A number of schools already use the International Baccalaureate
(The principles of which are outlined in the diagram shown above.)*

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 or 3 GCSEs	Science (Double Award) or Separate Sciences
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)	Travel and Tourism	GCSE	French
BTEC First Certificate (equivalent of 2 x GCSE grades A*-C)	Hospitality	GCSE	Geography
EPQ (equivalent of 1 x AS level)	Extended Project Qualification	GCSE	History
GCSE	Art & Design	GCSE	Music
GCSE	Child Development	GCSE	PE
GCSE	Drama	GCSE	RE
GCSE	Design Technology Product Design	GCSE	Textiles

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Block A	Block B	Block C
GCSE History	L3 Extended Project Qualification (EPQ) (equivalent of 1 AS qualification) Level 6a English or above is required to apply for this course	GCSE Geography
	GCSE Music	GCSE Music
GCSE PE	BTEC First Extended Certificate Hospitality (equivalent of 2 GCSEs at grades A*-C)	GCSE Child Development
GCSE Drama	GCSE Art and Design	GCSE French
GCSE French	GCSE Design Technology	GCSE Design Technology
BTEC First Extended Certificate Travel & Tourism (equivalent of 2 GCSEs at grades A*-C)	GCSE RE	GCSE PE
GCSE Textiles	GCSE PE	L3 Extended Project Qualification (EPQ) (equivalent of 1 AS qualification) Level 6a English or above is required to apply for this course

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	IGCSE – 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	Cambridge International IGCSE
Grade Range available	A* – G
Exam and Tiers of Entry	Higher and Foundation tiers Examination = 50% Coursework = 50%
Coursework	Coursework is required for both English and English Literature GCSEs.
Opportunities for post 16 study	Students wishing to take English at A Level are expected to have a good grade in BOTH subjects. English IGCSE 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. The IGCSE is the most highly regarded English GCSE option for University entrance
Opportunities for Work Related Learning	The course covers all elements of the Functional Skills Curriculum which is a basic requirement for many vocational courses in Further and Higher Education
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 QAN Code: 10064333
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

GCSE Science
GCSE Additional Science
GCSEs in Chemistry, Physics and Biology

Qualification Type	GCSE Science (Year 10) GCSE Additional Science (Year 11) These are two separate GCSE Qualifications or 3 separate GCSEs in Chemistry, Physics and Biology (studied across Years 10 and 11)
Exam Board	Edexcel QAN Code: 10055459
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 will be made on an individual basis. The majority of students will take Core and Additional Science. Those with exceptionally high levels (minimum 6a) in all 5 assessment focus areas from KS3 will be entered for 3 separate GCSEs. Both routes are suitable preparation for A level Sciences and satisfy the requirements of the new English Baccalaureate.
Coursework	The internal assessment tasks (25% of each qualification) are written by Edexcel and changed annually. They will be incorporated during the course and the class teacher will decide on the optimal time for their delivery.
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	All Science courses incorporate " <i>How Science Works</i> " and topics are placed in context.
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 Education.</p> <p>A variety of A-Level Religious Studies courses are available (see RS option).</p>
Opportunities for Work Related Learning	A wide variety of communication, planning and reporting skills are developed throughout the course.
What will I learn?	The course seeks to ensure that students are provided with opportunities to analyse and interpret a wide range of religious and ethical concepts. Amongst the issues to be investigated are, the nature of God, life after death, good and evil, the just war, organ transplants, capital punishment and euthanasia.
How will I learn?	The course is delivered in themed projects over each half term. Films are used as stimulus material with the expectation that discussion and note taking will be assessed through short extended essay writing where personal responses and evaluation skills are practised.
Staff Contact	Kevin Leeman

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"> • Personal issues linked to emotional well-being and personal safety. • Social issues exploring the world of careers and work through work experience, CVs and personal statements. • Health Education within drugs and S.R.E. <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>A Year 10 Citizenship Week trip which is delivered by members of the Devon & Cornwall Police team.</p> <p>Timetabled PSHEEE lessons with a particular focus on News and current affairs.</p>
Staff Contacts	<p>Liz Duffy-Griffiths (PSHEEE Themed days)</p> <p>Liz Turner (PSHEEE timetabled lessons)</p> <p>Julie Hicks (Work Experience)</p>

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.

Option Subjects
Course Descriptors

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>3 Mandatory units</p> <ul style="list-style-type: none"> • The UK Travel and Tourism Sector • Understanding Customer Service in Travel and Tourism • Understanding the Nature and Effects of World Travel <p>A range Optional Units will be studied including:</p> <ul style="list-style-type: none"> • Developing Customer Service Skills in Travel and Tourism • UK Tourism Destinations • Planning a Residential Study Visit <p>Optional units will be discussed with the group at the start of the course and set according to student preference and work placement availability.</p>
How will I learn?	Lots of practical activities; extensive use of ICT, role-play and visits to local Travel and Tourism facilities across the islands. A commitment to independent research and good organisation are also key elements of the learning on this course.
Staff Contact	Liz Duffy-Griffiths

Option
BTEC First Extended Certificate 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>2 Mandatory units</p> <ul style="list-style-type: none"> • Investigating the Catering and Hospitality Industry • Products, Services and support in the Hospitality Industry <p>Optional units</p> <ul style="list-style-type: none"> • Planning and running a Hospitality Event • Providing customer service in Hospitality • Applying Workplace Skills • Principles of Customer Service in Hospitality, Leisure, Travel and Tourism. • Prepare, Cook and Finish Food. • Contemporary World Food • Alcoholic Drinks • Service of Food at Table • Service of Alcoholic and non-Alcoholic Drinks. • Accommodation Services in Hospitality • Hospitality Front Office Operations • Bookkeeping for Business • Consumer Rights • The UK Travel and Tourism Sector • Hospitality Operations in Travel and Tourism. <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?	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.)
Staff Contact	Sonia Scott

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"> • The completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form • The project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.
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 taught element is likely to include:</p> <ul style="list-style-type: none"> • 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. • ICT skills that will enhance the production of the report and/or the development of the project covering research, analysis and execution • research skills including the ability to search for and identify suitable sources of information and prior research or relevant work already undertaken • project management skills including time, resource and task management • 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 • 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 • Personal, Learning and Thinking Skills, Functional Skills and Key Skills
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. 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 QAN Code: 50045362
Grade Range available	A* – G
Exam and Tiers of Entry	Coursework = 60% Controlled assessment = 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 research and exploration, recording real life, imagination and memory. Students will be expected to attend an after school Art workshop in Year 11.
Staff Contact	Sarah Garratt

Option
GCSE Child Development

Qualification Type	GCSE
Exam Board	AQA QAN Code: 50043894
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 www.aqa.org.uk QAN Code: 50045076
Grade Range available	GCSE grades A* to G
Exam	<p>Written Paper = 40% of final qualification</p> <p>UNIT 1 Written Paper - 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"> • Devised thematic work • Acting • Improvisation • Theatre-in-Education • Physical Theatre • Set Design • Costume
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 QAN Code: 50044813
Grade Range available	A* – G
Exam and Tiers of Entry	40% – 2 hour examination – 1 Tier only
Controlled Assessment Task	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"> Designing and making skills Materials: metal, plastic, wood and others Components and adhesives Product analysis Evaluation techniques Social, cultural, moral and environmental issues Health and safety issues Techniques and processes Systems and control ICT CAD/CAM
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 QAN Code: 50044709
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><u>Listening Test:</u> Examination – 20% Either: Foundation Tier: 30 minutes Or: Higher Tier: 40 minutes</p> <p><u>Reading</u> Examination – 20% Either: Foundation Tier: 30 minutes Or Higher Tier: 40 minutes</p> <p><u>Speaking</u> Controlled Assessment – 30% (internally assessed) Two tasks submitted for marking</p> <p><u>Writing:</u> 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 QAN Code: 50046676
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, Tourism, Surveying, Environmental Health, Outdoor Education and Oceanography.
What will I Learn?	<ol style="list-style-type: none"> 1. Managing Places in 21st Century: The Coastal Environment – landforms, threats and management. 2. Hostile World: Living with Natural Hazards – earthquakes/volcanoes, tropical storms and wild fires 3. Investigating the Shrinking World: Investigating Global Tourism – patterns, types, world development <p><i>Each unit is worth 25% with 3 separate 1hr 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, using photographs to enhance understanding and various map work skills.</p> <p>Students are also encouraged to be questioning, critical, analytical, observant and creative.</p>
Staff Contact	Kevin Leeman

Option
GCSE History

Qualification Type	GCSE
Exam Board	AQA (Schools History Project) QAN Code: 50045611
Grade Range available	A* – G
Exam and Tiers of Entry	Two examinations accounting for 75% of the final mark Students will sit two papers: <ul style="list-style-type: none"> • 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	History improves the range and depth of your personable transferable skills, particularly critical reasoning and analytical skills. Careers in law, education and all professions involving communication and rational thinking see history as a useful qualification.
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 and 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 instead 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.
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 80% coursework, 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. Subsidised instrumental lessons are offered to all GCSE music students subject to availability.</p>
Coursework	<p>Performance (40%). You will record 1 solo performance and 1 group performance.</p> <p>Composition (40%). You will do 2 compositions, and write an appraisal of 1 of them. Both are recorded and can be done on the computer.</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"> • Western classical music (including film and music theatre) • Pop music (Blues, 60s, pop, hip hop) • World music (Indian, African, Caribbean) <p>You will also learn more about the way music is put together by studying and using</p> <ul style="list-style-type: none"> • Rhythm and metre • Harmony and tonality • Texture and melody • Timbre and dynamics • Structure and form
How will I learn?	<p>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.</p>
Staff Contact	Debbie Wainwright



Option
GCSE PE

Qualification Type	GCSE PE
Exam Board	Edexcel QAN Code: 50046767
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 QAN Code: 4610
Exam and Tiers of Entry	One tier of entry. 4 x1 hour exams with two of the exams sat during the course and two at the end.
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 – Philosophy and Applied Ethics.</p> <p>Philosophy:</p> <ul style="list-style-type: none"> • Belief about God • The End of Life • Good and Evil • Religion and Science <p>Ethics: Religion and –</p> <ul style="list-style-type: none"> • Medical ethics • Poverty and wealth • Peace and justice • the media
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>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 GCSE Textiles

Qualification Type	GCSE <i>with a focus on textile media, techniques and processes.</i>
Exam Board	AQA
Grade Range available	A* – G
Exam and Tiers of Entry	Coursework = 60% Externally set task = 40%
Coursework	Students are expected to work on coursework throughout Year 10 and Year 11. Responses to investigation must be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions. For example, candidates will be expected to demonstrate skills and techniques such as making appropriate use of colour, line, shape, texture, pattern, harmony, contrast and/or repetition.
Opportunities for post 16 study	A Level Foundation Course leading to Further Education at college or university e.g. Fashion/Textile design
Opportunities for Work Related learning	Working with practising artists and designers to prepare for work in studio, office or industry.
What will I learn?	Candidates are required to work in one or more areas of textile design. For example, fashion and/or costume, printed textiles, stitched and/or embellished textiles. We will cover a range of art, craft and design processes. This will include two and three dimensions using a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures.
How will I learn?	You will explore relevant images, artefacts and resources relating to art and design from the past and from more recent times, including European and non-European examples which should be integral to the investigating and making process.
Staff Contact	Sarah Garratt

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. GCSE grades A*–C are level 2 qualifications and GCSE grades at D–G are level 1 qualifications. GCSEs include different tiers of entry most commonly higher and foundation tiers. The tier of entry is decided by the subject teacher. Students who are unable to access the curriculum at level 1 will be able to complete Entry level GCSEs. Coursework has been replaced by controlled assessments which are worth 20% – 60% of the overall GCSE grade depending on the subject being studied.

Grade

A point on a scale of performance used to differentiate achievement within a qualification. the grade range at GCSE is A*–G, a U grade is unclassified.

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. This is sometimes referred to as moderation.

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.

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.

Work experience

Work experience provides opportunities for learning about skills; personal qualities, careers, roles and structures that exist within a workplace or company. Learners gain insights into and experience of personal competencies 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

www.ocr.org.uk

www.edexcel.org.uk

www.wjec.org.uk

www.qca.org.uk

www.gcsebitesize.com

www.curriculum.qcda.gov.uk

www.directgov.co.uk

www.connexions.org.uk

www.dfe.gov.uk