



St Helena School  
Options Booklet 2019

# Contents

<b>WELCOME TO YOUR OPTIONS BOOKLET</b>	<b>3</b>
<b>THE YEAR 9 CURRICULUM</b>	<b>4</b>
<b>QUESTIONS AND ANSWERS</b>	<b>5</b>
<b>FILLING IN THE OPTIONS FORM</b>	<b>8</b>
<b>EXAMPLES OF CORRECT FORMS</b>	<b>9</b>
<b>EXAMPLES OF INCORRECT FORMS</b>	<b>10</b>
<b>CORE SUBJECT DETAILS</b>	<b>12</b>
English Language & English Literature	13
Mathematics	14
Science	15
Physical Education (Core)	16
<b>ADDITIONAL SUBJECTS</b>	<b>17</b>
Art (GCSE)	18
Child Development (Tech)	19
Computer Science (E-Bacc GCSE)	20
Drama (Tech)	21
Events Management (Tech)	22
Food Preparation and Nutrition (GCSE)	23
French (E-Bacc GCSE)	24
Geography (E-Bacc GCSE)	25
Health & Social Care (Tech)	26
History (E-Bacc GCSE)	27
Hospitality & Catering (Tech)	28
IT Media (Tech)	29
Music (Tech)	30
Photography (GCSE)	31
Sport Studies (Tech)	32
Sport & Coaching Principles (Tech)	33

# Welcome to your Options Booklet

When you enter Year 9 you will be in the final stage (Key Stage 4) of your time at St Helena School. The range of subjects you have to study is designed to prepare you for adult life, including further education and employment.

You are about to begin the process which will allow you to express a preference for some of the subjects that you will study. We call this process 'choosing your options' from the subjects which we offer at St Helena School.

This booklet will tell you about the different subjects that can be studied in Key Stage 4 and help you to make the right decisions about what subjects you should choose.

It will also give you instructions on how to fill in the Options form and ensure your preferences are taken account of.

There is a lot to take in. Take your time and read the information carefully. It's a good idea to read this booklet together with your parent/guardian and discuss it as you go along.

Choosing your options is an important next step in your education. You should take it seriously. However, don't get stressed by it all either. Remember that it's actually really hard to get it wrong.

The reality is that your choice of subjects will actually matter a lot less in the future than you might think. Of much more importance will be how hard you're prepared to work and how well you're able to do in those subjects which you have chosen.

If you are uncertain about anything then ask! We are all here to help you.

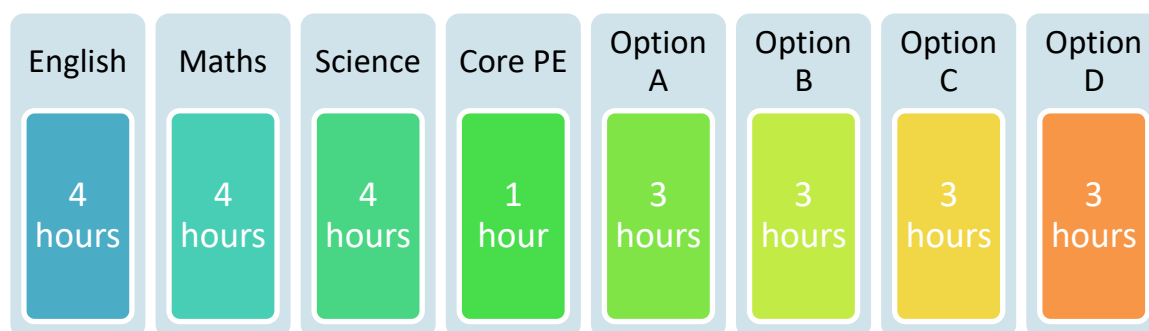
## Key Dates for the 2019 Options Process

Thursday 28/2/19	Options Evening (17:00 – 19:00)
<b>Monday 11/3/19</b>	<b>Deadline for Options forms to be returned</b>
March-May	Processing of option choices, review, discussion and allocation
Friday 24/5/19	Confirmation of final options allocated to each student

# The Year 9 Curriculum

You are going to study **four** additional subjects as well as the standard core subjects of English, Maths, Science and Core PE.

You will have 25 hours per week in lessons. These will be broken down as follows:



Note that you will have **one hour per week** in Core PE, which is less than the two hours per week you have had in Years 7 and 8. We reduce Core PE time at Key Stage 4 so that we can offer four full options without reducing time spent in the core subjects of English, Maths and Science.

If you wish to take part in more sport than just the hour of Core PE, you can choose Sports Coaching and/or Sport Studies or PE GCSE in your options.

You won't have a completely free choice in selecting your options. When you look at your options form, you'll see the subjects are arranged in 'blocks' and you'll need to choose one subject from each block.

There are four key steps which you should follow:

- Read this booklet.
- Talk to your teachers and parents about the subjects you are interested in taking. Ask yourself if you really know what that subject is going to involve. You've probably done this already but if you still have any questions then now is the time to find the answers.
- Attend the Options Evening. This is essential for you to find out exactly what subjects involve if you haven't studied them before. However, don't forget that you should also visit those subjects which you already study; don't assume you already know all about them.
- Fill in your Options Form and hand this in to your form tutor.

# Questions and Answers

The following are some of the most commonly-asked questions about the options process. If you have questions that are not answered in this booklet, make sure you come to the Options Evening and ask them there.

## If I hand my form in early, do I have a better chance of getting the subjects I want?

No. All forms handed in by the deadline will be processed together. It is not 'first come first served' so it makes no difference whether yours is the first or last form handed in, **as long as we receive it before the deadline.**

However, if you fail to meet that deadline, your form will be processed after everyone else's subjects have been allocated and you probably won't get your first choices at all!

## If I pick a subject on my Options form as a first choice, will I definitely get to take it in Year 9?

No, this is not guaranteed. Although we will do our best to ensure that every student gets all of their first choices, some subjects are likely to be oversubscribed. Where a subject is oversubscribed, the subject leader will select students whom they believe are most suitable for that subject. This decision will be based on a range of factors, including the student's aptitude and performance in relevant subjects during Year 7 and 8.

## What happens if I don't get all my first choices?

When you fill in the form, you will add a second choice subject for each block, which may be used if your first choice for that block is oversubscribed. However, this won't just happen automatically; we will always speak to you if any of your first choices are not available, so we can choose the best alternatives together. This process takes place throughout March, April and May.

## How can I avoid choosing options which will limit my choices in the future?

Along with English, Maths and Science there are several subjects which you can choose to study that are known as 'E-Bacc GCSE' subjects. These are traditional 'academic' subjects which are held in high regard by universities, colleges and employers: French, History, Geography and Computer Science.

The easiest way to ensure you keep your future options open is to study **at least one** of these subjects. We have marked them with a star on the options form, to help you identify them when you're choosing your options. If you are planning on university, you should ideally include two of these Ebacc subjects in your options. See below for further advice on choices if you already have a good idea on what you might want to study at degree-level.

## Are there subjects I need to choose if I want to go on to University later?

The E-Bacc GCSE subjects will help you here, as they are generally looked upon more favourably as 'academic' subjects. Ideally, you should take French AND History or Geography. If you're planning on doing some aspect of computer programming at degree-level then Computer Science might also be beneficial.

## Why are some subjects marked 'Tech' and some 'GCSE'? What's the difference?

The qualifications are both worth the same: a Level 2 pass in a Tech subject is the equivalent of a GCSE Grade 4. The difference is about the style of exam questions and the assessment process. GCSE subjects are more exam-focused, whereas Tech subjects usually have more hands-on learning and coursework. GCSE courses are therefore more similar to A-Levels in their approach, whereas Tech subjects are designed to lead on to the new T-Levels which are being introduced post-16.

## Should I take a 'Tech' subject if I'm planning on doing academic A-Levels later?

If the subject is of interest to you, then yes. In fact, it's a good idea to include at least one Tech subject to give you a good breadth of learning. Many Tech subjects are being introduced nationally to open up pathways into growth industries and prepare students for the new T-Levels. However, the subject content can also help to prepare for A-Level studies in a related subject.

The only limitation to be aware of is that if you are planning to do traditional A-Levels in academic subjects post-16, we would recommend that at least **two** of your four choices are GCSE subjects. This will help you to meet entry requirements, where you'll normally need at least two GCSE passes in addition to the five you will gain from core subjects.

## I'm planning on doing a specific subject at A-Level. Do I need to study it at GCSE?

It depends on the subject. For most academic subjects the answer would be yes. For other subjects, like Drama, it might not be essential. If you are concerned about this, check with the sixth form providers to find out their specific entry requirements, before choosing your real options.

## What if I don't know what I want to do when I leave school? How can I choose?

It really doesn't matter if you don't yet know exactly what you want to do after Year 11. If you make sure you include at least one of the E-Bacc subjects (the starred ones on the form) then this will help to keep your options open. The grades you achieve will actually be more important in determining future prospects than your subject choices.

## Will the courses I study in my chosen subjects be exactly as described in this booklet?

Not always. We will sometimes need to make changes to the specific courses and qualifications after students have chosen them in their options. We would therefore encourage option choices to be made on the basis of the broader subject area, rather than the detailed topics within each subject.

## Should I take a subject I don't really like?

If a subject will help you achieve what you want in later life then you should definitely consider taking it, even if you haven't enjoyed it much so far. You might find that in many subjects the content and learning is quite different at GCSE from what you've experienced already; you could end up really enjoying a subject which you didn't particularly like before. Even if you don't end up enjoying the subject, you will be developing the resilience and determination which will help you in later life.

## I want to do Biology, Physics and Chemistry as separate subjects. How do I choose this?

Triple Science is not offered as a separate option for students to choose. Instead, students will be selected for Triple Science later on in the programme of study, once their aptitude has been fully determined.

# Filling in the Options Form

## Marking your first choice subjects

- There are four Blocks on the form, each with a list of subjects. You need to choose ONE subject from each Block as your first choice. On the form, mark each of these subjects with a '1'.
- Do **not** leave any Block blank - you must select one subject in each of the four Blocks.
- Do **not** select more than one first choice subject in each block.
- Do **not** choose the same subject again in a different Block. For example, you can't choose History in Block A and History again in Block B.

## Marking your second choice subjects


- When you have marked your four first choices, you need to add a backup option for each Block, in case you are not able to study your first choice.
- Second choices will only be used where your first choice is not possible due to over- or under-subscription.
- For each Block, mark a second choice subject with a '2' in the box.

# Examples of Correct Forms


The following examples show forms that have been filled in correctly.

Each form has a first and second choice clearly marked in each block, at least one starred Ebacc subject as a first choice, and no subject selected more than once as a first choice.

Block A	Block B	Block C	Block D
Food & Nutrition	Art	Art	* Computer Science
* French	Child Development	Drama	* Geography
* Geography	* Computer Science	* French	Event Operations
Health & Social Care	Design Technology	* Geography	Food & Nutrition
Hospitality & Catering	Drama	* History	Health & Social Care
* History	* Geography	IT Media	Sport Studies
IT Media	* History	Photography	
Photography	Music	Sports Coaching	
	Music (Off Site)		



Block A	Block B	Block C	Block D
Food & Nutrition	Art	Art	* Computer Science
* French	Child Development	Drama	* Geography
* Geography	* Computer Science	* French	Event Operations
Health & Social Care	Design Technology	* Geography	Food & Nutrition
Hospitality & Catering	Drama	* History	Health & Social Care
* History	* Geography	IT Media	Sport Studies
IT Media	* History	Photography	
Photography	Music	Sports Coaching	
	Music (Off Site)		



# Examples of Incorrect Forms

This form is not correct because the first choices do not include a starred subject, and you need to select at least one of these as a first choice:

Block A	Block B	Block C	Block D
Food & Nutrition	Art	Art	* Computer Science
* French	Child Development	Drama	* Geography
* Geography <b>2</b>	* Computer Science <b>2</b>	* French	Event Operations <b>1</b>
Health & Social Care	Design Technology	* Geography	Food & Nutrition
Hospitality & Catering <b>1</b>	Drama <b>1</b>	* History	Health & Social Care <b>2</b>
* History	* Geography	IT Media <b>2</b>	Sport Studies
IT Media	* History	Photography	
Photography	Music	Sports Coaching	
	Music ( <b>Off Site</b> )		



This form is not correct because Geography has been chosen twice as a first choice which means you only have three subjects when you need four:

Block A	Block B	Block C	Block D
Food & Nutrition	Art	Art	* Computer Science <b>1</b>
* French	Child Development	Drama	* Geography
* Geography <b>1</b>	* Computer Science	* French	Event Operations
Health & Social Care <b>2</b>	Design Technology	* Geography <b>1</b>	Food & Nutrition
Hospitality & Catering	Drama	* History	Health & Social Care
* History	* Geography <b>2</b>	IT Media	Sport Studies <b>2</b>
IT Media	* History	Photography <b>2</b>	
Photography	Music	Sports Coaching	
	Music ( <b>Off Site</b> )		



This form is not correct because there is no first choice in Block A and two first choices in Block B, which means this cannot be timetabled:

Block A	Block B	Block C	Block D
Food & Nutrition	Art	Art	* Computer Science
* French	Child Development	Drama	* Geography
* Geography	* Computer Science	* French	Event Operations
Health & Social Care	Design Technology	* Geography	Food & Nutrition
Hospitality & Catering	Drama	* History	Health & Social Care
* History	* Geography	IT Media	Sport Studies
IT Media	* History	Photography	
Photography	Music	Sports Coaching	
	Music (Off Site)		



This form is not correct because Photography has been chosen as a first and second choice in Block A, and you need to choose a different subject in each block for your second choice:

Block A	Block B	Block C	Block D
Food & Nutrition	Art	Art	* Computer Science
* French	Child Development	Drama	* Geography
* Geography	* Computer Science	* French	Event Operations
Health & Social Care	Design Technology	* Geography	Food & Nutrition
Hospitality & Catering	Drama	* History	Health & Social Care
* History	* Geography	IT Media	Sport Studies
IT Media	* History	Photography	
Photography	Music	Sports Coaching	
	Music (Off Site)		



# Core Subject Details

The following pages give you details of all the Core subjects which every student studies at Key Stage 4:

[English & English Literature](#)

[Mathematics](#)

[Science](#)

[Physical Education](#)



# English Language & English Literature

Subject Leader: Mrs M Loxley

English opens up the route to further and higher education, employment and training. Everyone needs to be able to communicate effectively in life and the study of English is all about developing this ability. All students follow the examination syllabus for English Language and Literature which leads to **two separate GCSEs** – one in each subject.

Skills developed include:

Speaking and Listening – Students are expected to participate in a variety of exercises in which they develop their skills to speak and listen in functional contexts. The skills taught in this unit are an excellent preparation for life beyond the classroom.

Reading – Students are taught to read for meaning; to demonstrate an understanding of a variety of texts; to evaluate the effectiveness of texts and to show and appreciate the techniques writers use.

Writing – Students are taught to write clearly, effectively and imaginatively; to organize their ideas; to use a range of interesting words and sentence structures and to spell and punctuate accurately.

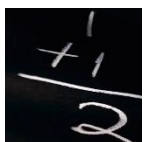
## How will it be taught?

English is taught in Half-termly Modules with regular examination practice throughout. There are two final exams in Language and a further two in Literature. To prepare effectively, students have access to a wealth of exam-ready resources including past papers, mark schemes and exemplar student answers with examiner commentaries. They also have the opportunity to experience trips to the theatre, visiting writers, book clubs, debating competitions and the annual Book Week celebration.

## What do you need to be successful?

Like any subject, your success will depend on your motivation and enthusiasm. You need to develop:

- A love of reading beyond the classroom
- An enjoyment of exploring words and meanings
- A willingness to understand the many different rules of grammar which determine clarity of communication
- A drive to improve your work ethic and to take on board constructive criticism in a positive manner.



# Mathematics

Subject Leader: Mr P Williams

Mathematics is studied by all students up to GCSE level; it is a set of essential skills to use in everyday life. This course allows students to go on and study courses in mathematics at A-level or higher education as well as being a pre-requisite for most non-maths related courses. There is a particular focus on problem solving, with students selecting and applying mathematical methods in addition to interpreting problems and generating strategies to solve them.

## How will it be taught?

Students are taught in classes set according to ability level. Students will study at higher or foundation level, covering a broad range of topics within mathematics. There are regular internal written assessments, using GCSE exam questions, to help students prepare for the three final exams they will sit in Year 11. The curriculum covers:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics.

## What do you need to be successful?

**Reasoning:** be able to explain your thinking both orally and in writing and use this to choose the most efficient method to solve problems.

**Reflective:** know the progress you have made in each area of maths and what you need to do to continue to make progress. Learn from any mistakes that you make and be aware of the common misconceptions that exist in the maths classroom.

**Responsible:** ensure that both classwork and homework is completed to the best of your ability and ask for help if there is anything you don't understand.

**Resilient:** be positive that you can complete the work set and keep trying even though you may not fully understand the topic initially.

**Resourceful:** show initiative when solving maths problems. As well as using the resources supplied by the teacher you should research alternative methods on how to solve problems including discussing with others in the classroom.

**Respectful:** listen to what the teacher has to say and to the contributions of your peers when they are feeding back to the class or the group you are working in.



# Science

Subject Leader: Dr J Thackray

'Why do we have to study Science?' is a common question and the simple answer is to help students understand the world in which they live. Examples are:

A basic understanding of physics will help you ride roller coasters with confidence, knowing that forces will keep you in your seat through those upside-down loops.

With a little bit of chemistry in your brain, you can learn how to efficiently keep your house warm and save money.

A background in basic biology will allow you to describe parts of the human body, how they function and the role they play in living, like how an eyeball works.

Students taking the Combined Science course will study Biology, Physics and Chemistry in equal measures. All students will have the opportunity to study fascinating areas such as the theory of evolution, radioactivity and human organ systems. Where students are identified as being capable of sitting separate examinations for Biology, Physics and Chemistry, they will be entered for these subjects instead of the Combined Science examinations. This decision will be made at the end of Year 9.

Combined Science leads to a double GCSE, which is the same as two separate GCSEs.

Students selected for triple science will achieve three separate GCSEs.

## How will it be taught?

During Science lessons we aim to teach a variety of practical skills involving a wide range of equipment and teaching and learning styles.

Progress through these qualifications will be monitored through written assessments, mock examinations and assessed practical experiments.

A normal lesson would typically involve a combination of theoretical knowledge activities, experiments to reinforce that practical knowledge and investigations to teach key scientific skills.

## What do you need to be successful?

- A desire to find out more about the world in which we live
- Good literacy and numeracy skills
- Good self-organisation and self-motivation



# Physical Education (Core)

Subject Leader: Mrs G Browne

Participation in core PE will help all students develop the ability to work in a team and improve confidence and communication. The enjoyment and satisfaction from physical activity will encourage life-long habits of a healthy, active lifestyle, regardless of ability.

## How will it be taught?

Students usually follow a half-termly rotation that allows them to experience as many areas as possible. Later on in the programme, students may be given an option choice depending on the areas covered by staff.

The range of activities include:

Games, Netball, Football, Basketball, Rugby, Badminton, Rounders, Unihoc, Dance, Athletics, Trampolining

Health & Fitness: Fitness room activities, Circuits, Exercise to music, Boxing and Body Pump.

## What do you need to be successful?

- Organisation – remembering to bring the correct kit
- Willingness to try – you don't need to be good at sport but you do need to be willing to give it a go.

# Additional Subjects

The following pages give you information about our option subjects.



# Art (GCSE)

Subject Leader: Mrs N Munuo

GCSE Art offers a route into further education courses at Level 3 including BTEC Nationals in Art and Design or GCE A-Level Art and Design. You will leave with a portfolio of work that will evidence your ability to pursue a two-year GCSE course in art and design, covering different assignments.

Projects will involve you developing skills in drawing, painting, collage, printmaking and sculpture from observation and imagination. Critical studies will also be used to develop your knowledge and understanding of different styles and traditions in Art from different times and cultures.

## How will it be taught?

Year 9 is a foundation year where students are introduced to the assessment objectives and taught skills to help them complete their coursework to the highest possible standard. Students will usually begin their coursework at the beginning of Year 10. Projects are theme based – students are encouraged to independently explore themes to bring their own personality and style to their work as well as following tutor led instructions.

School contact time is 3 hours per week with an expected homework time of 2 hours per week. Homework is an essential part of the course. Without the additional time spent outside of class students will not be able to complete the necessary portfolio evidence required to be successful.

Please note that there are significant costs involved for the school in providing the relevant materials. We therefore ask for a small contribution towards materials and sketchbooks. At present this contribution is £15 per year.

## What do you need to be successful?

This course is suitable for students who are:

- Keen to develop their visual skills
- Creative, enthusiastic and imaginative
- Able to sustain an investigation both in class and at home
- Able to enjoy visits to galleries, museums, workshops and studios
- Willing to experiment and take risks in their work
- Willing to review their progress and make improvements
- Able to demonstrate responsible and independent learning



# Child Development (Tech)

Subject Leader: TBC

By choosing to study Child Development, students are able to explore, challenge and realise their potential in the childcare industry. During the course, students can assess whether the childcare industry aligns with their expectations, by providing them with an insight into the skills and knowledge they'll need to succeed in this sector.

After completing the course, students can continue on to further vocational study with a Level 3 Diploma in Children's Play, Learning and Development or an apprenticeship in the childcare sector.

Students will also gain transferable skills during their studies such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression in any area.

## How will it be taught?

Students will investigate growth and development for children from birth to five years old.

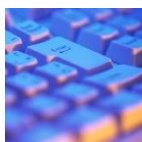
They will develop an understanding of how play activities can influence children's learning and will consider the different types of play in which children engage, and how activities can support children's learning and progress.

Students will also investigate how a child learns and develops, and explore activities to support the inclusion of all children in play for learning and development.

## What do you need to be successful?

This course is suitable for students who:

- Have an interest in education and how children learn
- Are considering a career in the childcare industry
- Enjoy working in a group and can get along well with other students when working on joint projects.
- Are organised and self-motivated, with the resilience to keep working on extended projects.



# Computer Science (E-Bacc GCSE)

Subject Leader: Mr T Hunter

Are you good at Maths?

Do you love solving mathematical problems?

Do you want to go beyond just being a user of software, and actually learn how to create applications yourself?

If so, Computer Science could be the course for you. It offers a real insight into the theoretical principles which lie behind computing, including the use of programming languages to create algorithms that solve real-world problems.

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who've taken a GCSE in Computer Science can progress to study the subject at A Level or university. It's also a good subject to be taken alongside Advanced Technologies or Smart Product Design.

As one of the English Baccalaureate (E-Bacc) subjects, Computer Science will also be valuable for entry to A-Level courses even if you don't wish to pursue the subject further post-16.

## How will it be taught?

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, which are skills that can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems.

## What do you need to be successful?

This course is suitable for students who:

- Are **strong mathematicians** – there are many mathematical elements to this course and you will struggle if you are not good at Maths.
- Have a strong interest in ICT and computers
- Want to see how technology can be applied in a real world context
- Can apply themselves independently in and out of the classroom



# Drama (Tech)

Subject Leader: Miss B Hall

Studying Drama is not just for students who want to act or perform themselves. It's actually a really useful subject for any future career that requires confident interactions with other people. It can help you in many different career paths such as teaching, acting, technical/backstage theatre work, musical theatre, jobs which involve team work and dealing with different points of view.

You will study a range of theory and practical elements to help you gain a good understanding of the performing arts industry whilst developing your own performance skills. There are written and practical assessments throughout the course, and a final examination.

## How will it be taught?

The three hours per week are split between practical lessons and lessons set aside to focus on the written components.

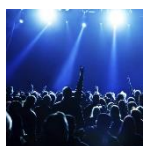
You will be expected to keep written working logs which will help you in the theory element of the course and you will complete regular practical examinations as part of your classwork, along with written assessments to help you prepare for examination questions.

There will also be the opportunity to attend various theatre visits throughout the course.

## What do you need to be successful?

This course is suitable for students who:

- Have a passion for Drama and want to perform in front of others. There is no point in taking this course if you are reluctant to perform in front of others. We can help you to develop your confidence, but we need you to *want* to develop it!
- Enjoy working in a group and can get along well with other students when working on joint projects.
- Have an interest in communication and are able to write effectively when completing text-based assignments.



# Events Management (Tech)

Subject Leader: TBC

The events industry brings in more than £40 billion to the UK economy, and there are more than 1 million corporate events every year in over 100,000 venues across the UK. This shows how vast and diverse the industry is. Employment in events can range from administration, crowd control, event sales, event branding, exhibition organisation and communications.

## How will it be taught?

The course is made up of three units:-

The Events Industry - Through this unit students will learn about the types of events and the types of organisations that can help to plan and run them. The unit is assessed through an on-screen examination

Events Operations - In this unit students will learn about the role of team working and communication in effective event operations and how to evaluate the success of an event by judging it against success indicators. This unit is assessed through a set task that is undertaken in exam conditions

Events Planning - In this unit students will build on what they have learned about the events industry and event operations to reflect on how it should be incorporated into event planning. This unit is assessed through a set task that is undertaken in exam conditions.

## What do you need to be successful?

A range of skills required for independent learning including:

- Literacy and numeracy
- Digital literacy
- Critical thinking and problem solving
- Planning and organisation
- Creativity and innovation
- Personal effectiveness



# Food Preparation and Nutrition (GCSE)

Subject Leader: Miss S O'Donnell

Students choosing this subject will get to improve their practical skills in cooking, presenting food, being safe and hygienic in the kitchen and will also develop an awareness of the importance of nutrition in meal planning. They will also learn about the environmental impact our food choices make on the world and how to produce and eat food in a sustainable way. Other topics covered include special diets and the science behind food ingredients.

Food Preparation and Nutrition is an ideal introduction for students who are already planning a career in the food industry in jobs such as: Dietician, Nutritionist, Supermarket Food Buyer, Chef, Environmental Health Officer, Food Scientist etc. However, it will also benefit students in developing transferrable skills that will be of great use in any future chosen career path.

## How will it be taught?

The course content will be taught through a variety of practical and theory lessons. There will also be occasions where the content will be taught through the use of outside speakers, whole school events and trips. It is important that students appreciate that they will **not** be cooking in every single lesson; however students do tend to have a practical lesson once per week, where the student will be expected to bring their own ingredients.

## What do you need to be successful?

This course is suitable for students who:

- Enjoy cooking and food preparation
- Are interested in learning more about where food comes from and trying out new and exciting recipes
- Are good team players
- Are able to organise themselves to bring ingredients on time



# French (E-Bacc GCSE)

Subject Leader: Mr T Starmer

If you aspire to go to university, many universities nowadays require a C grade in a GCSE Language. As an E-Bacc subject, a language GCSE has value even if you do not plan on studying it further. Modern Languages are also vital in the modern global workplace. A recent poll of British employers has found that after IT, knowing another language is the most desirable skill for job applicants. With more and more businesses operating globally, speaking another language can give you the edge in the competitive job market. Language students generally also go on to earn more than others, as well as having more opportunities to travel with your job.

There are three main areas of study:

Identity and culture

Local, national, international and global areas of interest

Current and future study and employment

## How will it be taught?

Lessons are taught in a mixture of French and English. A strong emphasis is placed on the acquisition and understanding of grammar, alongside the regular learning of vocabulary. All four of the core skills of listening, speaking, reading and writing have equal weighting and will be assessed regularly, as well as the ability to translate both into and from the target language. Extensive use is made of online resources such as Duolingo, Doodle, Thisislanguage and Memrise.

## What do you need to be successful?

A good understanding of grammar

A willingness to learn from mistakes

A desire to communicate spontaneously in the target language

An openness to other cultures



# Geography (E-Bacc GCSE)

Subject Leader: Miss L Annandale

GCSE Geography is an exciting and topical course. Studying Geography can lead into all kinds of careers: from film maker to banking, and from architecture to public relations. As one of the English Baccalaureate (E-Bacc) subjects, it is also a very highly regarded option if you are intending to go on to study A-Levels and go to University.

## How will it be taught?

Lessons are taught using a variety of teaching styles which will cover a broad range of visual, auditory and practical activities including analysis of DVD material, interactive activities, simulation and role-play scenarios as well as written and ICT based tasks.

There is also plenty of opportunity for debate and discussion of topical and challenging issues facing our lives as well as the wider global community.

## What do you need to be successful?

This course is suitable for students who:

- Have an enquiring mind about the world in which we live
- Are interested in the challenges our world faces both now and in the future
- Are able to demonstrate the skills and knowledge needed to be future decision makers!



# Health & Social Care (Tech)

Subject Leader: Miss J Coe

Health and Social Care is designed to equip students with practical and social care skills. It is designed provide an insight into the health and social care sectors which will be help you make informed decisions about further learning opportunities or continuing into related career choices.

The course will support access to further education and a wide range of careers, such as Medical Science, Sociology, Psychology, Nursing, Midwifery, Health Studies, Physiotherapy, Paramedics, Child Care and much more.

## How will it be taught?

Students learn about human development through the life stages, how we grow and develop from birth to old age. This covers aspects such as expected development at each life stage, life events, and factors influencing health and well-being.

The course also looks at improving the well-being of an individual, where students will carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health.

Students will also study how to effectively promote healthy living, where they will research and evaluate existing health promotion campaigns and then plan and deliver their own health promotion campaign.

## What do you need to be successful?

This course is suitable for students who:

- Have a strong interest in health issues and healthy lifestyles
- Possess good communication and problem solving skills
- Can work well with others in team situations
- Are reflective and prepared to listen to others



# History (E-Bacc GCSE)

Subject Leader: Mr P Laycock

GCSE History is regarded as an important part of a broad and balanced curriculum. As an E-Bacc subject it is accepted by Universities and the Sixth Form College, not just for those courses which are History based, but for a wide range of courses. Employers also find History a useful qualification as it is a good sign of your ability to assess and make reasonable judgments about things making it particularly suitable for careers in business, journalism, TV & Media or accountancy.

Topics currently covered for GCSE include:

Period Study: American West 1835 -95. Taught in Year 9

Modern Depth Study: Weimar and Nazi Germany 1919 – 39. Taught in Year 9 / 10

British Depth Study: Anglo-Saxon and Norman England c1066 – 88 Taught in Year 10

Thematic Study: Medicine in Britain, c1250 – present. Taught in Year 10 / 11

Historic Environment: British sector of the Western Front, 1914-18: Injuries, treatment and trenches. Taught in Year 11

## How will it be taught?

Students will be issued with a separate text book for each of the GCSE units, in both Year 9 and in 10 & 11. Students will store their work in folders, so that they can store the information and guidance sheets easily. The department has a wide range of video material which is used to illustrate the periods being studied.

## What do you need to be successful?

This course is suitable for students who:

- Enjoy writing. There is a lot of written work both in taking notes and extended writing.
- Like to read and do research
- Can analyse and make judgments about the material being studied.
- Are able to write clearly and concisely
- Have an interest in the news and current affairs
- Are well organised and capable of managing large quantities of information



# Hospitality & Catering (Tech)

Subject Leader: Miss S O'Donnell

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

## How will it be taught?

Unit 1: The Hospitality and Catering Industry. Students apply their learning by considering all aspects of the vocational sector. Students will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market.

Unit 2: Hospitality and Catering in Action. Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the students' appreciation of the whole vocational area beyond the kitchen environment.

## What do you need to be successful?

The course is aimed at Students who are considering a career in the Hospitality and Catering Industry and are looking for a less academic pathway than GCSE Food Preparation and Nutrition.

It is suitable for students who:

- Enjoy cooking and food preparation
- Are interested in a potential career in the Hospitality and Catering Industry
- Are good team players
- Are able to organise themselves to bring ingredients on time



# IT Media (Tech)

Subject Leader: TBC

## **Do you want to be a digital creator, not just a consumer?**

In a world of fake news, airbrushed photos and increasingly-convincing CGI effects, understanding how to distinguish between reality and fiction is hard. What better way to improve your ability to spot the fakes, than to understand the skills behind their creation?

There is real demand from employers in the creative industry for a skilled and technically literate workforce, as more and more businesses harness the power of digital applications. This course will provide students with specific and transferable skills that will give them a real head start in this field. The units selected focus on developing students' ability to take professional-looking photographs, manipulate them digitally and incorporate them in multimedia products.

The course builds on some of the content covered in ICT lessons during Years 7 and 8, and students will further develop their knowledge and understanding of a range of software applications that will allow them to harness their creativity and learn the tips and tricks of the trade.

## How will it be taught?

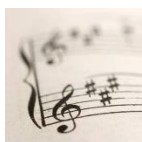
Students will study a range of topics which focus on the key skills needed in the industry, including image manipulation, media production planning, photographic skills and other relevant aspects of digital content creation.

They will also study for an external examination which tests their ability to describe and explain what they have learned.

## What do you need to be successful?

This course is suitable for students who:

- Have a real interest in learning digital skills
- Are able to apply themselves independently to produce evidence of their skills
- Have a responsible attitude, and take safety and security seriously
- Can work effectively in teams in and out of the classroom to complete projects



# Music (Tech)

Subject Leaders: Mrs F Davis, Miss G Cann

This course can lead on to a variety of music-related options post-16 and can open the door to careers in areas such as; Performance, Event Organisation, Arts Administration, Sound Technician and Music Therapy. As a subject that allow students to demonstrate both creativity and technical understanding, it is also highly regarded as a subject by employers in other industries.

The course encompasses the three fundamental areas of Music; Performing, Composing and Listening. Theoretical knowledge is also developed in order to improve understanding of different genres of music.

## How will it be taught?

Students will study a wide range of music and sit an examination at the end of Year 11. There are also coursework elements, focusing mainly on performing and composing. Students will be involved in the creation of a solo and an ensemble performance, as well as writing and performing their own compositions, which are completed using music software on the computer.

Students will have many opportunities to perform both as a soloist and as part of a group, as well as composing in any musical style. They will complete lots of practice performances and compositions which will allow them the chance to reflect on their progress and be fully prepared before the final assessment.

Depending on interest, there may be an option to study Music at the new Paxman Academy school instead of here at St Helena. If you would be prepared to travel to the new school to study Music, please tick the 'Music (Off Site)' box on your Options form.

## What do you need to be successful?

- Students must be able to play an instrument or sing
- Some knowledge of Music Theory is desirable
- Commitment to a regular practice regime for their chosen instrument/voice
- Open mindedness, as there are many pieces from different cultures and genres studied



# Photography (GCSE)

Subject Leader: Miss E Mayne

GCSE Photography offers a route into further education courses at Level 3 including BTEC Nationals in Art and Design or GCE A-Level Art and Design, Photography courses post-16. You will leave with a portfolio of work that will evidence your ability to pursue a two-year GCSE course in art and design, covering different assignments.

Projects will involve you developing skills in taking photos and analysing the work of other photographic artists.

## How will it be taught?

Photography follows the same structure as all our Art courses. Year 9 is a foundation year where students are introduced to the assessment objectives and taught skills to help them complete their coursework to the highest possible standard. Students will usually begin their coursework at the beginning of Year 10. Projects are theme based – students are encouraged to independently explore themes to bring their own personality and style to their work as well as following tutor led instructions.

School contact time is 3 hours per week with an expected homework time of 2 hours per week. Homework is an essential part of the course. Without the additional time spent outside of class students will not be able to complete the necessary portfolio evidence required to be successful.

Please note that there are significant costs involved for the school in providing the relevant materials. We therefore ask for a small contribution towards materials and sketchbooks. At present this contribution is £15 per year.

## What do you need to be successful?

This course is suitable for students who are:

- Keen to develop their visual skills
- Creative, enthusiastic and imaginative
- Able to sustain an investigation both in class and at home
- Able to enjoy visits to galleries, museums, workshops and studios
- Willing to experiment and take risks in their work
- Willing to review their progress and make improvements
- Able to demonstrate responsible and independent learning



# Sport Studies (Tech)

Subject Leader: Mrs G Browne

Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

The course allows learners the chance to develop different types of skills through largely practical means. Communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned on this course and utilised in many other educational and employment settings.

## How will it be taught?

This course takes a more vocational approach than GCSE PE, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.

They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

## What do you need to be successful?

This course is suitable for students who:

- Enjoy sport and are interested to find out how the sports industry operates
- Want to know more about contemporary issues in sport
- Are potentially interested in a career in the sports industry
- Have good literacy skills and an ability to work well as part of a team
- Have the strong motivation and resilience needed to undertake project work



# Sport & Coaching Principles (Tech)

Subject Leader: Mrs G Browne

This course is designed to provide insight into the sports performance and coaching sectors. The qualification includes the aspects of sports performance and methods for improvement, identifying fitness for health and performance and the science of sports coaching. Students will develop knowledge and understanding in how to analyse performance, create an action plan and evaluate improvements across all three units, providing a clear grounding in the sectors for those Students that may choose to enter into related jobs or further education and training.

## How will it be taught?

Unit 1 Improving Sporting Performance is based around the individual and is focused on performance analysis, self-assessment, and the creation of an action plan and then the evaluation of any impact on performance. The unit includes detail on language, physical, psychological and technical development and strategies for improvement, including data analysis.

Unit 2 Fitness for Sport enables students to gain knowledge and understanding of how to plan a fitness training programme in order to meet the needs of individuals. This unit also includes how to assess components of fitness through testing, understand how to improve the components of fitness using different methods of training and apply the principles of training. Within this unit, Students will gain knowledge and understanding of the different body systems and how they are affected by different types of exercise and training. This unit also involves researching the fitness requirements of different sports people and activities.

Unit 3 Coaching Principles is designed to equip the Students with the necessary skills to enter the sector of sports coaching. The students will develop the science behind sports coaching; styles and types of coaching, roles and responsibilities of the coach. The students will plan, deliver and evaluate a coaching session, specific for a sporting activity and group.

## What do you need to be successful?

The course is aimed at Students who are looking to pursue a career in the sports and coaching sectors. In addition to Students having a reasonable level of personal fitness and aptitude for more than one sport they will need aptitude for working with computers and motivation to work independently.