

Welcome from the Head, Mrs Roberts

Welcome....

.....to the Choices Options Booklet for Year 8 students at Thomas Tallis School. This is an exciting time for students, parents and teachers and the following pages will guide you through the process of choosing the subjects you wish to study at Key Stage 4.

We make option choices in Year 8 at Tallis so that you have a settled and productive three years to develop deep learning and understanding. Choose wisely and keep as many doors open to your future as you can.

Make sure that you read all the available information in this booklet and on the Tallis Choices website and discuss your choices with family members, carers, members of staff and other students so that you can make the best choice for you. You can find out how the KS4 curriculum works and which subjects are compulsory and which are optional. Don't forget that your tutor and teachers are invaluable sources of information and advice. Check out the information and useful links to a range of websites and get in touch if you can't find what you are looking for.

Before you start to make your decision about which courses you want to choose it's a good idea to get to grips with the way the curriculum works at Key Stage 4.

You can find all the information about the Options process on the Tallis Choices website also.



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How you choose your options

You have four option choices and must select one subject from the Humanities or Language choice and three from the Open Choices.

You should take the time to research what is involved in all the subjects you are interested in and make an informed decision as to which ones you would like to take.

You will need to think about keeping your choices broad and balanced so that all doors are kept open for your future courses or job opportunities. It may be beneficial in the future for students to have studied both a Humanity and a Language.

Some students will receive additional support with their choices.

Due to demand there is no guarantee that you will be successful with all four of your preferred choices.

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Options Blocks September 2016

HUMANITIES or LANGUAGE CHOICE	OPEN CHOICES
French	Art
Geography	Art & Design
History	British Sign Language
Spanish	Business
	Computer Science
	Dance
	Drama
	Fashion & Textiles
	Film Studies
	Food Technology
	French
	Geography
	Graphics
	Health & Social Care (BTEC)
	History
	ICT
	Media
	Music
	PE
	Photography
	Product Design
	Sociology
	Spanish
Please choose ONE subject	Please choose THREE subjects and list them in preference order
	<u>Choice 1</u>
	<u>Choice 2</u>
	<u>Choice 3</u>

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The New Assessment Framework

The assessment mechanism which the cohort will be assessed against in 2019 will be numerical. Students will no longer receive A* - G grades but a number, the table below gives an idea of conversion rates. Here at Tallis we set agreed targets for students in each subject, this is based on our knowledge of the child and data passed up from primary school so you can be certain that the students will have an aspirational and appropriate target.

Current Grade	Simplistic	Refined
A*	Half of A* becomes grade 9, the remainder grade 8	
A	Grade 7	Most would get grade 7 but some would be grade 6 and some grade 8.
B	Grade 6	Split between grades 5 and 6
C	Mostly Grade 4, some Grade 5	Split between grades 4 and 5
D	Grade 3	Mostly grade 3, some Grade 2
E	Grade 2	Grade 2
F	Grade 1	Grade 1
G		Mostly Grade 0, some Grade 1
U	Grade 0	Grade 0

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Key Stage 4 Curriculum

For September 2016, the subjects are broken up into the following hours per fortnight.

	Year 9	Year 10	Year 11
English Language & Literature (double GCSE)	6	7	8
Mathematics	6	8	7
Science	7	9	9
Physical Education (PE)	3	3	3
Religious Education	3	2	2
Tutorial	1	1	1
Option Subjects (x4)	6 per subject	5 per subject	5 per subject

Note:

Students will be able to choose non-core subjects from the **option choices** in order to achieve a balanced curriculum (*This diagram will appear below as soon as the information is confirmed*).

Some students will receive additional support with their choices.

NB: Our curriculum offer is subject to change. We will keep you informed should this be the case.

GCSE

Art, Art & Design, Business Studies, Computer Science, Dance, Drama, Fashion & Textiles, Film Studies, Food Technology, French, Geography, Graphics, History, ICT, Media, Music, Physical Education, Photography, Product Design, Sociology, Spanish.

Level 2 BTEC (equivalent to 1 GCSE)

Health & Social Care.

Level 2

British Sign Language.

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How do I decide?

Firstly, please bear in mind that this is the first set of a series of choices you will make on what you study as you progress through education. It might feel early, but once you have made your choices you will never look back. When asked, most students in Year 9 said they were happier having taken their options, because now they can pursue the subjects they really enjoy. Anyway, we make sure you get a broad and balanced curriculum whatever you decide to do. If you are worried you may get it wrong, bear in mind that it is more often the quality of grade rather than the choice of course that precludes students from continuing a subject at Key Stage 5.

So how do you make your choices? Below are a few principles to reflect on as you go through the process of making your mind up.

- **Don't** make your decision on the basis of your teacher. There is no guarantee that you will get the same teacher next year.
- **Do** make a decision on the basis of being good at a subject. The quality of grades are important in progression to 6th form, colleges and universities. Look closely at the demands of the final exam for each subject when thinking about this i.e. it may be a bad decision to do an essay based subject if you hate writing essays.
- **Don't** make the decision on whether your friends are doing the subject. There is no guarantee you will be in the same class and friendship groups do change.
- **Do** make your decision on whether the subject will help you in a particular career you want to pursue, but also don't worry if you don't know what you want to do at this stage.
- **Don't** make the decision on the basis of a "package" going nicely together. There is really no such thing at this stage and many colleges and universities like students who have aptitudes in lots of different areas.
- **Do** make your decision on whether you enjoy the subject, enjoy the challenge and feel you learn a lot in lessons.

Whilst the choice is always yours to make, it is important that you are aware of expectations that exist for students intending to progress to the most competitive universities. The Ebacc (English Baccalaureate) is not a qualification, but is an expectation that students should have a mix of the more 'traditional' subjects in their offer. As well as the core of English, Maths and Science, this includes a language and Humanity (History or Geography). However, because of the number of options available, this still leaves plenty of scope for other subject choices.

This is clearly an important time for students and parents, but is only the first step in a long process. Give yourself time to think, ask lots of questions and you will, we are sure, make good decisions for all the right reasons.

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CORE SUBJECTS

ENGLISH

MATHS

SCIENCE

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP

RE



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ENGLISH

During English curriculum time, all students study for two separate qualifications in GCSE English Language and GCSE English Literature. You will be the third year group to sit revised GCSE qualifications in 2019. All English GCSEs will have terminal assessment with no controlled assessment or coursework. There will be no tiered entries. A new grading system has been introduced; students will be awarded a grade from 1 to 9, with 9 being the highest.

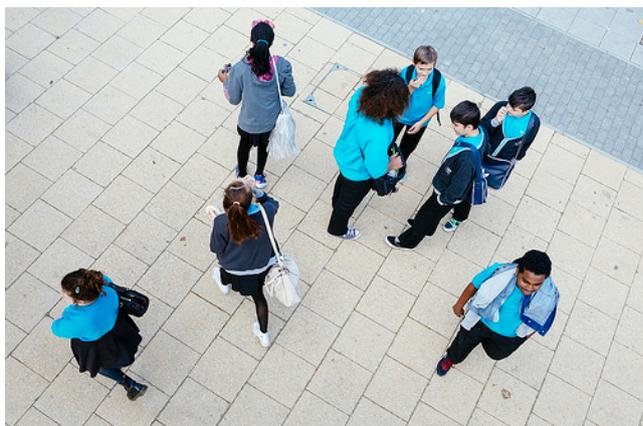
GCSE English Language

The new English Language GCSE will encourage students to read a greater range of high quality, challenging literature and non-fiction texts from a range of genres and types from the 19th, 20th and 21st centuries. It will have a greater focus on making sure that students are able to write clearly and accurately, using Standard English and an increased assessment of unseen texts. There will be an increased emphasis on spelling, punctuation and grammar, including the use of vocabulary. The quality of writing in the response to texts will be assessed. Speaking and Listening will be assessed through endorsement (this change has been introduced to exams from Summer 2014). There will be a bigger emphasis on teaching students to become more confident in formal speaking.

GCSE English Literature

The new English Literature GCSE will encourage students to read a wide range of classic literature fluently with the assessment of:

- A 19th century novel,
- A Shakespeare play,
- A selection of poetry,
- Post-1914 British fiction or drama.



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MATHS

All students are entered for Higher or Foundation Maths GCSE. The course is solely assessed at the end of Year 11 through 3 final examinations (2 calculator and 1 non-calculator papers) and there is no coursework element at all to the Maths GCSE. We currently use the Edexcel examination board.

The current system allows students to achieve an A*-G grade, but this is changing to a new grading system of 9-1, with 9 being the highest grade possible. There will still be a Higher tier which allows grades 9-4 to be achieved and a Foundation tier covering 5-1. The content of the course is still made up of the usual areas of knowledge such as number, algebra, shape, space and data handling; but there is also now a greater emphasis on problem solving, proportionality and functional mathematics.

The most able students may also study an extra mathematics qualification during Year 11. This is the OCR Free Standing Additional Mathematics Qualification or the AQA Further Mathematics Qualification. Both of these have content that will help prepare them for AS-Level Mathematics and should also inspire and encourage further study of the subject post-16.



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SCIENCE

All students must study science in Year 9. The emphasis is on learning science through discovering scientific phenomena through practical investigation and applying scientific concepts to solve challenging problems. We teach the new AQA 'A' science syllabi.

We offer a triple science route to our set 1 and 2 students. This involves teaching the individual subjects: chemistry, physics and biology. The rest of the cohort will study a comprehensive double science pathway incorporating chemistry, physics and biology units. Students are re-set at the end of Year 8 based upon their achievement in internal assessments throughout their KS3 study and are provisionally placed on either the triple or double pathway.

There is, however, the opportunity for students to move between the triple and double science pathways at the end of Years 9 and 10 based upon their ongoing achievement in internal assessments. A final decision will be made on an individual student's most appropriate pathway at the end of Year 10.

Triple and double science contains no coursework element and the subjects are linearly assessed via terminal examinations at the end of Year 11. The study of either triple or double science provides a strong foundation for the further study of sciences at post-16 level.

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PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION

PSHCE, including careers and work related learning, are taught through one hour of tutorial time per fortnight, registration times, whole school activities (such as the termly Community Days) and the assembly programme. During PSHCE all students focus on topics that relate to the development of their social, personal, emotional and mental health, including political literacy, sex and relationships education, drugs education, stress and mental health, progression routes, personal finance and personal safety.

GCSE RELIGIOUS STUDIES

You will learn about ethical issues such as life and death, relationships, good and evil, human rights and justice in a religious context. When studying Christianity you will learn about the nature of God, Jesus, salvation, the afterlife and creation as well as the church and forms of worship. When studying the world faiths you will learn about the nature of Allah, Prophethood, angels, as well as festivals and the pillars of Sunni and Shi'a Islam. Your lessons will often be discussion based and lead to debates of controversial issues. You will also use ICT to research, create presentations and learn to write high quality evaluative and critical essays.

Assessment

100% externally examined.

There are three exams; Religious, Philosophical and Ethical Studies in the Modern world, Study of Christianity and Study of a World Faith. These exams are worth 50%, 25% and 25% of the total grade respectively.

Potential pathways

Studying Religious Studies can lead on to many interesting and engaging pathways. It is useful for further study of essay based subjects including Religious Studies AS/A2. In terms of your university applications and career it is useful for any humanities degree or jobs which relate to public services and require an understanding of world faiths, for example teaching, social work, policing or nursing.



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OPTION SUBJECTS

BUSINESS AND ICT

COMPUTER SCIENCE (MATHS FACULTY)

DESIGN AND TECHNOLOGY

GEOGRAPHY

HEALTH AND SOCIAL CARE

HISTORY

SOCIOLOGY

MODERN FOREIGN LANGUAGES

PHYSICAL EDUCATION

PERFORMING ARTS

VISUAL AND MEDIA ARTS

BRITISH SIGN LANGUAGE

BTEC HOSPITALITY

INCLUSION

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BUSINESS AND ICT - GCSE BUSINESS STUDIES (OCR)

The Course

Everything in life involves Business. Think about your favourite top; what businesses made it possible for you to be wearing it? The obvious ones are the shop that sold it and the manufacturing plant that made it, but what about the cotton growers, the dye producers, the label makers, the companies that transported it through every stage on its journey? There are also the banks and accountants looking after the finances of all those businesses, the marketing companies that advertise those businesses, the recruitment companies helping provide them with staff, etc. Thinking about all those processes and people allows you begin to understand what Business Studies is all about. Business is a major part of everyone's life and anybody who has a good idea about how businesses work will have a huge advantage when they start looking for work. Taking GCSE Business Studies could even set you on the road to being the next Bill Gates or Richard Branson! If you enjoy TV programmes like Dragons' Den and The Apprentice, then this really is the subject for you.

Assessment

GCSE Business is assessed through examinations which take place at the end of Year 11.

Areas of study – you will study elements of business related topics such as:

- What is a business and why do they exist.
- Structure of businesses.
- People in business.
- Production.
- Finance.
- The external economic environment.
- Marketing.
- Enterprise.

Potential Pathways

By studying Business Studies you will have gained an insight into many careers you may one day want to follow and your GCSE will tell employers that you understand what it takes to make their business a success. It will also give you an insight into the kind of skills and qualities they will be looking for, giving you a real advantage in the job market. It could even help you to start your own business empire. If you choose to continue studying business in our 6th form, you can choose from Level 3 BTEC Business, A Level Economics or A Level Business. These subjects can all be pursued further at university through a variety of general business degrees or specialist degrees in finance, accounting, marketing, human resources, logistics, economics, etc.

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BUSINESS AND ICT – BTEC AWARD IN ICT – INFORMATION AND CREATIVE TECHNOLOGY (EDEXCEL)

The Course

Knowledge and skills of ICT is important for a modern-day workplace. A certificate in Information and Creative Technology will help you to develop your knowledge of current and emerging technologies as well as improve the skills required to create tailor made programs and web based products. There are two major exams which will be covered in Year 11 and a range of coursework units which will be covered in Years 9 and 10.

This course includes:

- Written reports.
- Audio-visual recordings.
- Graphic products.
- Presentations, plans, designs.
- Time-constrained practical assessments.

Some of the units in this course include:

- The Online World.
- Digital Portfolio.
- Creating Digital Products (Audio, Graphics or Video).
- Spreadsheet Modelling.

Assessment

- 25% externally assessed exam – The Online World and Technology Systems.
- 75% coursework covering the use of Multimedia tools, Application Software and Web Authoring Tools and techniques.

Potential Pathways

Further study of Computing/ICT at AS/A2 level/BTEC Level 3.

Most jobs require ICT skills in some form, and therefore this course will provide you with skills that are useful for employment in most industries.

Information and Creative Technology will support your application for a range of Post-16 level 3 courses if a pass or above is achieved, or a level 2 course if a 2 or 3 (D or E) grade is achieved.

You will have the opportunity to focus on systems based on real life situations which will develop your knowledge and understanding of Information and Creative Technology.

You will achieve a certificate in Information and Creative Technology following successful completion of this course. Your learning would take place in a mixture of classrooms and ICT rooms.

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COMPUTER SCIENCE (OPTIONAL)

The Course

Are you interested in understanding how computer systems work? Do you want to learn how to create apps that run on mobile devices? This course gives you an in-depth knowledge and understanding of the main principles of problem solving using computers.

You will:

- Develop in-depth understanding of how computer technology works, and will also develop critical thinking, analysis and problem solving skills.
- Learn within the range of realistic context based around the major themes within the specification of web, mobile, gaming and more traditional coding systems.
- Acquire and apply your knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.

Assessment

The GCSE (9-1) in Computer Science is a linear qualification with 100% terminal rule. The qualification is split into three components 01, 02 and 03. Learners take all three components to be awarded a grade with new 9-1 grading system (9 = top level).

Component 01 – Computer Systems

- Written paper - 1 hour and 30 minutes.
- 80 marks (no calculators allowed)
- 40% of total GCSE

Component 02 – Computational thinking, algorithms and programming

- Written paper - 1 hour and 30 minutes.
- 80 marks (non calculators allowed)
- 40% of total GCSE

Component 03- Programming Project

- Non-Exam Assessment (NEA)
- Create solutions to computing tasks from a set of options supplied by the exam board.
- Approx. 20 hours 40 marks.
- Internally assessed, externally moderated.
- 20% of total GCSE.

Potential Pathways

GCSE Computer Science counts towards the English Baccalaureate science measure, offering you a new option that achieves maximum recognition. With the computer technologies continuing to have a growing importance there will be a bigger demand for professionals who are qualified in this area. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new opportunities for employers and employees. Businesses today require an ever-increasing number of technologically aware individuals. Figures reveal that a Computer Science graduate earns the best wages after leaving university.

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DESIGN TECHNOLOGY - GCSE FASHION & TEXTILES, GRAPHICS AND PRODUCT DESIGN

The Course

The new Design and Technology GCSE is an exciting and challenging course, which combines all areas of design and technology including Fashion & Textiles, Graphics and Product Design. This builds on the skills and knowledge that students have learnt in the KS3 curriculum.

In Year 9, students will learn a range of skills to help them think and communicate their ideas creatively. They will be responding to real world problems through innovative and creative designing. This course prepares students for 21st century understanding of the world using new technology such as laser cutting, 3D printing and electronics.

Students will initially study a range of materials including woods, metals, plastics, paper, textiles and electronics. In Year 10 and 11, they will focus on a specialist area such as Fashion & Textiles, Graphics or Product Design. They will select and use appropriate materials to solve a range of design challenges. Students will undertake practical work to enable them to explore materials and processes that they can develop.

Design technology combines a range of subjects in a hands on way. It allows students to develop problem solving skills and encourages students to use knowledge from all areas of the curriculum. The new GCSE qualification has strong links with Maths and Science, applying knowledge and understanding in a practical way.

Students will need to choose one specialist area from the following three pages for their GCSE Design Technology course.

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FASHION & TEXTILES (YEAR 10 & 11 SPECIALIST AREA)

The Course

Are you keen to develop a greater knowledge of fashion designing and making? Do you enjoy experimenting with a range of decorative techniques? This course needs creative thinkers who want to develop practical life skills. You will be using (CAD/CAM) computer aided design and manufacturing skills to create a final product.

Assessment

- Written Paper, 50 % of total marks
- Non Exam Assessment, 50% of total marks

The Non Exam Assessment will be based on areas such as securing the future, improving social and living spaces, responding to the unexpected and will take place during Year 11. This portfolio will require you to complete extensive written sections for the research, development and evaluation of your final product.

Potential Pathways

- Entry to AS/A2 Graphics course at Tallis. Further study on the Art and Design BTEC course.
- Opportunities to further develop your textiles and fashion knowledge at college.
- Opportunities to work in the retail sector as a buyer or visual merchandiser.
- Future career pathways as a fashion designer, textile print designer, dressmaker, stylist, costume designer, project scientist, textile technologist and interior designer.
- Design and making are encouraged to prepare candidates for taking higher level courses or for entering the world of work.
- Fashion and textiles will support your application for a range of Post-16 Level 3 courses if a 9-4 (A*-C) grade is achieved, or a level 2 course if a 3 or 2 (D-E) grade is achieved.
- Fashion and textiles will equip you with essential life skills - learning to make various quality products.

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GCSE GRAPHICS (YEAR 10 & 11 SPECIALIST AREA)

The Course

Do you want to be the next top graphic designer? This course will encourage your own style whilst developing an appreciation of what others use in the industry. Practically, you will develop making, modelling and drawing skills in order to present work professionally.

Assessment

- Written Paper, 50 % of total marks.
- Non Exam Assessment, 50% of total marks.

The Non Exam Assessment will be based on areas such as securing the future, improving social and living spaces, responding to the unexpected and will take place during Year 11. This portfolio will require you to complete extensive written sections for the research, development and evaluation of your final product.

Potential Pathways

- Entry to AS/A2 Graphics course at Tallis. Further study on the Art and Design BTEC course.
- Future career pathways as a graphic designer, illustrator, printmaker, architect, stylist animator, art director, production designer - theatre/film/TV, interior designer, exhibition designer, fine artist.
- Design and making are encouraged to prepare candidates for taking higher level courses or for entering the world of work.
- Graphics will support your application for a range of Post-16 Level 3 courses if a 9-4 grade (A*-C) is achieved, or a level 2 course if a 3 or 2 (D-E) grade is achieved.

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GCSE PRODUCT DESIGN (YEAR 10 & 11 SPECIALIST AREA)

The Course

If you enjoy designing and making your own products, let us show you how to do it to a professional standard. Would you like to learn more about what makes a product aesthetically pleasing or off putting to a buyer through in-depth product analysis?

You will develop knowledge and experience of working with a wide range of materials and processes whilst carrying out detailed research, design, making and evaluating of projects.

Assessment

- Written Paper, 50 % of total marks.
- Non Exam Assessment, 50% of total marks.

The Non Exam Assessment will be based on areas such as securing the future, improving social and living spaces, responding to the unexpected and will take place during Year 11. This portfolio will require you to complete extensive written sections for the research, development and evaluation of your final product.

Potential Pathways

- Entry to AS/A2 Graphics course at Tallis and also degree courses.
- Further study on the Art and Design BTEC course.
- Opportunities to further develop your product design knowledge at college.
- Future career pathways as a product designer, graphic designer, architect, industrial designer, engineer, interior designer, exhibition designer, fine artist.
- Design and making are encouraged to prepare candidates for taking higher level courses or for entering the world of work.
- Product Design will support your application for a range of Post-16 Level 3 courses if a 9-4 (A*-C) grade is achieved, or a Level 2 course if a 3 or 2 (D-E) grade is achieved.
- Develop (CAD/CAM) Computer Aided Design and manufacture skills.

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GCSE FOOD PREPARATION & NUTRITION

The Course

Do you enjoy combining a wide range of foods to be cooked using different methods?

Are you keen to learn about ingredients from around the world and their tastes in recipes? You will learn in depth about the function of ingredients by making and developing a wide range of dishes. You will study healthy eating, cooking on a budget, in depth consumer and nutritional analysis as well as the use of CAD/CAM in industry.

Assessment

- **Written Paper, 50% of total marks**

Food preparation skills are integrated into five sections:

Food, nutrition and health, Food science, Food safety, Food choice, Food provenance

- **Non Exam Assessment (NEA) 50%**

Task 1: Food investigation

Students learn about the working characteristics, functional and chemical properties of ingredients.

Students produce a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment

Students develop knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Students produce a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Potential Pathways

Entry to AS/A2 Food Technology and also degree courses.

- Opportunities to go into catering at college, to work in the restaurant industry and the health sector.
- Opportunities to go into the food science industry. There is a shortage of food scientists.
- Future career pathways as a food buyer, nutritionist, food stylist, home economist, product tester, product developer.
- Design and making are encouraged to prepare candidates for taking higher level courses or for entering the world of work.
- Food Technology will support your application for a range of Post-16 Level 3 courses if a 9-4 (A*-C) grade is achieved, or a level 2 course if a 3 or 2 (D-E) grade is achieved.
- Food technology will equip you with essential life skills - learning to make a range of quality products.

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GEOGRAPHY

The Course

If you are interested in a course that takes you out into the field and brings learning to life then choose Geography!

Unit 1: Global geographical issues: This unit helps you delve into **hazardous earth**, monitoring volcanic eruptions and responding to earthquakes. You'll get to explore world trade and the changing distribution of power and wealth between countries in **development dynamics**. Finally you'll make a journey into **challenges of an urbanising world**.

Unit 2: UK geographical issues: You'll examine the **UK's evolving physical landscape** including **River processes and pressures**. Step into the **UK's evolving human landscape** by studying **dynamic UK cities** such as London. Ultimately you will get out in the field on a two day field trip to the River Darent, Canary Wharf and the Thames Barrier, to collect primary data, analyse your findings and evaluate on what you discovered as part of your **geographical investigations**.

Unit 3: People and environmental issues You will learn to improve your skills of **communication and interpretation** and hone your ability to **manipulate and analyse data**. This unit will give you the chance to **solve problems**, to think clearly, critically and constructively in order to find solutions to the problems we study. Within this unit you will tackle issues surrounding **people and the biosphere**, explore how actions have consequences in **forests under threat**. Finally, you'll face the challenge of dwindling fossil fuels in **consuming energy resources**.

Assessment

Unit 1: Global Geographical Issues (37.5% of the course)

- Written paper: 1 hour 30 minutes.

Unit 2: UK geographical Issues (37.5% of the course)

- Written paper: 1 hour 30 minutes.

Unit 3: People and Environment Issues – Making Geographical Decisions (37.5% of the course)

- Written paper: 1 hour 30 minutes.

Potential Pathways

Geography contains a plethora of transferable skills, enabling you to go on to a range of future options including apprenticeship courses, A levels and further education. Geography will support your application for a range of post-16 Level 3 courses, if a 9-6 grade is achieved, or a level 2 course if a 5 or 4 grade is achieved.

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BTEC HEALTH AND SOCIAL CARE

The Course

Health and Social Care encourages students to be inspired individuals, preparing them for a career as a public servant in the health and social care professions. You will follow a broad and coherent course of study to gain an insight into the health care provision.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. All of these open doors to progression into further study and responsibility within the workplace.

Topics studied

Unit 1: Human Lifespan Development

How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships and life events affect your growth and development? This unit provides you with the opportunity to explore how we grow and develop throughout our lives and to investigate the factors that affect this growth and development. This understanding is required for a wide range of health and social care roles including nursing, social work, occupational therapy, physiotherapy and dieticians.

Unit 2: Health and Social Care Values

What is good practice in health and social care? What ensures that good practice is applied to support individuals who use health and social care services? Health and social care values underpin good practice within the sector. These care values apply to all areas of health and social care work.

This unit will enable you to understand the high standards expected in health and social care in order to safeguard the wellbeing of individuals who use health and social care services.

Unit 3: Effective Communication in Health and Social Care

Are you aiming for a career in health or social care? If so, how good are your communication skills? Communication skills are vital for those who choose to work in health and social care. Clear communication is important to enable service users to understand and agree to the care they are receiving. Good communication between care professionals allows them to perform their roles effectively, work cooperatively with colleagues and build supportive relationships with service users. You develop a range of communication skills and are able to adapt them for a range of different service users and groups.

Unit 6: The Impact of Nutrition on Health and Wellbeing

Have you considered the effects of what you eat on your health and wellbeing? This unit provides you with some answers and extends your understanding of how important a balanced diet is to your health. In this unit you will explore what is meant by a balanced diet and its effects on the body, for example in raising immunity to infection and improving concentration. You will also explore what is meant by an unbalanced diet and how this may lead to various types of ill health. This unit will help you to prepare for a career in health and social care. It will also contribute to your own health and wellbeing by supporting you in making your own nutritional choices.

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Assessment

Unit 1: Human Lifespan Development

25% of total BTEC qualification

Assessed through external written exam – 1 hour

Unit 2: Health and Social Care Values

Unit 3: Effective Communication in health and Social Care

Unit 6: The Impact of Nutrition on Health and Wellbeing

Each unit is 25% of total BTEC qualification

Each unit is assessed through coursework

Potential Pathways

This course provides a good foundation for learners to progress onto further education, providing a suitable foundation for further study within the sector, or supporting progression on to other vocational qualifications at Level 3. The underpinning knowledge and understanding, practical and vocational skills learnt will also enhance and support the progression on to an apprenticeship or other vocational based programme or employment within the health or social care sector.

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GCSE HISTORY

The Course

During this GCSE course you will explore how people's lives and understanding of the world has changed over time. You will develop techniques for questioning historical evidence and representations and reflect critically on historical concepts such as cause, effect, change and continuity. You will enhance your understanding through collaboration, and disciplined independent study. You will also be encouraged to play with possibilities when reaching your own judgments about past events, while making connections with the world we live in today.

Assessment

Unit 1 Examination 1 hour 15 mins

- Thematic Unit: Medicine AD1250-Present
What did people think made you ill and how would you be treated?
- Study of Historic Environment: Injuries, Treatment and Trenches on the Western Front 1914-1918
What do sources of evidence tell us about what happened if you were injured?

Unit 2 Examination 1 hour 45 mins

- Period Study: Superpower relations and the Cold War.
What were the causes and key developments of the Cold War?
- Depth Study 2: Early Elizabethan England 1558-88.
How did Elizabeth govern and what was life like in Elizabethan England?

Unit 3 Examination 1 hour 20 mins

- Depth Study 1: Germany c1919-1945.
Why did Hitler come to power and what was life like in Nazi Germany?

Potential Pathways

- Further study of History at AS/A2 Level.
- A 9-4 (A*-C) grade in history will support your application for a range of Post-16 Level 3/A Level courses.
- A Humanities GCSE is a requirement for a range of subjects at A Level, including film studies and philosophy. History is one of the facilitating subjects, which can help you get into the highly respected Russell Group of Universities.
- Historians develop valuable transferable skills; they are independent and creative thinkers, critical and evaluative in their approach and effective communicators. Potential career pathways include the civil service, curatorship and research, the legal profession, education, journalism and media.

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GCSE SOCIOLOGY

The Course

The course looks at the relationship between people and social structures in Britain today, making it particularly relevant for those interested in understanding, analysing and critically evaluating the world around them and in many cases giving learners the tools to make a difference throughout their lives. Quite simply, Sociology isn't merely transmitting factual knowledge; it's about developing skills that are transferable and relevant.

Students will aim to develop their comprehension of society, focusing on social issues such as inequality and the distribution of power. In Year 10 this will be supplemented by a study on Education and the Family. Year 11 will give students opportunities to learn about crime and deviance, power and social inequalities or media. Over both years, students will use various research methods, allowing students to practise sociology as an empirical discipline.

Assessment

Students are set two written papers, both last 1.5 hours and are worth 50% of the overall grade.

Unit 1: Studied in Year 9

- Education
- Families
- What is sociology

Unit 2: Studied in Year 10 and 11

- Crime and Deviance
- Media
- Power
- Social Inequality

Potential Pathways

- Further study of Sociology at AS/A2 Level.
- Useful inclusion on CV in application for all areas of work.
- Useful for all adult life skills.

Sociology will support your application for a range of Post - 16 Level 3 courses if a 9 – 4 (A* - C) grade is achieved, or a Level 2 course if a 3-2 (D or E) grade is achieved.

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GCSE MODERN FOREIGN LANGUAGES – FRENCH AND SPANISH

The Course

The study of a Modern Foreign Language offers you the opportunity to gain an important life skill in today's world. GCSE French and Spanish will allow you to develop your ability to communicate with native speakers in speech and writing.

The course includes the study of a range of topics including different lifestyles, personal relationships, social justice, free time and holiday choices and environmental issues.

You will work creatively to:

- Develop your ability to communicate confidently and coherently with native speakers, conveying what you want to say with increasing accuracy.
- Express and develop thoughts and ideas spontaneously and fluently.
- Deepen your knowledge of how language works and enrich your vocabulary and writing skills.
- Gain an understanding of the culture of French and Spanish speaking countries.

Have an opportunity to travel abroad to practise using your target language in its natural environment.

Assessment

Listening examination - understand and respond to different types of spoken language.

- Written paper - 35-50 minutes, 25% of qualification marks.

Speaking examination - communicate and interact fluently in speech.

- 2 recorded exchanges - 4-6 minutes each, 25% of qualification marks.

Reading examination - understand and respond to different types of written language.

- Written paper - 35-50 minutes, 25% of qualification marks.

Writing examination - communicate in writing.

- 2 written papers - 60 minutes each, 25% of qualification marks.

Potential Pathways

- Further study at AS/A2 level.
- Supports applications for a range of Post-16 level 3 courses if a 9 – 4 (A* - C) grade is achieved, or a level 2 course if a 4 - 3 (D or E) grade is achieved.
- A GCSE pass 9 - 4 (A* - C) in a Modern Foreign Language is now an expectation of UCAS applications for entry to some Russell group universities.
- It is often a requirement on CV applications for work in international business or the travel industry.

It develops valuable transferable skills which will be desirable in a number of career pathways. These include creative thinking and effective communication.

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PHYSICAL EDUCATION – GCSE PE

The Course

GCSE PE will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. You can perform in one or all of the following roles: player or participant, leader or official.

- Develop your knowledge and practical skills in a range of physical activities.
- Examine the effects of exercise and how training can improve performance.
- Find ways to improve your own performances in a variety of roles.
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.
- Appreciate the benefits of promoting, 'Sport for all'.

Assessment

The GCSE Course is assessed over 4 components:

Component 1: Fitness and Body Systems

This component requires you to develop an understanding of Applied Anatomy and Physiology looking at the Structure and functions of the musculo-skeletal system and cardio-respiratory system.

You will also learn about anaerobic and aerobic exercise as well as the short and long term effects of exercise and how sports performance Data is collected, analysed and evaluated.

- Written examination paper of 1 hour 45 minutes.

This will contribute a maximum of 36% towards the total mark.

Component 2: Health and Performance

You will learn about the different categories of Health (Physical, Emotional and Social) and understand the significance of fitness and well-being. You will also learn about the consequences of a sedentary lifestyle. Your knowledge of energy use, diet, nutrition and hydration will be developed.

Psychology will also be learnt whereby skill classification, the use of goal setting (SMART targets) to optimise performance, guidance and feedback on performance and mental preparation for performance will all be covered.

Socio-cultural influences in physical activity and sport will be explored which involves engagement patterns of different social groups in physical activity and sport, commercialisation of physical activity and sport and Ethical and socio-cultural issues in physical activity and sport.

- Written examination paper of 1hour 15minutes (This will contribute a maximum of 24% towards the total mark).

Component 3: Practical Performance

You will develop your practical performance in 3 sports of which one must be from a team activity, one from an individual activity and the final activity can be a free choice.

Students must perform in the role of a player/performer and demonstrate their skills in isolation/unopposed situations and in formal/competitive situations under pressure.

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- Practical Assessment (This will contribute towards a maximum of 30% towards the total mark).

Component 4: Personal Exercise Programme

In this component you will learn the Principles of training, relevant methods of training and use of data to perform, analyse and evaluate your PEP.

You will perform a 6 week training programme which relates to any physical activity of your choice from the activities list.

- Assessment consists of students producing a PEP and analysing and evaluating their performance. (This will contribute towards a maximum of 10% towards the total mark).

Potential Pathways

As well as being the ideal preparation for the A Level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as BTEC firsts and nationals in sport or sport and exercise sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, teaching, the armed forces and civil service.

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PHYSICAL EDUCATION – BTEC SPORT

The Course

BTEC Sport will give you exciting opportunities to be involved in a number of physical activities, promoting an active and healthy lifestyle. It will give you the opportunity to work collaboratively and creatively and develop an insight into different aspects of sport. You will also:

- Be given opportunities to coach as well as play.
- Develop key skills such as communication, co-operation, leadership, problem solving and teamwork.
- Develop a greater knowledge of different careers in sport.
- Work with the wider school community and local primary schools.

The 4 units that you will study are:

Fitness for Sport and Exercise (externally assessed), Training for Personal Fitness, Practical Sports Performance and Leading Sports Activities.

Assessment

The course is 75% assessed coursework with an online examination worth 25% in the Fitness For Sport and Exercise Unit.

- You will complete 4 units of work over the 2 year course.
- You will achieve a pass, merit, distinction or distinction * according to the quality of your work.
- Equivalent to 1 GCSE grade).

Potential Pathways

- Further study of sport at Post-16 at Level 3.
- Support your application to other 16+ courses.
- Useful if you are interested in various courses involved in the sport and leisure industry.
- Sport will support your application for a range of Post-16 Level 3 courses if a merit or above is achieved.

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PERFORMING ARTS – GCSE DANCE

The Course

You will have the opportunity to learn how to choreograph, perform and analyse dance, through studying a range of dance styles and by working as a professional dancer, making new work and studying the work of established choreographers. You will work with professional dancers or companies. You will also learn to:

- Develop fitness, technique, safe practice teamwork and creativity; by actively engaging in all aspects of dance in order to become effective and independent learners and critical, reflective thinkers with enquiring minds.
- Develop dance appreciation skills by studying and researching how the use of set, costume, music, lighting and dance structures successfully support dance productions and how they can support your own work.
- Develop physical, technical and expressive dance skills so you are able to communicate your ideas to an audience.

Assessment

60% for practical work, 40% for written work.

Component 1: Practical Exam Performance and Choreography.

- Solo performance of between 1– 1.5 minutes 10%, Controlled Assessment of short dance set by the exam board and taught by the teacher.
- Performance in a duet or trio of 3.5 minutes 20%, Controlled Assessment collaborative choreography created by the students, the teachers and professional artists based around dance phrases set by the exam board. This can be in any style.
- Choreography of a solo or a group dance 30%, Controlled Assessment. Students create their own choreography from a choice of externally set starting points. Solos are between 2–2.5minutes and group pieces between 3 – 3.5 minutes. Students keep a choreographic log book and provide 150 words as programme notes. If the group choreography is chosen it must be the work of one student and not a collaborative effort.

Component 2: Written exam, Dance appreciation.

- Written exam – 1 hour 30 minutes 40%. A mix of short and extended writing
Section A: Knowledge and understanding of choreographic processes
Section B: Critical appreciation of own work as dancers and choreographers
Section C: Critical appreciation of eight professional dance works that have been studied over the course.

Potential Pathways

GCSE Dance has been running for over 20 years and has earned respect as a rigorous and valid GCSE. It provides a strong foundation for progression to Level 3 courses in Dance, Performing Arts and Physical Education such as A Levels and BTEC Nationals as well as Creative and Media Diplomas.

- Progression routes can be as diverse as dance performers, choreographers, movement directors, dance therapists, sports therapists, teachers and community practitioners.
- Dance will support your application for a range of Post-16 Level 3 courses if a 9-4 (A*- C) grade is met.

Students will be expected to:

- Rehearse at lunch times and after school.
- To perform as soloists as well as members of a larger group.
- Join dance groups within school and out of school.
- To work mostly barefoot although dance shoes can be worn at times.
- Ideally, but not essentially, have experience of dance outside of school.

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PERFORMING ARTS – GCSE DRAMA

The Course

GCSE Drama will be following a new specification from September 2016.

You will have the opportunity to develop inter-personal and group working skills and learn new drama forms and acting skills. You will also:

- Create your own plays and performances for a variety of audiences.
- Take part in text exploration workshops and theatre visits both in and out of school.
- Explore the social, cultural and historical content of plays.

Assessment

Component 1: Devising

- Between 30-40% performance and coursework

Students will explore a variety of stimuli throughout the process and create a performance in response for an audience. Students will use drama techniques to bring the drama to life as part of the rehearsal process. Students will keep a record/log of how their ideas are evolving and developing reflecting on their contribution. Students will then evaluate the final, showing an analysis of their own work.

Component 2: Play text

- Between 20-30% Performance

Students will be introduced to a play text. Students will learn how to interpret a play in various ways and understand how a play works in performance through workshoping key extracts in detail. Students will develop their rehearsal and performance skills through bringing two extracts from page to the stage. Students will look at how they develop a role/character and different staging methods. This will be presented to a visiting examiner.

Component 3 : Interpreting and Understanding Drama

- 40% Written Exam (externally examined)

Students will study a professionally published play from a choice of set texts specifically chosen by the exam board. Students will also undertake a theatre visit to experience and watch live theatre. Students will complete a series of questions based on key scenes from a performer/director/designer perspective. Students will then also complete a theatre review question based on the production they watched. The exam will last approximately 1 hour 30 minutes.

Potential Pathways

- Further study at AS/A2 Level on the Drama and Theatre Studies course.
- BTEC Level 2 or 3 Performing Arts.
- An additional qualification towards 5 A*-C grades.
- A broad variety of careers including advertising, law and others involving presentation skills.
- Drama will support your application for a range of Post-16 Level 3 courses if a 9 -4 (A*-C) grade is achieved, or a level 2 course if a 3 – 2 (D or E) grade is achieved.

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PERFORMING ARTS – BTEC LEVEL 2 MUSIC

The Course

The BTEC Level 2 is divided into four units that inspire and enthuse learners to consider a career in the music industry. It gives learners the opportunity to gain a broad knowledge and understanding of and develop skills in the music industry (for example, the live sound industry, music promotion, professional performance or publishing).

- You will develop your own musical interests and skills including an understanding of how to make music individually and in groups.
- Study the roles and responsibilities in the music industry.
- Perform on your chosen instrument and work as a musical ensemble.
- Study music in television and commercials and create music for this.

Assessment

The BTEC Level 2 Music course will comprise of four units over two years including:

- **Unit 1:** The Music Industry (Exam).
- **Unit 2:** Managing a Music Project.
- **Unit 5:** Introducing Music Performance.
- **Unit 7:** Introducing Music Sequencing.

Potential Pathways

BTEC Music Performance Level 3.

- A broad variety of careers including performance and media industry.
- Career paths – instrumentalist, music therapy, conductor, composer, music journalist, instrumental teacher, musician in education, workshop leader etc.

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PERFORMING ARTS – GCSE EDEXCEL MUSIC

The Course

In the Edexcel GCSE students will spend 40% of the course analysing and studying music and 60% making and creating. This course follows a more academic route to the Music A Level in KS5.

- The study of an anthology, which contains 12 pieces of music covering Western Classical Music, Music in the 20th Century, Popular Music and World Music.
- Two performances: one solo and one as part of an ensemble.
- The creation of two compositions

Assessment

30% Performance: one solo and one ensemble piece.

- **30% Composition:** compositions linked to the set work, using key features and influences.
- **40% Exam:** 1hr 30 minutes listening paper based on the musical anthology.

Potential Pathways

A Level Music.

- BTEC subsidiary Diploma in Music.
- Career paths – instrumentalist, music therapy, conductor, composer, music journalist, instrumental teacher, musician in education, workshop leader etc.

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VISUAL AND MEDIA ARTS – GCSE ART

The Course

This exciting course will help you to push your boundaries in art as well as helping to improve your confidence and self-expression through the use of a variety of processes including drawing, painting, print making, sculpture, installation, performance art, mixed media, textiles art and photography. You will develop an appreciation of the formal elements, colour, form, tone, texture and shape, using a range of mediums and processes. Overall, we hope to develop your appreciation of art movements and culture. You will also experience some of the fantastic galleries in London and have the opportunity to put work into a KS4 exhibition to which parents and carers would be invited.

This is achieved through personal responses to a variety of themes.

Assessment

The two required units will cover:

Unit 1 - Personal portfolio in art and design –
Controlled Assessment – set and marked by the centre and moderated by AQA.

A portfolio selected from work undertaken during course and including more than one project.

Unit 2 - Externally set assignment in art and design –
Question papers are issued from 1 January – set by AQA, marked by the centre and moderated by AQA.

Unlimited preparation time.

10 hours of sustained focused study.

Candidates respond to their chosen question or starting point from the exam paper.

Potential Pathways

Further study at AS/A2 level.

- BTEC level 3 art and design, or creative media production.
- AS/A2 photography.
- Post-16 education via foundation and degree courses.
- Art will support your application for a range of post-16 level 3 courses if a 4 – 9 (A* - C) grade is achieved, or a level 2 course if a 2 – 3 (D or E) grade is achieved.

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VISUAL AND MEDIA ARTS – BTEC ART AND DESIGN

The Course

You will learn to use a variety of processes in art and design such as drawing, painting, textiles, mixed media, photography, sculpture and printing and develop an appreciation of the formal elements; e.g. tone, texture, colour and form, using a range of mediums and processes. Overall we hope to develop your appreciation of artistic movements and culture.

You will also learn how to:

- Use a range of materials and processes.
- Develop an appreciation of various art movements and culture.
- Gain an understanding of the opportunities for employment within the art and design industry.
- Develop and personalise your ideas to work from your own interests.
- Work on performances such as the fashion show and showcase your work in exhibitions.

Assessment

BTEC First NQF Award in Art and Design is made up of two core units and two optional units.

- This is 100% coursework but includes a 10 hour controlled assessment.
- The units will be taught in a vocational context through exciting project briefs and assignments.
- This is equivalent to 1 GCSE graded 9 – 4 (A* - C).

Potential Pathways

Higher education vocational qualifications such as:

- BTEC L3 subjects. AS/A2 Art.
- AS/A2 Photography.
- Pathways to employment in the Art and Design sector.
- Post-16 education via Foundation and Degree courses.
- Art and Design will support your application for a range of Post-16 Level 3 courses if a 9 – 4 (A* - C) grade is achieved, or a Level 2 course if a 3 – 2 (D or E) grade is achieved.

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VISUAL AND MEDIA ARTS – GCSE FILM STUDIES

The Course

The course is designed for you to learn how to analyse films and develop an understanding of film language, exploring how sound, camera, setting and editing are important to the audiences' understanding of the narrative and the characters' motivations. In addition there will be one practical piece of coursework.

Assessment

Unit 1: Creating

Controlled Assessment – set and marked by the centre and moderated by the exam board.

This will consist of either a filmed sequence, or a screenplay, to demonstrate understanding and practical application of genre and narrative, along with film production documentation and an evaluation.

Unit 2: Exploring Film

External Assessment - examined in June and marked by the exam board.

The films you will study (and be examined on) will be externally set by the exam board, and will be films that are deemed to be 'critically recognised and culturally and historically significant'. This means they are likely to be Oscar or BAFTA winning films. The specific films have not yet been chosen by the exam board, but will consist of one of each of the following:

- US film made between 1930 - 60
- US mainstream film
- US independent film
- British film
- English language film made outside of the US (British, Australian, New Zealand, Canadian)
- 'World' film - non English language (a subtitled film).

The questions in the exam will assess your knowledge and understanding of:

- Film language and its impact on style, characters, narratives, themes and issues.
- The way people, places, events and issues are represented in the film.
- Key industry and audience issues.

Potential Pathways

- Further study at AS/A2 level, especially closely linked to film studies and photography.
- Further study at BTEC National Level 3 (the vocational equivalent of AS/A2 levels) especially Creative Media Production.

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VISUAL AND MEDIA ARTS – GCSE MEDIA

The Course

You will learn how to analyse a variety of media products across the three platforms of audio/visual, print and online/e-media. You will learn how these different media forms communicate meanings to audiences by studying a range of media products, from TV, radio, music videos, newspapers & magazines, websites & social media, video games and advertising & marketing.

In addition you will develop an understanding of media language and how it is used to represent issues and events, individuals, such as celebrities and everyday people, and social groups such as different age groups or genders. You will learn about who the audiences are that consume these products and how audiences interpret and respond to the different media forms, as well as making links between media products and the industry that creates them. We will think about issues like - why some products fail and others succeed? How new media changes the way we consume and produce media? Why different products appeal to different target audiences?

You will also use your knowledge of media language to research, plan and make one individual creative media product. This will be in response to a brief set by the exam board and will require you to demonstrate your knowledge and understanding of media language and representation.

Assessment

Unit 1: Investigating the Media

Assessed through an examination set and marked by the exam board. The media products you study for exam will be externally set by the exam board, and will be products that are deemed to be 'critically recognised and culturally and historically significant'. In addition they will be from a variety of historical periods, will have been produced for a range of audiences. The specific media products have not yet been chosen, but will consist of products from each of the following:

- TV
- Film
- Radio
- Music Video
- Websites & Social Media
- Newspapers
- Magazines
- Advertising & Marketing
- Video Games

Unit 2: Understanding the Media

Controlled Assessment set and marked by the centre and moderated by exam board. This could consist of a filmed sequence, an online product or a print-based product or a mixture of all three. At this stage we cannot say as the exam board have not made their final decision.

Potential Pathways

- Further study at AS/A2 level especially closely linked to Media Studies, Film Studies, Photography & Art & Design.
- Further study at BTEC National Level 3 (the vocational equivalent of AS/A2 levels) especially Creative Media Production.
- Useful inclusion on CV in application for work in any of the creative and media industries.
- Media Studies will support your application for a range of Post-16 level 3 courses.

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VISUAL AND MEDIA ARTS – GCSE PHOTOGRAPHY

The Course

On this course you will explore how photographs are made and how they represent the world. You will learn to use a variety of light and lens-based photographic techniques and processes using traditional and new technologies. This will include working in the darkroom to create photograms and pinhole images, as well as making collages and photomontages. You will become a proficient user of digital cameras and Photoshop. You will learn to use a variety of equipment in order to create your own photographs. You will gain knowledge of a range of European and non-European photographic art and create images in various genres including portraiture, landscape, still-life, documentary, abstract, conceptual, moving image and installation. You will learn how to conduct research about the history of photography, explore the work of individual photographers, generate exciting and imaginative ideas for projects and work collaboratively with others. You will document your work online creating a digital ePortfolio.

Assessment

Unit 1: Portfolio of work 60%

- Controlled Assessment – set and marked by the centre and moderated by the exam board.
- An ePortfolio and final images selected from work on at least two projects undertaken during course of study

Unit 2: Externally set task 40%

- Question papers are issued from 1 January 2015 – set by the exam board, marked by the centre and moderated by the exam board.
- 10 hours of sustained focused study where candidates respond to their chosen question, or starting point on the exam paper.

Potential Pathways

- Further study at AS/A2 level especially closely linked to photography, film studies, art and design and media.
- Further study at BTEC Art and Design, or Creative Media Production (the vocational AS/A2 equivalents).
- Useful inclusion on CV in application for work in any of the creative and media industries.
- Photography will support your application for a range of Post-16 Level 3 courses.

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BRITISH SIGN LANGUAGE - Level 1 Award in BSL and Level 2 Certificate in BSL

The Course

British Sign Language is a visual and gestural language which enables communication with deaf and hard of hearing people. The course has 6 modules, 3 of which teaches basic signs to communicate in general everyday life with deaf people, (level 1), and 3 at a more advanced level to enable fluent communication with deaf people.(Level 2).

To achieve the full Level 1 Award in British Sign Language, candidates must pass all units before going onto Level 2.

Assessment

Year 9 - Level 1 includes 3 Units (101,102 and 103)

Unit 101 Module covers:

Greeting and Leave taking
Clarification
Using Numbers
Transport
Weather
Directions

Unit 102 Module covers:

Describing People, Animals and Objects
Using Numbers (Extended)
Interests and Activities
Food and Drink

Unit 103 Module covers:

Getting Around
Sharing Information
Weather (Extended)
Using Numbers (Extended)

Year 10 and 11 - Level 2 includes 3 Units (201, 202 and 203)

On this course you will be learning 4 different themes; everyday life, spending and shopping, travel and holidays, eating and drinking. Everyday life is a compulsory theme leaving the students to pick two out of the other three themes for their presentational and conversational skills.

Unit 201 – Receptive Skills , Unit 202 – Presentational Skills, Unit 203 – Conversational Skills

All units have exams. Two will be externally assessed, Unit 101 will be internal assessed.

Potential Pathways

Level 1 Potential career pathways; Retail outlets, restaurants, food stores, service industry.

Level 2 Potential career pathways; Receptionist, Carers, Midwifery, Nursery, Office administration, Leisure and Tourism, Utility Groups and teaching assistants.

After Level 2 there is an option to start a pre Level 3 taster to see what the Level 3 certificate has to offer.

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BTEC HOSPITALITY

The Course

This course involves working collaboratively and creatively and developing an insight into different aspects of hospitality. You will also learn how to:

- Be given opportunities to demonstrate what you 'can-do'.
- Develop key skills such as communication, co-operation, problem solving and teamwork.
- Develop a greater knowledge of different careers in hospitality.
- Working with professionals from outside of school.

The 4 units that you are likely to study are:

Introducing the Hospitality Industry; Working in the Hospitality Industry; Costing and Controlling Finance; Planning, Preparing, Cooking and Finishing Food.

Assessment

The course is 75% assessed through coursework with a paper-based examination worth 25% in the 'Introducing the Hospitality Industry' Unit.

- You will complete 4 units of work over the course.
- You will achieve a Pass, Merit, Distinction or Distinction* according to the quality of your work.

Potential Pathways

- Further study of hospitality, catering or events management at Level 3.
- Support your application to other 16+ courses.
- Useful if you are interested in various courses involved in the hotel, catering or leisure industry.
- Supports entry to employment in the catering, leisure or hospitality industries.



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INCLUSION

The Inclusion Team will liaise with SEN students who may require personalised advice, support and guidance.

For any queries please contact:

Francesca Kamei	Assistant Head Inclusion	fkamei@thomastallis.org.uk
Emily Robertson	SENCO	erobertson@thomastallis.org.uk
Helen Sheehan	Deputy SENCO	hsheehan@thomastallis.org.uk
Jemma Brown	Inclusion Officer	jbrown@thomastallis.org.uk
Debbie Wykes	Inclusion Officer	dwykes@thomastallis.org.uk



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DATES FOR YOUR DIARY

<p>Options Event Wednesday 3 February 2016 4.30pm to 6.30pm</p>	<p>Parents, carers and students are invited to our Transition Information Event when students will be able to join workshops held by curriculum areas, giving them the opportunity to actively engage with a subject area. Parents and carers have an opportunity to ask subject specific questions and gain a good insight into what is studied, what knowledge and skills their child will learn and how it will help in the crucial post GCSE period. There will be a presentation by the Head and Deputy Head giving general advice.</p>
<p>Submit Options from Thursday 4 February 2016</p>	<p>Students will be given their Options Form on Wednesday 3 February at the Options Event. They have until Friday 6 March to complete this form and hand it in to their form tutor.</p>
<p>Year 8 Parents' Evening Wednesday 2 March 2016 3.45pm to 6.30pm</p>	<p>Parents and carers will have an opportunity to ask further questions of individual subject teachers and their form tutors.</p>
<p>Deadline for Option Choices Friday 4 March 2016</p>	<p>Students will need to have made their decisions and handed in their Options Form to their form tutor by Friday 4 March 2015.</p>



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USEFUL INFORMATION

Website and Options Booklet	The website will include information on the course content, course skills, expectations and potential pathways for each subject area as well as some general advice on how to choose their options.
Registration and Tutorial sessions	Students will have the opportunity in registration time to explore and ask questions about the wide variety of options available to them. It is crucial in this time that students are also made aware of the core offering at Thomas Tallis. Your child's tutor will be a vital person in guiding your child in this process. During the fortnightly tutorial slot led by the Year 8 tutor team, students will have the opportunity to interview Year 9 students selected from all the option curriculum areas, to get a real insight into taking that subject at KS4. There will also be a specially designed PSHCE lesson focusing on life skills, aspirational thinking and acting, pathways into further education, apprenticeships and the world of work.
Assemblies	Each week students will have an assembly held by the different curriculum areas to get subject specialist knowledge from Subject and Curriculum Leaders, including an outline of the subject in terms of content and skills, what they can expect from choosing that subject and how it will be useful when they take their next steps beyond Key Stage 4.
Senior Leadership Team Interviews	The senior team will be conducting group support sessions to help students with their decision making process and will talk about what options interest them, the careers they would like to undertake in the future and offer guidance and support in making the best decisions now to ensure a very successful future.
Drop in sessions by curriculum areas	After Parents Evening on Wednesday 2 March, a variety of drop in sessions have been organised during lunchtimes for students to speak with subject teacher specialists. We want to make sure students are fully informed before making their decisions.

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Option 1

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Option 4

Option 5

Option 6

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FURTHER NOTES

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