

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 need to remember that GCSE courses are harder than they have been in the recent past, and they will be assessed at the end of the course. You'll face a lot of examinations at the end of year 11. It's a good idea to think about balancing your choices with courses that have a practical or performance element where you can shine in different ways too.

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 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.

You will be required to take either a Language or Geography or History, whilst covering 'the full Ebacc' would effectively mean doing both a Language AND Geography or History.

We will go through this in much more detail at the options evening, but right now you should focus on establishing your 'definite' subjects, and which ones you need to find out more information about during the options process.

The New Assessment Framework

The assessment mechanism which the cohort will be assessed against in 2021 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.

Grades issued	Conversion Chart									
GCSE 9 - 1 Grade	9	8	7	6	5	4	3	2	1	U
BTEC Grade	Di*	Di	M		P			Level 1 Pass		U
GCSE A* - G Grade	A*	A	B		C	D	E	F	G	U

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 2018, the subjects are broken up into the following hours per fortnight.

	Sep 18	Sep 19	Sep 20
	Year 9	Year 10	Year 11
English Language & Literature (double GCSE)	7	8	8
Mathematics	7	8	8
Science	8	10	10
Physical Education	3	3	3
Tutorial	1	1	1
Option Subjects (x4)	6	5	5

Note:

Students will be able to choose non-core subjects from the **option choices** in order to achieve a balanced curriculum

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, Business Studies, Computer Science, Dance, Drama, Film Studies, Food Technology, French, Geography, Graphics, History, Music, Photography, Product Design, Religious Studies, Sociology, Spanish

Level 2 BTEC (equivalent to 1 GCSE)

Art & Design	Media
Hospitality	Health & Social Care
Music	Sport

Level 1/2

British Sign Language

Additional

Astronomy – by invitation only
Heritage Languages – by agreement only
Further Maths - by invitation only

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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 Post-16, 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 means including 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 LANGUAGE

ENGLISH LITERATURE

MATHS

SCIENCE

PERSONAL, SOCIAL, HEALTH &

CITIZENSHIP



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ENGLISH

During English curriculum time, all students study for two separate qualifications in GCSE English Language and GCSE English Literature. All English GCSEs will have terminal assessment with no controlled assessment or coursework. There will be no tiered entries and students will be awarded a grade from 1 to 9, with 9 being the highest.

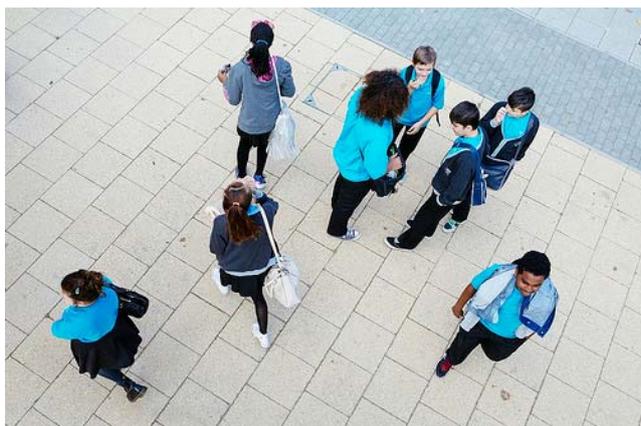
GCSE English Language

The English Language GCSE encourages 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 has a focus on making sure that students are able to write clearly and accurately, using Standard English, and assess unseen texts. There is emphasis on spelling, punctuation and grammar, including the use of vocabulary. Speaking and Listening will be assessed through endorsement. There is an emphasis on teaching students to become more confident in formal speaking.

GCSE English Literature

The English Literature GCSE encourages 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 papers and 1 non-calculator paper) and there is no coursework element at all to the Maths GCSE. We currently use the Edexcel examination board.

There will 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 made up of the usual areas of knowledge such as number, algebra, shape, space and data handling. There is 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 Free Standing Further Mathematics Qualification. This will have content that will help prepare them for A-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 contain 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.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

PSHCE, including careers and work related learning, is taught during one hour of tutorial time per fortnight, registration times, through 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, relationships and sex education (RSE), drugs education, stress and mental health, progression routes, personal finance and personal safety.

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OPTION SUBJECTS

BUSINESS

COMPUTER SCIENCE (MATHS FACULTY)

DESIGN AND TECHNOLOGY

GEOGRAPHY

HEALTH AND SOCIAL CARE

HISTORY

SOCIOLOGY

MODERN FOREIGN LANGUAGES

PHYSICAL EDUCATION

PERFORMING ARTS

RELIGIOUS STUDIES

VISUAL AND MEDIA ARTS

BRITISH SIGN LANGUAGE

BTEC HOSPITALITY

BUSINESS - 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 to begin to understand what Business Studies is all about. Business is a major part of everyone's life and to 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 Post-16, 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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GCSE COMPUTER SCIENCE

The Course

Are you interested in understanding how computer systems work?

Do you want to learn how to code?

Explore how the internet has changed the world and where technology is going next?

You will:

- Gain an in-depth understanding of how computer technology works.
- Develop critical thinking, analytical and problem solving skills.
- Apply your knowledge, technical skills and an understanding of algorithms to solve real world problems.

Assessment

We follow the OCR exam board GCSE (9-1) Computer Science course. It is a linear qualification with two exams and a coding project.

The first exam tests your knowledge of Computer Systems.

The second exam tests your understanding of Computational Thinking.

Potential Pathways

GCSE Computer Science counts towards the English Baccalaureate (Ebacc).

With computer technologies continuing to have a growing importance, there will be a bigger demand for professionals who are qualified in this subject. The widespread 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 Computer Science graduates can earn some of the highest incomes after leaving university.

DESIGN TECHNOLOGY

GRAPHICS AND PRODUCT DESIGN

The Course

This is a new GCSE specification which falls under the generic term “Design Technology”. The course will provide you with the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating within your chosen area of Graphics or Product Design.

Designing and creating within a holistic view of design and technology are carried out alongside note taking, report writing, data collection, analysis and detailed evaluations.

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 design 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 work with and study either paper and board or wood, metal, plastic, paper and electronics. In Year 10 and 11, they will focus on a specialist area such as Graphics or Product Design. The new GCSE qualification has strong links with Maths and Science (STEM), applying knowledge and understanding in a practical way. Students will need to choose **one** specialist area from the following Design Technology courses.

Visit us on :



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www.tallistech.weebly.com

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DESIGN TECHNOLOGY - GRAPHICS

'Graphics is fun because it is different and involves collaboration and new skills. You learn about technology and how to use different graphics editing software' Sam Hier - 11AI

'I look forward to Graphics because you do a lot of practical work using Apple Macs, which makes a change from all the written work and allows you to be creative. I really enjoy using Adobe Illustrator'. Joshua Saunders - 11 BE

GCSE

Examination Board: AQA

Assessment: Exam 50%
Controlled Assessment Task 50%

The Course

Do you enjoy computer designing, being creative, sketching or illustrating? Can you create designs which are both pleasing to look at and perform their functions well? If you choose Graphics, you will learn all aspects of Design and Technology then will specialise in paper and board and how these are used to make graphic products. You will design and make products such as packaging, book covers, posters, websites and branded merchandise. You will become expert users of industry standard software such as Adobe Illustrator and Photoshop. Our equipment includes two laser cutters, vinyl cutter, large format A1 colour digital printer and sublimation printer.

Assessment

The non-exam assessment is a single design and make task 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 A-level Graphics course at Tallis. Further study on the Art and Design BTEC course.
- Future career opportunities as a graphic designer, art director, digital/web designer, illustrator, printmaker, architect, stylist/ animator, production designer theatre/film/TV, interior designer, exhibition designer and 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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DESIGN TECHNOLOGY - PRODUCT DESIGN

“Design is a funny word. Some people think design means how it looks. But of course, if you dig deeper, it’s really how it works.” **Steve Jobs**

The Course

Do you love solving problems and being creative? Or perhaps you just keep coming up with great ideas but don’t know what to do with them? If that’s the case, studying Design and Technology could be for you! And it can open you up to a lot of career choices... While studying this subject, you can learn how to design and make anything from electronics, furniture, food, and even computer programs. We are a well-resourced department and as such students are not limited in their designing.

Students will learn all aspects of design and technology then will specialise in Product Design.

What Will You Learn?

- Solve problems in a creative way using a variety of materials and techniques
- Design and make a prototype that meets a set design brief
- Use a combination of wood, metal, plastic and smart materials
- Use CAD/CAM – Utilising design software such as 2D design, Google Sketch Up and Fusion 360
- Use of the laser cutter
- Use the 3D Printer

Who Is This Course For? (This Will Suit You If...)

- Students who enjoy being creative
- Students who have an imaginative way of solving problems
- Students who are good at visualising 3D concepts
- Students who are skilled in practical work
- Students who enjoy using machinery and tools

Assessment

GCSE

Examination Board: AQA
Assessment: Exam 50%
Controlled Assessment Task 50%

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Potential Pathways

What Happens When You Finish? (Career Pathway)

A Level: Product Design, Graphic Design and 3D Design

Degree: Product Design, Architecture, Interior Design, Jewellery Design, Civil Engineering, Automotive Engineering, Industrial Design

Possible Careers:

Product, Furniture, Jewellery, Automotive, Interior and Spatial and Designer, Architect, Engineer
Manufacturing, Technologist, Exhibition Furniture, Advertising Art Director,
Automotive Engineer, Materials Engineer, Product Manager, Theatre/Television/Film

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DESIGN TECHNOLOGY - FOOD PREPARATION & NUTRITION

GCSE

Examination Board: WJEC
Assessment: Exam 50%
Controlled Assessment 50%

The Course

Are you a keen cook? Do you enjoy combining a wide range of foods to be cooked using different methods? Are you keen to learn about the function of ingredients from around the world and the scientific principles?

You will learn in-depth knowledge about the function of ingredients, study the Eatwell guide and learn about healthy eating, learn in-depth social, moral and environmental food issues, cooking for dietary needs, discuss nutritional analysis, as well as carrying out several scientific investigations using a range of ingredients.

There will also be making and developing dishes, using a range of equipment.

Assessment

<p><i>Written Exam Paper 50%</i></p> <p>Integrated into five sections:</p> <ul style="list-style-type: none">• Food• Nutrition and health• Food science• Food safety• Food choice• Food provenance. <p>Throughout the course students will learn about these topics via practical and theory based activities.</p>	<p><i>Controlled Assessment 50%</i></p> <p><u>Task 1:</u> Food investigation (15%)</p> <p>A scientific food investigation set by the exam board which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p>Students produce a written or electronic report (1,500 - 2,000 words) including photographic evidence of the practical investigation.</p> <p><u>Task 2:</u> Food preparation assessment (35%)</p> <p>Students will prepare, cook and present three dishes, task set by the exam board.</p> <p>They will plan in advance how this will be achieved. The outcome will be a written or electronic portfolio including photographic evidence of the meals, shopping list, plan of make and evaluation.</p>
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Potential Pathways

Catering	Restaurateur	Health Sector
Food Science Industry	Food Buyer	Nutritionist
Food Stylist	Home Economist	Product Tester
Product Developer		

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.

**Please be aware that students will need to supply all the cooking ingredients for this course.*

GEOGRAPHY

Choose this and Modern Foreign Languages or History to meet the requirements of the 'Full Ebacc'

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 2 day trips to the coast, studying coastal processes and management and to Canary Wharf 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 Environmental 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 A-levels and further education and apprenticeship courses. 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 TECH IN HEALTH AND SOCIAL CARE (LEVEL 2) - equivalent to 1 GCSE

The Course

About 3 million people work in health or social care. Demand for both health and social care is likely to rise so professionals within this sector will continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase. This qualification prepares an individual to have the knowledge and practical skills that are required for the sector, as well as transferable skills to aid their other GCSE studies. Many students progress on to study HSC at level 3 - this course is an excellent foundation for that. Each component is assessed differently and coursework takes a range of forms such as essays, posters, role play and booklet making.

3 Components, 2 internally assessed through coursework and 1 externally assessed component.

Component 1: Human Lifespan Development (Internally Assessed)

This unit is an internally assessed unit; this means you complete coursework to show the examiner your understanding of the topics.

In this component, you will study how people grow and develop over the course of their life, from infancy to old age; this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

Component 2: Health and Social Care Services and Values (Internally Assessed)

This unit is also an internally assessed unit.

This component will give you an understanding of health and social care services and will help you develop skills in applying care values which are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

Component 3: Health and Wellbeing (Externally Assessed)

This unit is an externally assessed unit. This means you will sit an examination under controlled conditions. The examination format of this component is completing a set task within three hours. Your work will be marked by an examiner and you will receive a grade for your exam at a later date.

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes. You will also be required to use the core knowledge for components 1 and 2 to assist you with this element.

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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 and Social Care sector.

GCSE HISTORY

Choose this or Geography and Modern Foreign Languages to meet the requirements of the 'Full Ebacc'

The Course

During this GCSE course you will explore how people's lives and understanding of the world has changed over time.

We cover history from the Medieval period to the present day: The Medicine unit is a breadth thematic study, in which we consider what people thought made you ill and how would you be treated. The study of sources from the Western Front gives insight into the experience of sick and injured soldiers in the Trenches of WWI, and enhances understanding of how Historians carry out research. We consider in-depth National and Social History in our Elizabethan unit, in which we evaluate Elizabeth's rule of England and discover what life was like in the 16th century. The Cold War focuses on modern international relations. Finally the Germany unit analyses how and why political systems changed over time and how this affected people's lives and Historians' different interpretations of these.

You will develop techniques for questioning historical evidence and Historians' interpretations and reflect critically on the historical concepts of 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 (Knowledge based questions including essays)
- Study of Historic Environment: Injuries, Treatment and Trenches on the Western Front 1914 - 1918 (Source enquiry)

Unit 2 Examination 1 hour 45 mins

- Period Study: Superpower relations and the Cold War. (Knowledge based questions)
- Depth Study 2: Early Elizabethan England 1558-88. (Knowledge based questions including essays)

Unit 3 Examination 1 hour 20 mins

- Depth Study 1: Germany c1919-1945 ((Knowledge based questions including essays and source and interpretations analysis)

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Potential Pathways

- Further study of History at A-level, if you achieve the required 9-6 grade.
- 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 politics, curatorship and research, the legal profession, education, journalism and media and many more.

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. 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 hour 45 minutes and are worth 50% of the overall grade.

Unit 1: Studied in Year 9

- What is Sociology?
- Education
- Families

Unit 2: Studied in Year 10 and 11

- Crime and Deviance
- Social Stratification
- Social Theory and Methodology

Potential Pathways

- Further study of Sociology at A-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

Choose this and Geography or History to meet the requirements of the 'Full Ebacc'

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 - 35-45 minutes, 25% of qualification marks.

Speaking examination - communicate and interact fluently in speech.

- 3 recorded exchanges (Role play/Photo card/Conversation) - 7-12 minutes, 25% of qualification marks.

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

- Written paper - 45-60 minutes, 25% of qualification marks.

Writing examination - communicate in writing.

- Written paper - 1hr - 1hr 15 minutes, 25% of qualification marks.

Potential Pathways

- Further study at A-level.
- Supports applications for a range of Post-16 level 3 courses if a 9 – 4 grade is achieved, or a level 2 course if a 4 - 3 grade is achieved.
- A GCSE pass 9 - 4 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 1 hour 15 minutes (This will contribute a maximum of 24% towards the total mark).

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Component 3: Practical Performance

You will develop your practical performance in three sports of which one must be a team activity, one 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.

- 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 Level 3 BTEC Diploma in Sports, GCSE PE prepares students for the A-level Physical Education course and any sport specific courses in colleges.

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, physiotherapy, sports nutrition, officiating, the fitness industry, teaching, the armed forces and civil service.

At the end of the Year 9 GCSE Foundation Year student progress will be reviewed to see if they would be more suited to the BTEC Sport level 2 course in Year 10 and 11. The BTEC Sport level 2 pathway is equivalent to GCSE and offers the same progression opportunities into Sixth Form and higher education courses.

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 6 professional dance works that have been studied over the course.

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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

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

- 40% performance and coursework (internally examined)

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. For the written element of the component, 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: Performance from Text

- 20% Performance (externally examined)

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 workshopping 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 : Theatre Makers in Practice

- 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 A-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 – MUSIC GCSE

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. Students will have the opportunity to develop as a performer, composer and musicologist. You will be able to use and cultivate your analysis skills through both a practical and academic sense in class, working with specialist practitioners and in your own research. You have the opportunity to enhance your communication skills as you perform as a soloist and within an ensemble, compose different pieces of music and focus your analysis skills on 8 set works that spread from the 1700s to the present day. Progression in writing skills is a requirement as we explore the historical, political and social context of music as well as understanding notation.

Assessment

Component 1: Performance 30%

- One solo performance
- One ensemble performance

Students must perform for at least four minutes. This performance is made up of two performances, one solo and one ensemble. Each performance is marked out of 30 and is internally marked. Performance opportunities are offered throughout the three years on the GCSE course both in and out of school. We also take students on regular trips to Trinity School of Music and to the centre of London to watch professional concerts.

Component 2: Composition 30%

- Compose one composition to a brief set by the exam board
- Compose one composition of your own choice

Students compose two compositions of at least three minutes' combined duration. One composition to a brief set by Edexcel and one is set by the student. Each composition is marked out of 30 and is internally marked. Students are encouraged to use music technology in their study, particularly in composition. We use Garageband, Sibelius and Audacity on our MacBooks and Logic in the recording studio. All of these skills are invaluable to any career path you decide to embark on after Tallis.

Component 3: Appraising 40%

- Written exam 1 hour 45 minutes in length out of 80 marks.

Students sit a written exam at the end of Year 11, which is in two sections. The exam is based on the eight set works they have studied throughout the three year course.

Section A

- Six questions on the set works
- One melody/rhythm completion exercise
- One question on an unfamiliar piece

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Section B

- One question on comparing a set work with an unfamiliar piece (but related through musical context)

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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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 and 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. (Externally Marked Written Exam).
- Unit 2: Managing a Music Project. (Internally Marked)
- Unit 5: Introducing Music Performance. (Internally Marked)
- Unit 7: Introducing Music Sequencing. (Internally Marked)

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.

GCSE RELIGIOUS STUDIES

The Course

AQA Religious Studies A (8062)

Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. For Paper 1 we will study Christianity and Islam, as well as other religious and non-religious beliefs such as atheism and humanism, this is applied in Paper 2.

Assessment

Component 1: Christian and Islamic: The study of religions: beliefs, teachings and practices

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions

Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48.

Component 2: Thematic studies

- Theme A: Relationships and families.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Questions

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24

Potential Pathways

Law

- Business / international business - Marketing and management
- Marketing and management
- The government, foreign service, or the Peace Corps
- Non-profit or non-governmental organisations

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- Counselling and Social Work
- Education
- Journalism / publishing
- Event planning, hospitality, or the service industry
- Museums and the arts

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VISUAL AND MEDIA ARTS – GCSE FINE ART

The Course

This exciting course will help you to push your boundaries in art and encourage you to become more of an independent artist. It will also help you 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 will be invited.

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 Edexcel.

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 February – set by Edexcel, marked by the centre and moderated by Edexcel.

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 A-level.

- BTEC level 3 art and design, or creative media production.
- A-level 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

The BTEC Level 2 Art and Design (equivalent to 1 GCSE graded 9 – 4 [A*– C]) is divided into four units that inspire and enthuse learners to consider a career in the art industry. It gives learners the opportunity to gain a broad knowledge and understanding of and develop skills in the art industry by working to briefs sets by outside agencies e.g. TFL, Greenwich Council and a local art gallery.

During your time with us you will have opportunities to engage in a wide range of disciplines such as drawing, painting, print making, sculpture, installation, performance art, mixed media, textiles art and photography. Later in the course you will specialise in an area that you are most interested in. This will all be grounded in connections to artists and designers. This is an ideal qualification to enable you to progress onto A Level or BTEC Level 3 courses in a wide range of Art and Design specialisms.

Assessment

The BTEC Level 2 art course will comprise of four units each worth 25% over two years:

- *Unit 1:* Introduction of Specialist Pathways in Art and Design
- *Unit 2:* Creative Project in Art and Design
- *Unit 3:* Communicating Ideas in 2D
- *Unit 4:* Communicating Ideas in 3D
- 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.

Potential Pathways

Higher education vocational qualifications such as:

- BTEC L3 Art and Design or A-level Art, Photography and Graphics.
- Pathways to employment and a broad range of careers 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 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 A-level, especially closely linked to film studies and photography.
- Further study at BTEC National Level 3 (the vocational equivalent of A-levels) especially Creative Media Production.

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VISUAL AND MEDIA ARTS – L2 BTEC Media Tech Award in Creative Media Production

- Did you know that 1 in 6 new jobs created in London last year was in the media sector?
- Did you know that there is currently a skills shortage in the British film industry?
- Did you know that the L2 BTEC Media Tech Award is an exciting way to get new skills and sharpen up your analytical skills?

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 areas such as how the products are constructed to appeal to their audiences and what roles genre and narrative play in their success. Through the study of industries such as the video games industry, website industries (particularly fan sites) and comics/graphic novels you'll learn more about the construction of the products and have a go at making some yourself.

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. You will develop your media production skills, whether it's working in 2D design with packages such as Photoshop and InDesign, or in 3D with the audio/visual editing software Premiere Pro.

The two years are broken down into three components. Instead of a written exam, at the end of the two years you will make a media product using all the skills you have learnt over the course.

Component 1: Exploring media products (30% weighting).

Component 2: Developing digital media production skills (30% weighting).

Component 3: Create a media product in response to a brief (40% weighting).

Potential Pathways

- Further study at A-level especially closely linked to Media Studies: Film Studies, Photography & Art & Design.
- Further study at BTEC National Level 3 (the vocational equivalent of A-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 in the year of examination – 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 A-level especially closely linked to Photography, Film Studies, Art and Design and Media.
- 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 teach 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.
- Work 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:

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Emily Robertson	SENCO	erobertson@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 31 January 2018 4pm to 6pm</p>	<p>Parents, carers and students are invited to our Options event when students will be able to visit subject areas and find out more about the process and the options available. 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 Head of Year giving general advice.</p>
<p>Year 8 Parents' Evening Wednesday 14 March 2018 3:45pm to 6:45pm</p>	<p>Parents and carers will have an opportunity to ask further questions of individual subject teachers and their form tutors.</p>
<p>Submit Options Form Thursday 15 March 2018</p>	<p>Students will be given their Options Form just before the Options Event. They have from Thursday 15 March until Friday 23 March to complete this form and hand it in to their form tutor.</p>
<p>Deadline for Option Choices Friday 23 March 2018</p>	<p>Students will need to have made their decisions and handed in their Options Form to their form tutor by Friday 23 March 2018.</p>



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USEFUL INFORMATION

Website and Options Booklet	The website will include a summary of key dates and a downloadable copy of the Options Booklet. Click on Curriculum and then Tallis Choices.
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 10 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.

NOTES PAGE

Option 1

Option 2

Option 3

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NOTES PAGE

Option 4

Option 5

Option 6

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USEFUL CONTACTS

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FURTHER NOTES

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