

# **Felpham Community College**

## **Key Stage 4 Courses**

**2009 – 2011**

**YEAR LEADER:**

**Miss L Hamblin**



PC/SE/gro

January 2009

Dear Parents and Students

In September 2009 year 10 students will begin a two-year period of study that will culminate in the acquisition of GCSE, or equivalent, qualifications. This booklet will provide you with information about the compulsory and optional courses that comprise the Key Stage 4 curriculum.

All students will study a range of compulsory core subjects, some of which will lead to a GCSE qualification and some of which are non-examined. Students will also have the opportunity to select from a range of optional subjects, enabling them to choose courses that suit their individual aptitudes, interests and possible career aspirations. All optional subjects are available for selection by both boys and girls. Information about all courses is contained in the booklet.

Whilst the College will endeavour to ensure that students are offered the optional courses that they select this is not always possible due to restrictions imposed by timetabling limitations and optimum group sizes.

**Key dates:**

- Thursday February 5<sup>th</sup> – Year 9 Parents' Consultation Evening
- Friday February 13<sup>th</sup> – Students return completed KS4 Courses form to tutor.

Yours faithfully

**Peter Cook**  
**Headteacher**

## Welcome to the Key Stage 4 courses booklet

This booklet will help you and your parents to make important decisions about the subjects you will study over the next two years. We want you to make good choices so that you work hard to achieve the best qualifications you can. Then, at the end of Year 11, you will be ready to move on to the next stage of your education or to start work.

At Felpham Community College our curriculum is broad, balanced and flexible, catering for all ability levels and following legal requirements and government recommendations. Most courses lead to a General Certificate of Secondary Education (GCSE) but we also offer a range of BTEC and OCR National qualifications. We are also very pleased that we will be running the IT Diploma from September 2009.

All students will study:

- English Language and Literature - 8 periods
- Mathematics - 8 periods
- Science Double Award - 12 periods, or Science Single Award - 6 periods, with Study Support - 6 periods
- Physical Education - 4 periods
- A Personal Development Curriculum, which includes Citizenship and leads to an accredited GCSE qualification - 4 periods

A range of optional subjects is available, including:

- GCSE courses - 6 periods
  - BTEC courses - 6 or 12 periods, dependent on tier of entry
  - IT Diploma Level 2 course - 18 periods
  - \*IT Diploma Level 1 course - 12 periods
  - \*College course - 12 periods
- \* All students who choose the IT Diploma Level 1 or the College course will also be required to follow an enrichment curriculum, which will include Outdoor Education and Work Experience.

We hope that the information in the booklet, together with opportunities for discussions with teachers, will help you to make your decisions. We want you to make the best possible use of the next two years at school and will give you all the support you require during this important process.

Whilst the College will endeavour to ensure that students are offered the options courses that they choose this is not always possible due to restrictions imposed by timetabling limitations and optimum group sizes. If changes to a student's choices become necessary these will be discussed with the student. Several weeks after the completed course choice forms have been returned the allocations to options subjects will be finalised. Once these have been confirmed it may not be possible to make changes. Please make sure that your initial choices are given serious consideration.

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# **KS4 Option Booklet 2009-2011**

## **Compulsory Subjects**

## English

<b>Course content</b>	<p>English in years 10 and 11 is vital, stimulating and wide-ranging. All students are provided with the opportunity to mature in their understanding, use and enjoyment of language and literature. The GCSE English course builds upon the varied work and approaches that students have enjoyed throughout Key Stage 3 and are encouraged to maximise their individual potential in reading, writing, speaking and listening.</p> <p>Students will encounter a variety of texts ranging from novels, short stories, plays and poetry to non-fiction and film media. A wide range of writing styles will be practised alongside the discussion and group work which is required by the AQA 'A' syllabus.</p>
<b>Teaching methods</b>	<p>The nature of lessons varies across the two-year course. Some will, inevitably, be teacher led whilst others draw on whole class or small group discussions. There will be opportunities for drama-based activities, sustained reading and writing creatively as well as under examination conditions. Students will be well prepared for coursework and examinations alike.</p>
<b>Assessment</b>	<p>Students' work is formatively marked in line with the criteria for reading, writing, speaking and listening as outlined in the syllabus. Students will be encouraged to use self and peer assessment in order to maximise their understanding of what is required in order to progress in English. Assessment is through examination and coursework – 60% examination in English, 70% examination in English Literature.</p>
<b>Qualification obtained</b>	<p>The programme of study leads to two separate qualifications: GCSE English and GCSE English Literature. As many students as possible will be entered for both subjects, but the pattern of entry will depend on each student's ability and motivation. All students will experience a wide range of reading and related work whether or not they are finally entered for an examination in literature.</p>
<b>Career opportunities</b>	<p>As a direct result of their GCSE experience, many students find themselves increasingly interested in literature, language and Media. Having developed the ability to respond sensitively and perceptively, students achieving the required level are welcome to undertake the AS/A2 level English Language and English Literature courses or the Lang/Lit combined course, where many of the successful approaches to texts and coursework will be developed. Both subjects can prove useful to those wishing to study literature, linguistics, journalism and teaching at degree level.</p> <p>For those who enter the world of work or training, English has proved an essential skill for employers who value the students' ability to communicate effectively.</p>
<b>Whom to contact</b>	<b>Ms J Constantine, Curriculum Leader for English</b>

## Mathematics

<b>Course content</b>	Our course is a mixture of bookwork (based on new SMP texts) and open-ended investigative work – very much a development of that which is currently experienced by Year 9 students.
<b>Assessment</b>	<p>The course is currently examined by the OCR J512 Mathematics A syllabus. The terminal examination in June of Year 11 consists of two papers – one of which does not allow the use of a calculator. There is no longer any coursework requirement.</p> <p>There are two levels of entry – Higher and Foundation. The Higher tier covering grades A* - D and the Foundation tier covering grades C – G.</p> <p>The work done includes both ‘calculator’ and traditional pen and paper ‘mental’ arithmetic. Students following the Higher course will need a scientific calculator – those considering A level Maths may wish to purchase a programmable graphics calculator through the college. Students following the Foundation course will need a basic four-function calculator.</p>
<b>Teaching methods</b>	Students will continue to work as in Years 7-9, with a mixture of whole-class teacher input, individual help and SMP material. In this way the pace of lessons can be finely tuned to the needs of individual students.
<b>Qualification obtained</b>	All students are entered at the end of the course for GCSE Mathematics.
<b>Whom to contact</b>	<b>Mr D Bowen, Acting Curriculum Leader for Mathematics.</b>

## **Personal Development Curriculum**

The Personal Development Curriculum (PDC) incorporates a variety of diverse elements, including Citizenship, Personal, Social and Health Education, Work Related Learning, Career Planning and Personal Finance. This is an accredited course, leading to a GCSE equivalent qualification.

This course aims to enable young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

**Whom to contact**

**Mr S Edwards, Senior Assistant Headteacher**

## Physical Education

### Course content

During Key Stage 4 students follow a structured and balanced course that aims to cater for the interests and needs of all students.

Over the two years students will develop their knowledge, understanding and skills of one activity in depth as well as experiencing a variety of other sporting options.

These will include individual and team games and a health related fitness element.

Throughout the year, all Leisure Centre facilities, as well as the playing fields, swimming pool, Astroturf and the new multi use games area are fully used.

### Teaching methods

The aim is to foster positive and enthusiastic participation. Students will be given the independence to show their skills and knowledge in sport. They will run their own tournaments, leagues and performances. They may even have the opportunity to coach their peers. To this end we offer opportunities for extra-curricular clubs and inter-school competitions.

### Qualification obtained

This is a non-examination course. It is however, a compulsory element of Key Stage 4 under the requirements of the National Curriculum. It is hoped by the end of the two year course students will continue to participate in sport or leisure activities after they have left the college so that they can lead a healthy lifestyle.

### Whom to contact

**Mr B Hauxwell, Curriculum Leader for Physical Education**

## Science

<b>Aims</b>	The Core Science course will enable students to develop their interest in, and enthusiasm for, Science whilst developing a critical approach to scientific evidence and methods. Students will acquire and apply skills, knowledge and understanding of how science works and its essential role in society. They will gain the scientific skills, knowledge and understanding necessary for progression to further learning.
<b>Course content</b>	The course is modular with an overriding theme of How Science Works. Students study six modules; Human Biology, Evolution and Environment, Products from Rocks, Oils, Earth and Atmosphere, Energy and Electricity and Radiation and the Universe.
<b>Teaching methods</b>	Students are taught scientific knowledge through a variety of activities including classroom based, practical and external. They will use a range of sources of information to consider the benefits and drawbacks of scientific developments and will be practiced in data handling and interpretation. Independent work is integral to the course and students will carry out practical investigations on a regular basis.
<b>Assessment</b>	Students sit multiple-choice tests for each of the six taught modules which are each worth 12.5% of the overall mark. There is a centre-assessed Investigative Skills Assignment which is worth 25% of the total mark. There is no terminal examination.
<b>Qualification obtained</b>	Core science is equivalent to one GCSE pass. Students will finish the course in year 11.
<b>Career opportunities</b>	Many jobs require an understanding of science, for example support staff in laboratories in chemical, food, engineering and medical industries. Hairdressing and beauty therapy also require scientific knowledge. Further study could lead to opportunities in medicine, veterinary work, research or dental work to name but a few.
<b>Whom to contact</b>	<b>Mr D Cuthbertson, Curriculum Leader for Science</b>

## **Science: Additional, Year 11**

<b>Aims</b>	The Additional Science course follows on from Core Science in year 10 and will enable students to build upon their interest in Science whilst embedding a critical approach to scientific evidence and methods. Students will continue to acquire and apply skills, knowledge and understanding of how Science works and its essential role in society. They will gain the scientific skills, knowledge and understanding necessary for progression to further learning, including access to A level Science courses.
<b>Course content</b>	Additional Science is a one year modular course with an overriding theme of How Science Works. Students study two modules from each of the Three sciences; Biology, Chemistry and Physics, over the course.
<b>Teaching methods</b>	Students are taught scientific knowledge through a variety of activities including classroom-based, practical and external. They will use a range of sources of information to consider the benefits and drawbacks of scientific developments and will be practiced in data handling and interpretation. Independent work is integral to the course and students will carry out practical investigations on a regular basis.
<b>Assessment</b>	Each of the subjects is assessed by a tiered written paper. Students will therefore sit three written examinations during the course. Each paper is worth 25% of a GCSE grade. In addition an internally assessed ISA examination is taken. The ISA is worth 25% of a GCSE grade.
<b>Qualification obtained</b>	Additional Science is equivalent to one GCSE pass.
<b>Career opportunities</b>	Many jobs require an understanding of science, for example support staff in laboratories in chemical, food, engineering and medical industries. Hairdressing and beauty therapy also require scientific knowledge.
<b>Whom to contact</b>	<b>Mr D Cuthbertson, Curriculum Leader for Science</b>

## **Science: Additional Applied, Year 11**

<b>Aims</b>	The Additional Applied Science course follows on from Core Science in year 10 and will enable students to build upon their interest in Science whilst embedding a critical approach to scientific evidence and methods. Students will continue to acquire and apply skills, knowledge and understanding of how Science works and its essential role in society. They will gain the scientific skills, knowledge and understanding necessary for progression to further learning or entry into the workplace.
<b>Course content</b>	Additional Applied Science is a one year modular course with an overriding theme of How Science Works. Students study three centre assessed units based on “real life” scientific applications. The examined aspect of the course is on a similar theme.
<b>Teaching methods</b>	Students are taught scientific knowledge through a variety of activities including classroom-based, practical and external. They will use a range of sources of information to consider the benefits and drawbacks of scientific developments and will be practiced in data handling and interpretation. Independent work is integral and essential to the course and students will carry out practical investigations on a regular basis.
<b>Assessment</b>	The course has an emphasis on independent work and has a coursework element worth 60% of a GCSE grade. The examined aspect accounts for the remaining 40%.
<b>Qualification obtained</b>	Additional Applied Science is equivalent to one GCSE pass.
<b>Career opportunities</b>	Many jobs require an understanding of science, for example support staff in laboratories in chemical, food, engineering and medical industries. Hairdressing and beauty therapy also require scientific knowledge.
<b>Whom to contact</b>	<b>Mr D Cuthbertson, Curriculum Leader for Science</b>

# **KS4 Option Booklet 2009-2011**

## **Option Subjects**

# **KS4 Option Booklet 2009-2011**

## **BTEC Certificate & Diploma Subjects**

## **BTEC Business Certificate and Diploma – Level 2**

### **Course Content      Unit 1 – Exploring Business**

This unit will help learners to begin to understand the business world, with all its complexities and differing interests. It introduces learners to the range and variety of business activity to be found in their local community and at national, European and global levels. The unit enables learners to discuss their understanding and knowledge of businesses in their local environment.

This unit begins to develop learners' knowledge and understanding of the importance of businesses and how they operate. Learners will be able to explore business purposes and relate this to different types of ownership.

Learners will also be introduced to different classifications in business. This unit introduces them to a wide range of aims and objectives pursued by business organisations in the public, voluntary (not-for-profit) and commercial sectors. Research is developed through exploring the functional areas of business organisations and the way they work together to ensure the business achieves its aims and objectives.

### **Unit 2 – Developing Customer Relations**

This unit will develop and broaden the learner's understanding of customer service in different businesses. Learners will develop their knowledge and understanding of customer needs and expectations, as well as being able to identify a wide range of different types of internal and external customers. Learners will explore how customer service staff deliver service that meets the needs and expectations of the business's customers through the range of products or services that it offers.

Any member of staff working in a customer service situation will be expected to present themselves in a professional way, have good interpersonal skills and be able to communicate effectively with their customers. Learners will look at ways in which this can be achieved, to meet the needs and expectations of customers. Learners will also expand their understanding of the importance of delivering consistent and reliable customer service through the development of their practical and operational customer service skills. They will have the opportunity to put these skills into practice.

In addition, learners will look at how businesses monitor and evaluate their level of customer service by obtaining feedback from customers and how this enables them to make improvements to the service provided.

### Unit 3 – Investigating Financial Control

This unit looks at the financial aspects of running a business, starting with an investigation into the types of costs that different businesses will incur. This is followed by exploring how the sale of products or services generates revenue to give the learner the basis upon which they can develop their understanding of profit.

The awareness of profit leads the learner into break even analysis. This is a technique used to forecast whether a new venture or the sale of new products or services is likely to make profits in the future and how risky this might be if the revenues or costs are not as originally predicted.

The unit then looks at the concept of cash flow forecasting, which is concerned with predicting the amount of money entering and leaving the business's bank account each month. This will identify whether the business has sufficient money in the bank to meet their bills or not and what steps a business can take to meet any shortfall. This is followed by exploring how cash flows can be managed more effectively and the learner will be given an insight into one of the primary causes of business failure — the problem of payment timing rather than that of profitability alone.

Finally, the unit looks at how businesses record transactions and the financial process behind a simple business transaction. The learner will be made aware of the potential for fraud within companies handling these transactions and how this may be addressed.

#### Teaching Methods

Students learn about a variety of businesses through a series of visits, case studies, independent and group research and practical activities.

#### Assessment

100% continual assessment. There are NO exams. Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report or produce promotional materials for example.

#### Qualification Obtained

BTEC First Certificate is a nationally recognised and well respected qualification at Level 2. It is 'worth' two GCSE's.

Pass = 2 GCSE's at C grade  
Merit = 2 GCSE's at B grade  
Distinction = 2 GCSE's at A and A\* grade

Some students will complete additional units which will enable them to achieve up to 4 GCSE equivalent grades as follows:

Pass = 4 GCSE's at C grade  
Merit = 4 GCSE's at B grade  
Distinction = 4 GCSE's at A and A\* grade

**Career Opportunities**

Past students have followed careers in management, accountancy, the law and marketing. Students gaining a BTEC First Certificate can 'top-up' to Diploma level in Year 12 or can progress their studies by following an Applied or traditional 'A' Level course in the 6th Form.

**Whom to contact**

**Mrs J Wood, Curriculum Leader for Business and Vocational Studies**

## **BTEC Health and Social Care Certificate and Diploma – Level 2**

### **Course Content      Unit 1 - Communication and Individual Rights within the Health and Social Care Sectors**

Health and social care professionals require good communication skills in order to help them develop relationships with people, including patients/service users and their relatives, colleagues, managers and other professionals. It is, therefore, important for those embarking on a career in health and social care to gain knowledge and understanding of the skills involved in communication, in order for them to be able to develop appropriate interpersonal skills. It is also important for potential health and social care workers to develop an understanding of the issues that surround diversity amongst individuals in society, and how this impacts on practice in a health or social care environment. This includes the recognition of the rights of individuals, such as the right to be respected, to be treated equally and not to be discriminated against. An understanding of the importance of working with patients/service users to improve communication and support is also a key requirement.

The first part of the unit examines the importance of effective communication in a care setting, highlights difficulties in communication and explores how to prevent these difficulties. Learners are required to take part in two interactions, or simulation of interactions, as part of the assessment of this unit.

The second section introduces diversity issues and how the principles of the Care Value Base can be used to promote equality and the fostering of patients'/service users' rights. This will include an overview of the role and responsibilities of a care worker.

### **Unit 2 - Individual Needs within the Health and Social Care Sectors**

Understanding the everyday needs of individuals in terms of, for example, personal safety, physiological and social needs, is fundamental to the study of health and social care. It is important also to appreciate some of the factors that can result in these needs not being fully met, and the effects this can have on the health of individuals.

Health and social care workers need to have a good understanding of these concepts in order to be able to work with and support patients/service users. A good understanding of health and safety issues within health and social care environments is also crucial.

The first part of the unit explores the needs of individuals and looks at the risks to health if these needs are not met. Factors that influence this, such as physical and social factors, are investigated. Potential health differences between individuals will be explored,

along with the influence an individual's environment has on their health and personal safety.

The second section of the unit introduces health and safety issues, including legislation in health and social care environments, and the actions that are necessary to minimise potential risks.

### **Unit 3 - Human Lifespan Development**

This unit provides a broad approach to human growth and development, and an opportunity for the learner to explore the different aspects of physical, intellectual, emotional and social aspects of growth and development that occur across the main life stages. It also encourages learners to reflect on the changing care needs of individuals at different life stages, and both positive and negative influences on individuals.

Learners will develop understanding of the impact of social and economic factors on development, including the development of self-concept. It will provide useful underpinning knowledge for health and social care workers, helping them to understand patients/service users and work with them more effectively.

#### **Teaching Methods**

Students learn about a variety of businesses through a series of visits, case studies, independent and group research and practical activities.

#### **Assessment**

100% continual assessment. There are NO exams. Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report or produce promotional materials for example.

#### **Qualification Obtained**

BTEC First Certificate is a nationally recognised and well respected qualification at Level 2. It is 'worth' two GCSE's.

Pass = 2 GCSE's at C grade

Merit = 2 GCSE's at B grade

Distinction = 2 GCSE's at A and A\* grade

Some students will complete additional units which will enable them to achieve up to 4 GCSE equivalent grades as follows:

Pass = 4 GCSE's at C grade

Merit = 4 GCSE's at B grade

Distinction = 4 GCSE's at A and A\* grade

#### **Career Opportunities**

Past students have followed careers in early years education, care work, nursing and the emergency services. Students gaining a BTEC First Certificate can 'top-up' to Diploma level in Year 12 or can progress their studies by following an Applied A Level course in the Sixth Form.

#### **Whom to contact**

**Mrs J Wood, Curriculum Leader - Business and Vocational Studies**

## BTEC First in Sport (Exercise and Fitness) – Level 2

**Course Content** This popular course is designed to encourage students interested in sport to participate in and develop an understanding of the world of sport, work and Physical Education. This **vocational** course is divided into two areas, practical and theoretical. The practical element will give students an opportunity to develop knowledge and skills in a variety of sports as well as learning the rules, tactics, umpiring skills and etiquettes related to these sports. The course also continues the work of the National Curriculum where students will plan, perform and evaluate their work. Students will also be able to study other theoretical aspects including nutrition, hygiene and safety, factors affecting performance, fitness, sports' injuries.

The course consists of **two** compulsory units:

- 1) The Body in Sport.
- 2) Health, Safety and Injury in Sport.

And **four** specialist units for the list below:

- 3) The Sports Industry.
- 4) Practical Sport.
- 5) Technical Skills and Tactical Awareness for Sport.
- 6) Psychology of Sports Performance.
- 7) Nutrition for Sports Performance.
- 8) Fitness for Sports Performance.
- 9) Lifestyle and Sports Performance.
- 10) Preparation for Sport.

Planning and Leading Sports Activities.

**Teaching Methods** Of the twelve lessons in the two-week timetable a minimum of **two** lessons will be practical, with half a term spent on each activity area, and the remaining **ten** lessons will be theory, in classrooms, using discussion, video and note-taking. Students will be expected to work **independently** on project work using the internet and IT skills to research for information. Regular homework will be given after each theory lesson to enhance and further develop the students learning.

**Assessment** This course is for any student who is interested in sport in all its different forms. Assessment takes the form of coursework and is modular in its approach. **There will be no end of year exam. This involves continual assessment.** Essays or project based assessment will take place across Yr's 10 & 11 with regular feedback on the student's current progress. To attain the higher grades of distinction (GCSE A\*equivalent) students will be expected to work independently researching their assignment to produce a more in depth piece of work. Students also need to be interested in the theory side of sport.

<b>Qualification Obtained</b>	Following the BTEC (Level 2) First in Sport Physical the student may attain 4 GCSE grades (A* - G). This will enable that student to progress on to the higher (Level 3) BTEC National course to develop their interests and knowledge further.
<b>Career Opportunities</b>	This course can be used as a foundation for any future career. However, if you are interested in a career in sport, here are some possible options: professional sport, coaching, recreation management, groundsmanship, sports medicine, sports journalism, sports photography etc.
<b>Whom to contact</b>	<b>Mr B Hauxwell, Curriculum Leader for Physical Education</b>

## **BTEC Travel and Tourism Certificate and Diploma – Level 2**

### **Course Content      Unit 1 – The UK Travel and Tourism Industry**

This unit will provide learners with a broad overview of the UK travel and tourism industry so that they can appreciate its diversity, interrelationships and complexity. To begin with, this unit concentrates on the types of tourism that exist, as well as the motivating factors for travel. Learners will also study the many organisations in the industry, their roles and relationships, current practices and how these have impacted on the industry.

The unit also explores the historical events that have shaped the industry, as well as current issues. The travel and tourism industry is very susceptible to influence from external factors and a downturn in business can easily happen. It is therefore important for learners to understand the legislation and issues that have affected, and continue to affect, this ever changing industry and how organisations have tried to overcome these problems.

Learners entering this exciting and dynamic industry need a general level of understanding and knowledge in order to gain successful employment and this unit provides them with the opportunity to gain this.

### **Unit 2 – Exploring Customer Service in Travel and Tourism**

This unit allows learners to further explore customer service within the travel and tourism industry. Learners will investigate how different organisations approach customer service, focusing on two examples of travel and tourism organisations and their customer service in terms of policies and provision.

This unit gives learners the opportunity to familiarise themselves with different types of customers and become aware of the different needs they have, as well as how to meet those needs (eg providing information and assistance, ensuring safety and security and developing customer focused products and services).

In this unit, learners will develop a variety of skills and techniques associated with providing excellent customer service. Learners will use their acquired customer service skills in different situations. This unit also introduces learners to selling skills at a basic level.

### Unit 3 – UK Travel and Tourism Destinations

Knowledge of the UK and being able to locate key tourist destinations and transport gateways is the starting point for this unit. Learners will be introduced to reference materials and different sources of information to enable them to plan simple journeys using different methods of transport.

Meeting the needs of the customer is fundamental to travel and tourism provision in the UK. Learners will investigate how destinations provide for the needs of different types of visitor. They will find that UK Travel and Tourism Destinations offer great variety; from cosmopolitan capitals and traditional seaside resorts to historical cities and relaxing countryside areas. They will examine how transport, topography, attractions and facilities combine to create the overall appeal of a destination.

The final part of the unit has a practical aspect, drawing together the knowledge and skills that have been developed to research, select and plan domestic holidays for different types of holidaymaker.

#### Teaching Methods

Students learn about a variety of businesses through a series of visits, case studies, independent and group research and practical activities.

#### Assessment

100% continual assessment. There are NO exams. Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report or produce promotional materials for example.

#### Qualification Obtained

BTEC First Certificate is a nationally recognised and well respected qualification at Level 2. It is 'worth' two GCSE's.  
Pass = 2 GCSE's at C grade  
Merit = 2 GCSE's at B grade  
Distinction = 2 GCSE's at A and A\* grade

Some students will complete additional units which will enable them to achieve up to 4 GCSE equivalent grades as follows:  
Pass = 4 GCSE's at C grade  
Merit = 4 GCSE's at B grade  
Distinction = 4 GCSE's at A and A\* grade

#### Career Opportunities

Past students have followed careers in event management, travel agency, tour operation and marketing. Students gaining a BTEC First Certificate can 'top-up' to Diploma level in Year 12 or can progress their studies by following an Applied A Level course in the Sixth Form.

#### Whom to contact

**Mrs J Wood, Curriculum Leader for Business and Vocational Studies**

## **BTEC Introductory Certificate - Vocational Studies – Level 1**

**Course Content** The BTEC Introductory Certificate is an important step in the framework of the BTEC vocationally related qualifications. It is highly valued by employers and provides students with a broad introduction into vocational sectors. It develops the personal skills and attributes that students need in order to develop confidence in their ability to work, learn and achieve their full potential. **The qualification is equivalent to two GCSEs.**

The College will be offering a BTEC Introductory Certificate in Vocational Studies.

All students will follow a common core of units, which include Starting Work Developing Skills and Financial Management. Students then study two specialist units.

These specialist units will be chosen by the students at the end of year 10 and will allow them to complete their qualification by studying a unit which matches either their career intentions and/or the subject area of their college vocational course.

**Information and Communications Technology (ICT) Assessment**

The use and application of ICT features strongly in the delivery of BTEC qualifications.

**Qualification Obtained**

BTEC Introductory Certificate. Students can be awarded a grade of pass, merit or distinction. It is 'worth' two GCSE's grades D-G.

**Career Opportunities**

Diverse range of careers in business, childcare, construction, health, the sports industry or the public services.

**Whom to contact**

**Mrs J Wood, Curriculum Leader for Business and Vocational Studies**

# **KS4 Option Booklet 2009-2011**

## **College Courses**

## College Courses – Level 1

**Course content** This is a two-year vocational (work-related) course based at a local college. Students choosing this option will attend the college for one full day a week. Chichester College, Brinsbury College and the Arena Skills Centre offer a wide variety of nationally recognised courses. Currently our year 10 and 11 students follow courses as diverse as Hair and Beauty, Catering, Construction, Motor Vehicle Studies and Animal Care. College courses are very popular and successful, and, as such, places are limited. We anticipate interviewing students who choose to study at college in order to ascertain suitability for the course.

The courses are “hands on” and you will be trained to acquire skills needed in the workplace. This type of training and the resulting qualification is very highly regarded by employers.

**Qualification obtained** To gain the college qualification your attendance will need to be at least 90%. During the two years of study you will complete a number of assessments, some practical and some written, alongside completing an ongoing portfolio. The assessments are graded by the college tutor and all work moderated by an external verifier on completion of the course. A final grade is awarded - Pass, Merit or Distinction - with each different level having an equivalent GCSE grade.

**Whom to contact** **Miss L Hamblin, Year Leader**

# **KS4 Option Booklet 2009-2011**

## **The Diploma Course**

## **IT Diploma – Level 1 (Foundation Level)**

The Diploma gives students the opportunity to learn in an exciting, creative and enjoyable way. It is aimed at students who enjoy hands-on practical learning. The diploma has been developed in collaboration with employers as they requested a course from schools that ensured that students leaving school had the skills they required within the world of work.

### **Course content**

#### **How the course is structured:**

The Diploma is an exciting brand new way of delivering education. As far as feasibly possible the world of work and the methods of working are replicated within the specially designed diploma suite. On the days that you are in diploma lessons you will wear formal business attire and follow a day that is outside the regimented pattern of bells indicating the end of lessons.

While on the course you will be studying four core units that are known as your principle learning hours. Due to the nature of the units not everybody in the class will be studying each at the same time, but all will have been covered by the end of the course. By the time you graduate from the diploma you will have learnt:

- The Digital World
- Working with people
- Working with Technology
- Multimedia

Other aspects of this course include ten days of work experience, a final project, personal, learning and thinking skills, and functional skills.

### **Assessment**

Students will be assessed both internally and externally via a variety of different methods during the course.

### **Entry Requirements**

This course would ideally suit any student who achieves National Curriculum Level 4 or higher at the end of Key Stage 3. Only students who have a keen interest in ICT should apply. There will be a restricted number of places on the course and entry is by application.

### **Teaching methods**

As mentioned above, the way that the diploma is delivered is very different from normal ways of teaching. Therefore, there needs to be a reliance on the student to act maturely with regards to the increased responsibility they will be undertaking.

### **Qualification Obtained**

With all elements of the Level One Diploma completed, a student will be awarded the equivalent of five GCSEs grades D to G.

### **Whom to contact**

**Mrs H Radford, IT Foundation Diploma Lead Teacher or  
Mr M Pordage, Curriculum Leader for ICT**

## **IT Diploma – Level 2 (Higher Level)**

The Diploma gives students the opportunity to learn in an exciting, creative and enjoyable way. It is aimed at students who enjoy hands-on practical learning. The diploma has been developed in collaboration with employers as they requested a course from schools that ensured that students leaving school had the skills they required within the world of work.

### **Course content**

#### **How the course is structured:**

The Diploma is an exciting brand new way of delivering education. As far as feasibly possible the world of work and the methods of working are replicated within the specially designed diploma suite. On the days that you are in diploma lessons you will wear formal business attire and follow a day that is outside the regimented pattern of bells indicating the end of lessons.

While on the course you will be studying seven core units that are known as your principle learning hours. Due to the nature of the units not everybody in the class will be studying each at the same time, but all will have been covered by the end of the course. By the time you graduate from the diploma you will have learnt:

- The potential of technology
- Exploring Organisations
- Effective Communication
- Skills for innovation
- Technology Systems
- Multi Media Productions
- Managing Projects

Other aspects of this course include ten days of work experience, a final project, personal, learning and thinking skills, and functional skills.

### **Assessment**

Students will be assessed both internally and externally via a variety of different methods during the course.

### **Entry Requirements**

This course would ideally suit any student who achieves National Curriculum Level 6 or higher at the end of Key Stage 3. Only students who have a keen interest in ICT should apply. There will be a restricted number of places on the course and entry is by application.

### **Teaching methods**

As mentioned above, the way that the diploma is delivered is very different from normal ways of teaching. Therefore there needs to be a reliance on the student to act maturely with regards to the increased responsibility they will be undertaking.

### **Qualification Obtained**

With all elements of the Level Two Diploma completed, a student will be awarded the equivalent of seven GCSEs, grades A\* to C.

### **Whom to contact**

**Mr M Pordage, Curriculum Leader for ICT**

# **KS4 Option Booklet 2009-2011**

## **Enrichment Course**

## **Enrichment Course**

**Course Content** The enrichment course has been introduced to enhance the year 10 curriculum and will include interesting and varied activities. Students who opt to follow the enrichment course will spend one full day per fortnight out of school following courses that suit their interests. As the course will be specifically designed to meet the needs of the students who opt for it, the content will be both flexible and adaptable, and may include activities such as outdoor education, the Duke of Edinburgh award scheme, orienteering, extended work experience, first aid training and voluntary work.

This course is only available to students who opt either for the Diploma at level 1 or for the College course.

**Whom to contact** **Miss L Hamblin, Year Leader**

# **KS4 Option Booklet 2009-2011**

## **GCSE Subjects**

## Art, Craft and Design

<b>Course content</b>	<p>This course is suited to students with an aptitude and enthusiasm for Art, Craft and Design. An adventurous and enquiring approach is encouraged, with successful students developing personal responses that cover a range of ideas. They will also show a growing knowledge and understanding of past and contemporary Art, Craft and Design practice.</p> <p>The GCSE comprises 2 units of assessed work: <b>Unit 1. Personal Portfolio.</b> This consists of approximately 45 hours of activities carried out by students under controlled conditions. (60% of marks) <b>Unit 2. Exam.</b> A theme is set by the exam board. Students have a period of several weeks to carry out preparatory studies, leading to a 10 hour exam. (40% of marks)</p>
<b>Teaching methods</b>	<p>All students use a sketchbook and are required to provide evidence that they have covered the assessment objectives. At the start of the course students will be engaged in a range of workshop style activities to develop their practical skills. Themed projects will be set for the production of the Personal Portfolio, carried out under controlled conditions. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.</p>
<b>Assessment</b>	<p>Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy. At the end of the course all of the work is assessed following the four assessment objectives, and moderated by an external examiner.</p>
<b>The GCSE qualification</b>	<p>The Art, Craft and Design GCSE is designed to suit the following groups of students:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> those who have an interest but do not intend to continue the study of Art and Design beyond GCSE.</li><li><input type="checkbox"/> those who will continue the study of Art, for instance at AS level and beyond.</li><li><input type="checkbox"/> those who will study subjects or take up careers where Art and Design skills and knowledge will be beneficial.</li></ul>
<b>Career opportunities</b>	<p>Careers in Art and Design and related areas are very broad and include: Fine artist, architect, illustrator, graphic designer, art director, landscape gardener, teacher, ceramicist, furniture designer, metalworker, jeweller, textiles designer, photographer.</p>
<b>Whom to contact</b>	<p><b>Mr R W Marsden, Curriculum Leader for Art, Design and Technology</b></p>

## **Business Studies**

<b>Course content</b>	<p>The course aims to give students a broad understanding of the commercial setting in which goods and services are produced and sold. This is NOT a computer course. IT will be used as an analytical tool and to enhance the presentation of students' work as it is in the real world.</p> <p>The course examines the environment in which business takes place, how it affects the community in terms of employment, taxation, interest rates and inflation and how we change business through, for example, environmental awareness.</p> <p>Students then go on to learn about the operation of business through comparisons of large (plc s) and small (sole traders) firms. They will study the theories, concepts and methods involved in marketing, finance, human resources, production and management decisions. Many of these ideas will be examined practically through coursework assignments and case studies of local and national firms.</p> <p>All students will complete ONE major project on a marketing theme. For example they could examine the marketing decision involved in launching a new food or fashion product.</p>
<b>Teaching Methods</b>	<p>Students learn about a variety of business concepts, theories and business practice through a case study approach, where appropriate activities are based around current business issues and organisations.</p>
<b>Assessment</b>	<p>The course will be assessed through:</p> <ul style="list-style-type: none"><li>75% examination</li><li>25% coursework projects</li></ul> <p>The examinations will take the form of an unseen case study and a data response paper.</p>
<b>Qualification obtained</b>	<p>GCSE Grades A* - G</p>
<b>Career opportunities</b>	<p>Past students have followed careers in retail management, accountancy, the law and marketing. Students gaining a GCSE in Business Studies will have access to a range of career and further education opportunities. In the Sixth Form students can continue their studies.</p>
<b>Whom to contact</b>	<p><b>Mrs J Wood, Curriculum Leader for Business and Vocational Studies</b></p>

## **Drama**

### **Course content**

This exceptionally successful GCSE course is mainly practical. Throughout year 10 you will explore a wide range of skills, techniques and styles of drama. You will be able to use drama in many different ways, from using it to structure your ideas and responses to different stimulus materials e.g. poems, music, photographs, through to exploring different playwrights work and developing an understanding of how playwrights record their ideas and how performers (and designers) use drama to interpret these ideas into performance.

An important element of the course is your ability to devise original drama from your own ideas, or from stimulus materials and scripts explored in the course. You will have three exams, two of which will be examined by your teacher in lessons. These two exams are 50% practical and 50% written coursework. The third will be performed to an audience and examiner. The first exam will be taken in year 10 and the second and third exams will be taken in year 11.

### **Teaching methods**

As with your Drama now, it is essential that you be prepared to work hard and actively within the lessons, and sustain very high levels of concentration and control. You need to be able to work co-operatively and positively with all the other members of the class, and put your own ideas into group work. You will learn to develop your acting and performing skills, your confidence and your ability to express yourself. You will also get used to evaluating and responding to your own work and the work of others.

As with Years 8 and 9 your work will be planned and closely monitored and directed by your teacher. You will build on the skills and techniques you have learnt already, as well as being introduced to a range of new skills to help develop your work and your ability to communicate to an audience through the medium of drama. You will work in a variety of group sizes from whole group work to individual work. Alongside your practical work you will have homework e.g. a set design or writing up what skills you used in a lesson, which will contribute to the written coursework.

### **Assessment**

You will be continually assessed by your teacher within lessons and will be given a predicted grade and effort grade in your interims and reports. The teacher will always let you know how well you are doing and what targets you need to set to improve your work. The teacher will also give you written feedback when they mark your homework. You will continually assess your own work and the work of others in lessons, through evaluating work in performance and discussion, as well as doing written evaluations of practical work.

### **Qualification obtained**

In whichever column you choose Drama, you will obtain the same GCSE Drama qualification.

### **Whom to contact**

**Miss N Matthews, Curriculum Leader for Performing Arts**

## **Food and Nutrition (Home Economics)**

<b>Course content</b>	<p>This course will provide you with catering skills and food knowledge to enable you to lead a healthy and enjoyable life. You will learn about nutrition, cooking techniques, safe food handling and industry practice (How it is done in restaurants). You will be trained to cook with many different ingredients that will provide you with a varied and healthy diet. From preparing fresh sea fish to producing exotic dishes from other cultures, this course will provide you with sound kitchen knowledge. Cooking techniques and knife skills are taught and pupils are given plenty of freedom to create their own dishes, as well as practising recipes they choose.</p>
<b>Teaching methods</b>	<p>The coursework is broken down into projects set by the teacher. These consist of three resource tasks in the first year (30% of final grade), a task the pupil decides on from a selection for the second year (30% of final grade) and then finally an exam at the end of the course (60% of final grade). There is a lot of emphasis on practical work carried out by students. The teacher will help the pupils to acquire the skills to complete these tasks. Students will be encouraged to work in an increasingly independent manner, which will require cooking dishes at home on occasion.</p>
<b>Assessment</b>	<p>The resource tasks are submitted in the first year. Students will receive regular feedback and have opportunities to improve grades further with additional work. In the second year their project is marked by teachers and moderated by an external examiner. Finally, an exam is taken at the end of Year 11.</p>
<b>Course requirements</b>	<p>Students are required to participate regularly in practical work and will be required to bring ingredients from home once a fortnight.</p>
<b>GCSE qualification</b>	<p>The GCSE is designed to suit the following groups of students:</p> <p>Those who will continue the study of food and nutrition, for instance at A level and beyond.</p> <p>Those who wish to take up a career in the catering industry – we have lots of contacts for work experience and this will provide a good starting point.</p> <p>Anyone who wishes to eat well and live a healthy life.</p>
<b>Career opportunities</b>	<p>A variety of paths to choose from in the catering industry and product development.</p>
<b>Whom to contact</b>	<p><b>Mr D Woods, Subject Leader for Design and Technology</b></p>

## French

This course is for students who have already learnt French. It is not a beginners' course.

The course builds on the foundations laid in KS3. Learning to speak and understand the language remain the most important aspects of the course. Students will be equipped to talk and write about a variety of topics. By the end of the course students should be able to deal with various situations which arise whilst abroad, either for work or pleasure.

Be ready to join any visit abroad which may be organised by the MFL department to improve familiarity with the country and language!

### Course content

The course is built around the following general topics and themes:

- Personal Information – family/leisure/lifestyle
- Out and About – accommodation/transport/visitor information
- Services and Transactions – shops/restaurants
- Future Plans, Education and Work – job adverts/CV/work experience

### Assessment

There are 4 examined units which correspond to the 4 language skills:

- Unit 1 – Listening
- Unit 2 – Speaking
- Unit 3 – Reading
- Unit 4 – Writing

### Qualification obtained

GCSE French

### Career opportunities

A language is an excellent skill to add to your CV. It can open the door to a variety of career possibilities in: tourism, media, marketing, banking, the law. So, get a language and get ahead of the crowd in the jobs market!

### Whom to contact

**Miss L Bremah-Andoh,  
Curriculum Leader for Modern Foreign Languages**

## Geography

### Course content

The course is divided into three units.

**A decision making exercise worth 25% of the final grade.** In 2011, this will be on the rivers and coasts module. This is assessed through a one hour exam.

**A geographical enquiry.** Two pieces of coursework, one worth 10% and of 600 to 800 words and the other of 1500 words and worth 15% of the final grade. Topics for the enquiry can be from tourism, fashion, crime or ecosystems.

**A geographical themes exam.** A one hour 30 minutes paper testing the remaining three modules. In 2011 these will be natural hazards, population and settlement and economic development.

There will be residential fieldwork opportunities to New York and Paris, for example, and day visits to the Bournemouth to Barton coastline and London Docklands.

The course booklets, DVDs, powerpoint presentations and exam questions will all be available on the Moodle, as this year.

### Qualification obtained

GCSE Geography

### Career opportunities

Students gaining a GCSE in Geography will have access to a range of career and further education opportunities. In the Sixth Form students can continue their studies

### Whom to contact

**Mr L Kingston, Subject Leader for Geography**

## German

This course is for students who have already learnt German. It is not a beginners' course.

The course builds on the foundations laid in KS3. Learning to speak and understand the language remain the most important aspects of the course. Students will be equipped to talk and write about a variety of topics. By the end of the course students should be able to deal with various situations which arise whilst abroad, either for work or pleasure.

Be ready to join any visit abroad which may be organised by the MFL department to improve familiarity with the country and language!

### Course content

The course is built around the following general topics and themes:

- Personal Information – family/leisure/lifestyle
- Out and About – accommodation/transport/visitor information
- Services and Transactions – shops/restaurants
- Future Plans, Education and Work – job adverts/CV/work experience

### Assessment

There are 4 examined units which correspond to the 4 language skills:

- Unit 1 – Listening
- Unit 2 – Speaking
- Unit 3 – Reading
- Unit 4 – Writing

### Qualification obtained

GCSE German

### Career opportunities

A language is an excellent skill to add to your CV. It can open the door to a variety of career possibilities in: tourism, media, marketing, banking, the law. So, get a language and get ahead of the crowd in the jobs market!

### Whom to contact

**Miss L Bremah-Andoh,  
Curriculum Leader for Modern Foreign Languages**

## Graphic Communication

<b>Course content</b>	<p>This course is suited to students with an aptitude and enthusiasm for Graphic Communication. An adventurous and enquiring approach is encouraged, with successful students developing personal responses that cover a range of ideas. They will also show a growing knowledge and understanding of the work of past and contemporary graphic designers.</p> <p>The GCSE course consists of a Personal Portfolio, and an externally set assignment that includes a final ten-hour exam. The Personal Portfolio consists of approximately 45 hours of work carried out under controlled conditions. (60% of total marks).</p> <p>A themed externally set assignment, or exam, is completed at the end of the course. (40% of total marks).</p>
<b>Teaching methods</b>	<p>There are four Assessment Objectives which must be covered:</p> <ul style="list-style-type: none"><li>• development of ideas through investigations.</li><li>• experimentation with materials and techniques.</li><li>• recording of ideas and observations.</li><li>• creation of a personal and meaningful outcome.</li></ul> <p>The teacher will help the students to acquire the skills to fulfil these objectives. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.</p>
<b>Assessment</b>	<p>Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy. At the end of the course the personal portfolio and final exam is assessed by the teachers and moderated by an external examiner.</p>
<b>The GCSE qualification</b>	<p>The Graphic Communication GCSE is designed to suit the following groups of students:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> those who have an interest but do not intend to continue the study of Graphics beyond GCSE.</li><li><input type="checkbox"/> those who will continue the study of Graphic Communication, for instance at AS level and beyond.</li><li><input type="checkbox"/> those who will go on to higher education to study Graphic Design or other related subjects.</li></ul>
<b>Career opportunities</b>	<p>Careers using Graphic Design skills include graphic design, architecture, illustration, teaching, furniture design, photography, advertising.</p>
<b>Whom to contact</b>	<p><b>Miss H Kemp, Subject Leader for Design and Technology</b></p>

## History

**Course content** History is one of the most popular options at GCSE and is one in which students of all abilities do very well.

### **The course comprises;**

#### **A study in depth**

You will study in depth one of the following options  
Westward migration: the American West, 1840-1895  
Germany in transition, 1929-1947

#### **A thematic study**

You will study one of the following options  
The changing role and status of women in England and Wales, 1900 to the present day  
Developments in sport, leisure and tourism in England and Wales, 1900 to present day.

#### **A development study**

You will study one of the following options  
Changes in crime and punishment in England and Wales, 1530 to the present day.  
Changes in health and medicine, 1345 to the present day.

#### **An investigation into an issue of historical debate or controversy.**

This will be an internally controlled assessment. The questions will be set by the exam board.

**Assessment** Assessment is through 3 x 1 hour written papers (25% each) and internally controlled assessment (25%).

**Qualification obtained** GCSE History

**Whom to contact** **Mr A Webster, Subject Leader for History**

## Humanities

### Course content

Humanities leads to a wider understanding than could be gained via the study of only one subject. Provided that a satisfactory grade is obtained, students can use this course as a platform **for any of the Humanities A levels in the Sixth Form (Geography, History, Sociology and Psychology).**

The study of the Humanities is in broad terms an exploration of the human condition. All the individual subject disciplines mentioned above within the Humanities have a significant contribution to make towards this exploration.

The five themes studied are:

- 1] Culture and Beliefs
- 2] Conflict and Co-operation
- 3] Environmental Issues
- 4] Prejudice and Persecution
- 5] Patterns of Family Life.

An example of how these themes will be studied is available on request.

### Assessment

This subject will assess the candidate's ability to understand, enquire, analyse and evaluate, and communicate. This will be done via the following procedure:

Paper 1	Sources based exam 1¾ hours	45% of the total marks
Paper 2	Exam 1¼ hours Coursework	30% of the total marks 25% of the total marks

The approach involves whole class teaching, but also an enquiry based method of learning. Students will be expected to research independently and to present work in a variety of forms.

### Qualification obtained

Single award GCSE Humanities.

### Whom to contact

**Mr M Pilling, Curriculum Leader for Humanities**

## **Media Studies**

### **Course content**

Since the introduction of Media Studies at A level in 1999 it has quickly grown to become one of the most popular and successful subjects at the College. It was therefore a natural step for it to be offered here at GCSE for the first time in 2003.

The mass media play an increasingly important role in contemporary society, providing audiences with information and entertainment. Students following this course will be encouraged to develop a critical understanding of the role of mass media in society, including film, TV, the Internet, radio, newspapers, magazines and cross-media areas such as advertising, news and the music business.

The course is divided into three units, including: one examined unit on Action/ Adventure films and TV comedy; one individual controlled assessment comprising an assignment analysing two recent media texts, accompanied by a pre-production exercise; one group controlled assessment, for which students will make a short film in a group of 3-4.

### **Teaching Methods**

The Media Studies course at the college places great emphasis on work arising from the students' own media consumption. Most of the texts studied will be chosen by popular vote by the students themselves. Practical work will arise directly from these texts, so students will be exploring their own interests and culture, rather than the choice of the teacher. Trips also form an integral part of the course; this year students attended a free screening of a film as part of National Schools Film Week.

### **Assessment**

60% coursework; 40% examination.

### **Qualification obtained**

GCSE Media Studies.

### **Career opportunities**

Media Studies at GCSE aims to develop an understanding of the practice and art of mass communication. It is hoped that many of the GCSE Media students will go on to study the subject at 'A' Level here at the college and beyond at degree level. A career in the media is an exciting prospect for many, but, whether this is your ambition or not, graduates in Media Studies have an excellent record in securing full time jobs after higher education.

### **Whom to contact**

**Mr P Hargood, Curriculum Leader for Media Studies**

## Music

The Music GCSE examination is in line with the requirements which already exist in Key Stage 2 and 3 of Music – performing, composing and listening/appraising.

### Course content

The course comprises FOUR components:

#### 1] **Composing and Appraising** 20% of total marks

- A composition, based on 2 of the areas of study, relating to the Western Classical Tradition. A written appraisal to accompany.
- Submissions will be *either* recording, wherever possible, with score, *or* recording with detailed annotation.

#### 2] **Coursework Performing** 40% of total marks

- One *solo* and one *ensemble* performance.
- Assessment may be conducted at any stage during the course.

#### 3] **Composition** 20% of total marks

- A composition, based on 2 areas of study *composition*, submitted as a score and/or annotation, must also be accompanied by a recorded *realisation* and an *evaluation*.

#### 4] **Listening and Appraising Test** 20% of total marks

- A listening and written paper of 1 hour.
- All five *Areas of Study* will be included in the test through the 3 strands.

The five *Areas of Study* will include:

Rhythm and Metre, Harmony and Tonality, Texture and Melody, Timbre and Dynamics, Structure and Form.

These will be delivered through the strands of Western Classical Tradition, Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries and World Music.

Obviously students with exam passes (eg Associated Board), or who play in organised groups (bands or small ensemble), or who have performed in the college concerts, already have the practical experience to do well in the performance paper. They must be able to work and co-operate well with others. Practical ability will also help you to compose. If you have produced a composition within your Music lessons, then you have already shown some flair for the coursework composing. Apple Macs are proving to be a great way to access the compositional element of the course and this is being encouraged more and more.

<b>Teaching methods</b>	The course aims to develop the student's imaginative and creative powers. The self-discipline of learning an instrument (or developing computer skills) is combined with group work (in which helping others and appreciating their points of view are stressed) and performance-related activities (which boost self-confidence).
<b>Why choose this subject?</b>	<p>The student needs to ENJOY the subject. It can provide a bit of a break from written subjects. There is no need to be able to read music well – compositional coursework can be handed in straight from the computer. However, the subject is <b>not</b> easy, and a willingness to practise is <b>essential</b>.</p> <p>If you are already learning an instrument, you are very likely to gain an excellent grade (probably A or B) at the end of the course. Composing and listening are vital extra experiences which people interested in music should develop. In fact, if you are already learning you ought to take the subject, unless you have strong reasons for not doing so.</p> <p>The course can be studied at many levels of difficulty. Performances have ranged from one-handed keyboard playing to full-scale concerto movements. Remember there is a level to match everyone's ability.</p>
<b>Qualification obtained</b>	GCSE Music.
<b>Career opportunities</b>	<p>Obvious career choices include performing, composing, conducting and teaching. Others involve broadcasting and TV, music libraries, music publishing and music therapy. Work in recording companies, it must be said, is limited.</p> <p>Outside of music other careers look favourably on musicians. The British Medical Association and the Law Society have both said that ways of learning in music are important for medical and law students. They say that the self-discipline needed to learn an instrument and developing the imagination are important aspects of learning. Even if medicine or law are not being considered, many employers see music as an indication of commitment and loyalty.</p>
<b>Whom to contact</b>	<b>Miss N Matthews, Curriculum Leader for Performing Arts</b>

## Performing Arts

### Course content

Since the introduction of Performing Arts at A level two years ago it has become a much-loved subject for those who choose it. It is also apparent that no other course like this is offered, where a student can really focus on developing their skills within the performance genre. This is now in its second year of running at GCSE.

The performing arts industry plays an increasingly important role in contemporary society, providing audiences with a variety of entertainment. Students following this course will be encouraged to develop a critical understanding of the vocational significance of performing arts.

The course is divided into two units.

Unit One comprises of a portfolio of evidence, showing personal skills development, knowledge and understanding of their chosen medium. Unit Two is a Showcase performance which includes pre-production and performance work in response to a brief provided by the awarding body. This requires students to work within a group, as part of a production team, to prepare, rehearse and perform their showcase.

The course also allows students to experience more than one performance discipline through workshops, skill classes, interviews and visits.

### Teaching Methods

The Performing Arts course at the college places great emphasis on independent learning and encourages students to be self-disciplined in their approach to various styles of assessment. Practical work will arise from students' personal attributes, so students will be exploring their own interests and culture, rather than the choice of the teacher. Trips will also form an integral part of the course which will allow students to become informed about their chosen skills in professional contexts.

### Assessment

70% coursework / portfolio, 30 % performance.

### Qualification obtained

GCSE Performing Arts (Single Award).

### Career opportunities

Performing Arts at GCSE aims to provide and encourage students to develop their skills within the entertainment industry. It is hoped that many of the GCSE Performing Arts students will go on to study the subject at 'A' Level here at the college and beyond at degree level. A career in the entertainment industry is an exciting prospect for many and in our surrounding area there are many opportunities for graduates in this subject.

### Whom to contact

**Miss N Matthews, Curriculum Leader for Performing Arts**

## **Philosophy and Ethics (RE)**

### **Course content**

This GCSE course explores the topic of Philosophy and Ethics. This is divided up into eight different units, ranging from Medical Ethics, Wealth and Poverty, Peace and Justice, Human Relationships, Good and Evil and Belief in God to Death and the Afterlife.

Throughout the course we explore the differing opinions between the religious views and concepts, human relationships, medical issues, moral issues and the students' own thoughts and opinions.

### **Assessment**

Philosophy Exam      2 hours = 50%

Ethics Exam            2 hours = 50%

### **Teaching methods**

Philosophy and Ethics can be taught in a creative way, using circle time, debates and discussions. In addition there are two textbooks 'Discovery – Philosophy and Ethics' and 'introducing Philosophy of Religion' to use alongside the course during lessons.

This is an ideal course for anyone interested in the study of philosophy and ethics. This would be a good stepping-stone for anyone wishing to study sociology, philosophy or psychology in the sixth form.

### **Whom to contact**

**Miss A Barker, Subject Leader for Religious Education**

## **Physical Education (Games or Physical Education based)**

<b>Course content</b>	<p>This popular course is designed to encourage students interested in sport to participate in and develop an understanding of Physical Education. The course is divided into two areas, practical and theoretical. The practical element will give students an opportunity to develop knowledge and skills in a variety of sports as well as learning the rules, tactics, umpiring skills and etiquettes related to these sports. The course also continues the work of the National Curriculum where students will plan, perform and evaluate their work. Students will also be able to study other theoretical aspects including nutrition, hygiene and safety, factors affecting performance, fitness, sports injuries, sponsorship in sport, the media in sport, amateurs and professionals, sport and politics and other issues relating to sport in society.</p> <p>The course consists of two areas:</p> <ul style="list-style-type: none"><li>a) Practical – students will study six activities of which four will be presented for their final assessment.</li><li>b) Theoretical – including study on:<ul style="list-style-type: none"><li>i) Health Related Fitness</li><li>ii) Sport within society</li></ul></li></ul>
<b>Teaching methods</b>	<p>Of the six lessons in the two-week timetable <u>three</u> lessons will be practical, with half a term spent on each sport, and <u>three</u> lessons will be theory, in classrooms, using discussion, video and note-taking. Regular homework will be given after each theory lesson.</p>
<b>Assessment</b>	<p>This course is for any student who is interested in sport in all its different forms. Due to the weighting of 60% practical and 40% theory you do not have to be a top sportsperson in order to take and enjoy the course although it helps if you already enjoy physical activity. Students also need to be interested in the theory side of sport.</p>
<b>Qualification obtained</b>	<p>Following the GCSE in Physical Education, there is now an A level course in Physical Education available for those who would like to study the subject at a higher level.</p>
<b>Career opportunities</b>	<p>This course can be used as a foundation for any future career. However, if you are interested in a career in sport, here are some possible options: professional sport, Coaching, Recreation Management, Groundsmanship, Sports Medicine, Sports Journalism, Sports Photography etc.</p>
<b>Whom to contact</b>	<p><b>Mr B Hauxwell, Curriculum Leader for Physical Education.</b></p>

## Physical Education (Aesthetics based)

### Course content

This popular course is designed to encourage students interested in sport to participate in and develop an understanding of Physical Education. The course is divided into two areas, practical and theoretical. The practical element will give students an opportunity to develop knowledge and skills in a variety of sports as well as learning the rules, tactics, umpiring skills and etiquettes related to these sports. The course also continues the work of the National Curriculum where students will plan, perform and evaluate their work. Students will also be able to study other theoretical aspects including nutrition, hygiene and safety, factors affecting performance, fitness, sports injuries, sponsorship in sport, the media in sport, amateurs and professionals, sport and politics and other issues relating to sport in society.

The course consists of two areas:

- a) Practical – students will study six activities of which four will be presented for their final assessment. The focus activities for this assessment will be aesthetic based (ie. Gym, Dance, Trampolining.)
- b) Theoretical – including study on:
  - a. Health Related Fitness
  - b. Sport within society

### Teaching methods

Of the six lessons in the two-week timetable three lessons will be practical, with half a term spent on each sport, and three lessons will be theory, in classrooms, using discussion, video and note-taking. Regular homework will be given after each theory lesson.

### Assessment

This course is for any student who is interested in sport in all its different forms. Due to the weighting of 60% practical and 40% theory you do not have to be a top sportsperson in order to take and enjoy the course, although it helps if you already enjoy physical activity. Students also need to be interested in the theory side of sport.

### Qualification obtained

Following the GCSE in Physical Education, there is now an A level course in Physical Education available for those who would like to study the subject at a higher level.

### Career opportunities

This course can be used as a foundation for any future career. However, if you are interested in a career in sport, here are some possible options: professional sport, Coaching, Recreation Management, Groundsmanship, Sports Medicine, Sports Journalism, Sports Photography etc.

### Please note:

*All girls opting for GCSE PE must select the Aesthetics based option as this allows for improved timetabling and academic grades.*

### Whom to contact

**Mr B Hauxwell, Curriculum Leader for Physical Education.**

## Psychology

**Course content** Psychology is an exciting new addition to the courses you can study at GCSE.

Psychology is a subject that studies the human mind and behaviour. Research in psychology seeks to understand and explain thought, emotion and behaviour.

Psychological research in these areas has many important applications which include improving memory, social functioning, understanding why we conform, forensics and many more.

The study of psychology is broken down into many different areas which include Cognitive Psychology (to do with how the brain processes information), Developmental Psychology (which looks at human growth and development including identity) and Social Psychology (to do with the study of social interaction such as body language).

**Assessment** The course is broken down into 3 distinct areas:

### **Studies and Applications in Psychology 1**

Biology psychology: sex and gender

Cognitive psychology: memory

Developmental psychology: attachment

Social psychology: obedience

Individual differences: atypical behaviour

*Assessment is by written paper – 1hr 15 mins 40%*

### **Studies and Applications in Psychology 1**

Biological psychology: criminal behaviour

Cognitive psychology: perception

Developmental psychology: cognitive development

Social psychology: non-verbal communication

Individual differences: the self

*Assessment is by written paper – 1 hr 15 mins 40%*

### **Research in Psychology**

Discovering and learning about the research process:

Planning research

Doing research

Analysing research

Planning and investigation

*Assessment is by written paper – 1 hr 20%*

**Qualification obtained** GCSE Psychology

**Whom to contact** **Mr A Webster, Subject Leader for Psychology**

## **Resistant Materials**

### **Course content**

The new specification for GCSE Resistant Materials, commencing in September 2009, encourages a fresh approach to the subject. The course provides the opportunity for students to be imaginative and innovative, rewarding flair and reflecting the contemporary use of Information Technology.

The course is designed to deliver the following key skills:

- Communication
- Application of number
- Information Technology
- Working with others
- Improving own learning
- Performance and problem solving

### **Teaching methods**

The Resistant Materials GCSE is delivered in a manner that encourages students to develop independent thinking skills. The course is taught through a range of activities in order for students to develop their knowledge and understanding of:

- Practical skills, including hand-tooling, use of machinery and ICT to help develop quality products.
- Product analysis. Looking at existing products to examine how they meet peoples' needs, and how they could be improved.
- Systems and control.
- Industrial practice.

Students will work on projects both individually and within groups. The course will also include a relevant visit to: specific technology innovation centres, industry, local councils or museums.

### **Assessment**

Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy. The GCSE course is made up of four mandatory units: two controlled assessments and two externally set written tests. These key assessments begin in Year 10 and continue throughout Year 11. The controlled assessments have a weighting of 60% and the written papers 40%.

### **The GCSE qualification**

The Resistant Materials GCSE is a course that suits students who are interested in the design and production process. The ability to come up with new and innovative ideas is becoming increasingly important in a fast developing, technological age.

### **Career opportunities**

Career opportunities in Design and Technology are very broad, including: product design, engineering, architecture, teaching, furniture design, metal-work, jewellery design, manufacturing, carpentry and joining, product research and development.

### **Whom to contact**

**Mr D Woods, Subject Leader for Design and Technology**

## **Science: Triple**

<b>Aims</b>	The triple science course will enable students to develop their interest in, and enthusiasm for, science whilst developing a critical approach to scientific evidence and methods. Students will acquire and apply skills, knowledge and understanding of how science works and its essential role in society. They will gain the deeper scientific skills, knowledge and understanding necessary for progression to further learning, with an emphasis on 6th form entry.
<b>Course content</b>	The course is modular with an overriding theme of How Science Works. Students study three modules from each of the Three sciences; Biology, Chemistry and Physics, over the two years of the course.
<b>Teaching methods</b>	Students are taught scientific knowledge through a variety of activities including classroom based, practical and external. They will use a range of sources of information to consider the benefits and drawbacks of scientific developments and will be practiced in data handling and interpretation. Independent work is integral to the course and students will carry out practical investigations on a regular basis.
<b>Assessment</b>	Each of the modules is assessed by a tiered written paper. Students will therefore sit nine written examinations during the two years of the course. Each paper is worth 25% of a GCSE grade. In addition an internally assessed ISA examination is taken for each subject. Each ISA is worth 25% of a GCSE grade.
<b>Qualification obtained</b>	Triple Science is worth three separate GCSE grades in Biology, Chemistry and Physics.
<b>Career opportunities</b>	Many jobs require an understanding of science and the triple award course will give students the grounding to access higher level science courses, leading to employment in the scientific field.
<b>Whom to contact</b>	<b>Mr D Cuthbertson, Curriculum Leader for Science</b>

## Spanish

This course is for students who have already learnt Spanish. It is not a beginners' course.

The course builds on the foundations laid in KS3. Learning to speak and understand the language remain the most important aspects of the course. Students will be equipped to talk and write about a variety of topics. By the end of the course students should be able to deal with various situations which arise whilst abroad, either for work or pleasure.

Be ready to join any visit abroad which may be organised by the MFL department to improve familiarity with the country and language!

### Course content

The course is built around the following general topics and themes:

- Personal Information – family/leisure/lifestyle
- Out and About – accommodation/transport/visitor information
- Services and Transactions – shops/restaurants
- Future Plans, Education and Work – job adverts/CV/work experience

### Assessment

There are 4 examined units which correspond to the 4 language skills:

- Unit 1 – Listening
- Unit 2 – Speaking
- Unit 3 – Reading
- Unit 4 – Writing

### Qualification obtained

GCSE Spanish

### Career opportunities

A language is an excellent skill to add to your CV. It can open the door to a variety of career possibilities in: tourism, media, marketing, banking, the law. So, get a language and get ahead of the crowd in the jobs market!

### Whom to contact

**Miss L Bremah-Andoh,  
Curriculum Leader for Modern Foreign Languages**

## Statistics

<b>Course content</b>	<p>This new course will be of benefit to three groups of students:</p> <ol style="list-style-type: none"><li>1 Students who enjoy Mathematics and want to learn as much as possible. All our AS level courses involve a statistics module and this course will help prepare you for success in the Sixth Form.</li><li>2 Students who do not want to continue with Mathematics in the Sixth Form but do want to do an A level Science subject or subjects such as Business Studies, Geography, Sociology etc, which involve using and interpreting statistical data. Many degree subjects such as Psychology involve a considerable amount of statistics.</li><li>3 Students who want to get a grade C or B in Mathematics and are concerned that they might not do so. Studying statistics will help improve their numeracy and algebra as well as their data handling skills.</li></ol>
<b>Assessment</b>	<p>The Statistics GCSE course is currently assessed by a terminal examination worth 75% and through a written assessment worth 25%. The written assessment consists of a piece of coursework followed by an examination in controlled conditions with questions based on their coursework. There is a Foundation tier giving grades up to C and a Higher tier with grades D to A*. The course reviews, develops and extends all the statistics and probability studied in the Mathematics GCSE, including using a calculator or computer effectively. A calculator can be used in the examination.</p>
<b>Teaching methods</b>	<p>The students will use a textbook written specifically for the examination. Computers and calculators will be used to explore, calculate and represent results whenever this is appropriate.</p>
<b>Qualification obtained</b>	<p>GCSE Statistics</p>
<b>Whom to contact</b>	<p><b>Mr D Bowen, Acting Curriculum Leader for Mathematics</b></p>

## Textiles Technology

### Course Content

This course gives the students the opportunity to work with fabrics to make a wide range of products from soft furnishings to clothing to theatre costume. The course content is delivered through modules which include:

- Fibres and fabrics
- Surface decoration and pattern creation
- Construction techniques
- The use of CAD/CAM
- Use of ICT
- Use of digital photography
- Production methods – one off, batch, etc
- Industrial methods, costings.

All around us we see examples of design – from advertising and posters to all the consumer goods we have at home. Everything we use, everything we wear, products we eat have been designed by someone, somewhere. Textiles greatly affects all of our lives, from medical aids to safety workwear and sports nets, as well as the more familiar sectors of fashion and interior design.

Design and Technology subjects encourage independent thinking. The ability to think ‘beyond the box’ and to be able to identify ‘gaps in the market’ for new, innovative ideas/products is a skill that is becoming more important in a fast moving, increasingly technological age. Design and Technology is taught through a range of activities:

- Knowledge – straight forward traditional lessons where theory is taught
- Skills – some basic skills are covered to enable students to produce good quality products later
- Product analysis – looking at existing products and examining whether they meet people’s needs
- Systems and control
- Industrial practice – aspects of industrial applications and practices are covered.
- Design and Make activities – where students work independently through pieces of work that will help with the major piece of coursework in Year 11.
- Influence of past and present design and technology on society.

<b>Assessment</b>	<p>Assessment for the GCSE exam is:</p> <p><b>Coursework</b> – 60% of total grade – this is a Design and Make task which should take approximately 40 hours. Most will be done in school but independent study is also crucial.</p> <p><b>Written exam</b> – 40% –taken in June. There will be one 2-hour paper.</p> <p><b>Tiers</b> – there are two tiers and decisions about level of entry are not made until Year 11 when coursework is well underway.</p>
<b>Course requirements</b>	<p>Students will be required to provide fabric, threads etc for Design and Make tasks but for skills-based activities, materials will be provided. An A3 folder will be needed and a set of good quality coloured pencils. Revision books can be purchased from the department</p>
<b>Career opportunities</b>	<p>Fashion design, textile design, theatre costume design, product design, screen printing in industry, teaching, clothing industry, window display. Developmental textiles for: sports, medical, safety eg: fire-proof, engineering, geotextiles.</p>
<b>Whom to contact</b>	<p><b>Mr D Woods, Subject Leader for Design and Technology</b></p>

# **KS4 Option Booklet 2009-2011**

## **OCR National Award**

## OCR National Award in Information and Communication Technology

With ICT skills for business and creating sound using ICT completed in year 9 we continue to build upon these units, working towards the OCR Level 2 First Certificate in ICT. This course comprises of 2 full units and 2 half units as listed below:

### Course content

#### Two of the following full units:

##### Webpage creation

In this unit students will design, build, test and evaluate a website on a theme of their choice.

##### Design and produce multimedia products

In this unit students will use a range of software, including sound and video, to create a multimedia presentation.

##### Desktop publishing

In this unit student will create a DTP product such as a leaflet, newspaper or advertising poster and learn how DTP products are used in industry.

##### Spreadsheets – design and use

In this unit students will use advanced features of spreadsheets to produce a working solution to a real world problem.

#### Plus two of the following half units:

##### Creating animation for the WWW using ICT

In this unit students will create moving animations such as bouncing balls, animated mouse pointers etc... to be used in websites.

##### Creating computer graphics

In this unit students will interactive multimedia graphics for use in a website.

##### Creating video

In this unit students will review, storyboard and create a piece of video, including a suitable soundtrack.

### Assessment

Students create a portfolio of evidence that is moderated by the examination board.

### Entry Requirements

This course would ideally suit any student who achieves National Curriculum Level 6 or higher at the end of Key Stage 3.

### Teaching methods

Since this is a practical course, there will be a limit of one computer per student. There will be written work to be completed. Homework will be set in accordance with the school's policy.

<b>Qualification Obtained</b>	Students can obtain an ordinary pass, a merit or a distinction. A distinction is equivalent to an A*/A pass in a GCSE, a merit pass is equivalent to a B pass and an ordinary pass is a C GCSE equivalent.
<b>Whom to contact</b>	<b>Mrs C Watson, Assistant Curriculum Leader for ICT</b>

## Learning Styles

Although it is usual practice to identify three main learning styles it is useful to distinguish between visual learners who respond to written language and those who prefer pictures, drawings and diagrams.

The key features of students with strong preferences for a particular learning style are as follows:

### Visual / Verbal Learners



These students learn best when information is presented visually **in a written language** format. They benefit from teachers who use the whiteboard (or overhead projector) to list the essential points of a lesson, or who provide them with an outline to follow during a lesson. Visual/Verbal learners benefit from information obtained from textbooks and class notes.

They tend to like to study by themselves in silence. They often see information “in their mind’s eye” when they are trying to recall something.

### Visual / Non-Verbal Learners



These learn best when information is presented visually **in a picture or design** format. In the classroom they benefit from teachers who use visual aids such as film, video, maps and charts. They benefit from information obtained from pictures and diagrams in textbooks. Visual / Non-verbal learners tend to like to work in a quiet room and may not like to work in

study groups. When trying to recall something, they can often visualise a picture of it in their mind. Many may have an artistic side that enjoys activities to do with visual art and design.

### Auditory / Verbal Learners



These learners do best when information is presented in an **oral language** format. In class they benefit from listening to the teacher and participating in group discussions. They also benefit from obtaining information from audio-tapes.

When trying to recall something, they can often “hear” the way someone told them the information, or the way they previously repeated it out loud. Auditory / verbal learners learn best when interacting with others in a listening/speaking exchange.

### Kinaesthetic / Tactile Learners



These students learn best when physically engaged in a ‘hands on’ activity. In the classroom, they benefit from a laboratory or workshop setting where they can manipulate materials to learn new information. Kinaesthetic / Tactile learners do best when they can be physically active in the learning environment. They benefit from teachers who encourage in-class demonstrations, “hands on” student learning experiences, and field-work outside the classroom.

29% prefer Visual Learning 34% prefer Auditory Learning 37% prefer Kinaesthetic Learning

## Which 'learning style' is best for you?

Try this questionnaire to see whether you learn best by sight, sound or action.  
Score marks for each statement as follows:

- 3 – That's absolutely me! Absolutely agree. All the time
- 2 – That describes me quite well. Largely agree. Some of the time
- 1 – That doesn't really describe me. Generally disagree. Very rarely.
- 0 – That's not me. Totally disagree. Never.

1	I always look at the teacher when s/he is talking – it helps me concentrate.	
2	I am able to visualise pictures in my mind.	
3	I don't like reading or listening to instructions – I just prefer to get on with it.	
4	I find it easy to follow a speaker even when I am not looking at him/her.	
5	I find it easy to understand maps, graphs and diagrams.	
6	I find it hard to sit still – I am a fidgeter.	
7	I find/would find it helpful to tape-record my notes and play them back.	
8	I like to explore things – taking them apart and tinkering with them.	
9	I like to learn through real life situations.	
10	I like to walk around when I am reading / talking.	
11	I need to take regular breaks when I'm working.	
12	I often repeat instructions to myself under my breath.	
13	I often talk to myself – say things aloud – when working.	
14	I often tilt my head to the side and/or rest my head in my hands during lessons.	
15	I prefer to listen to an explanation rather than read it in a book.	
16	I prefer to see a map than be given spoken directions.	
17	I remember things best when I write them down.	
18	I say things like, 'I hear what you say' or 'that rings a bell'.	
19	I say things like, 'I see what you mean' or 'I get the picture'.	
20	I say things like, 'that feels right to me' or 'I've got the hang of it'.	
21	I take a lot of notes of what I read or hear.	
22	I talk quickly – I tend to talk more than I listen.	
23	I wave my hands around a lot when I'm explaining something.	
24	I would prefer people to tell me directions rather than show me a map.	
25	If I have to spell a tricky word, I write it in the air to see if it feels right.	
26	If I have to spell a tricky word, I write it out to see if it looks right.	
27	When I am doing a test I can often picture my notes in my mind.	
28	When I am doing a test I can often 'hear' what the teacher said in the lesson.	
29	When spelling a tricky word, I say it over and over again, to see if it sounds right.	
30	With self-assembly furniture, I use trial and error, rather than follow the instructions.	

Write out your marks in the grid below and then add them up to identify your preferred learning style:

Questions										Total out of 30
<b>1</b>	<b>2</b>	<b>5</b>	<b>16</b>	<b>17</b>	<b>19</b>	<b>21</b>	<b>22</b>	<b>26</b>	<b>27</b>	<b>Visual</b>
<b>4</b>	<b>7</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>18</b>	<b>24</b>	<b>28</b>	<b>29</b>	<b>Auditory</b>
<b>3</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>20</b>	<b>23</b>	<b>25</b>	<b>30</b>	<b>Kinaesthetic</b>

## Guidance for completion of the Options' Form.

For subjects that are colour-coded **Yellow** and **Purple** the coursework component contributes **over 50%** of a student's final grade. These subjects are suitable for students who enjoy or are good at coursework. To avoid a "coursework heavy" curriculum it is recommended that students do not choose all yellow and purple subjects.

For subjects that are colour-coded **Red** the coursework component contributes **less than 50%** of a student's final grade. These subjects are mainly assessed through examinations and are therefore recommended for students who perform well in examination conditions.

Students whose minimum expectation targets (in English, maths and science) are **Level 5C and above** are recommended to opt for a mixture of **Red, Yellow and Purple** subjects as this will provide a broadly balanced curriculum.

Students whose minimum expectation targets (in English, maths and science) are **up to and including Level 4A** are recommended to opt for subjects that are colour-coded in **Blue**. Students in this category who wish to choose a Red, Yellow or Purple subject should first discuss their suitability for this subject with the relevant subject teacher.

### Instructions:

- Select a first, second and reserve choice from each column.
- You must choose **at least one** humanities subject – geography / history / humanities / philosophy and ethics / psychology - IT Diploma students need not select a humanities subject.
- **Do not choose** more than one technology subject - textiles technology / resistant materials / graphic communication / home economics.
- If a subject extends over 2 columns it must be chosen as first/second/reserve choice in both.
- Do not choose a subject twice if it appears in two or more columns.
- Students who opt to study either the IT Diploma Level 1 or College must also choose the enrichment course.
- College courses include construction / motor vehicle studies (Arena Skills Centre), hair and beauty / catering (Chichester College) and animal care (Brinsbury College).

Options' Form