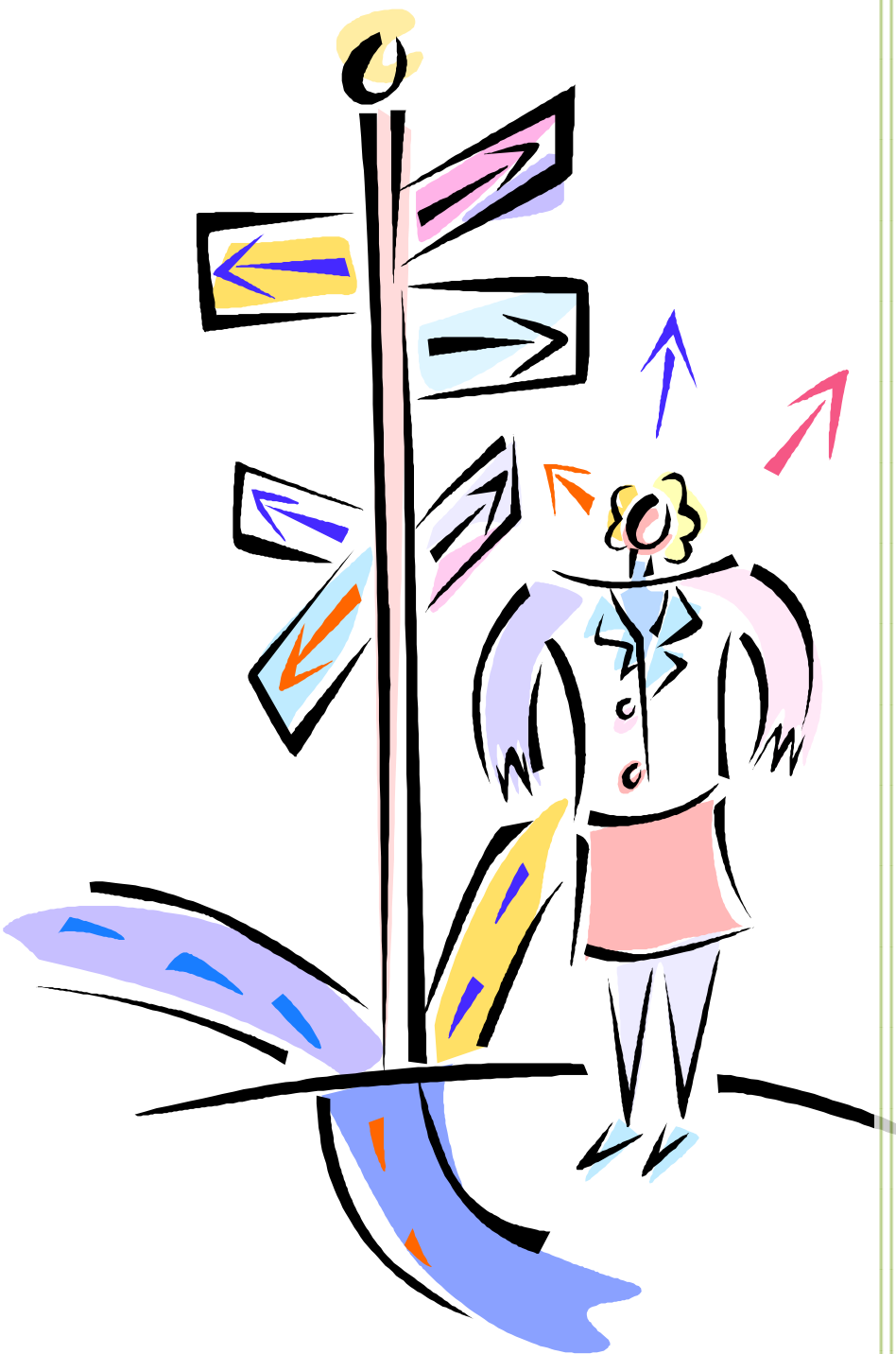


**Blatchington Mill School  
and  
Sixth Form College**

**Key Stage 4 Options**



Student Name:

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Tutor Group:

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## **A message from The Headteacher.**

I maintain that the decisions that face you today, regarding the next phase of your education, are the most important you will make. You will be making decisions which will affect your whole future.

You are the generation which has grown up with a rapidly developing technology and a style of life which is ever changing. You need to equip yourself with the skills and qualities for your tomorrow, which are likely to be different to those your parents may have needed.

You are being offered a very wide range of subjects. You need to make these decisions based on mature reflection and consideration. What will be useful to you if you have already chosen your pathway? What do you enjoy? We all know that you are likely to do well in those subjects you enjoy. What subjects are you already good at? These are good questions to start with.

Try to avoid making choices based on your friends' preferences or the current teacher you have. Now is the time when you have to think very carefully about yourself; your strengths, your needs and what you are hoping to gain in later life. There will be many people around you who will help you make these decisions and my advice would be to use them and listen.

You will hear much talk about Life Long Learning and here is where it starts. Good luck in your choices and remember that your choices are for the next two years and will enable you to begin the task of creating your own future.

Ms Janet Felkin  
Head Teacher

## **AN INTRODUCTION TO KEY STAGE 4.**

Key Stage 4 covers Years 10 and 11 of a child's school life. Under a scheme called Raising the Participation Age (RPA) students currently in Year 9 will be required to remain in education or training until the age of 18; this can include employment with training, where the training can be the equivalent of one day per week. This does not mean that students need to remain in school!

The importance of selecting Options courses carefully cannot be overstated as the exams taken at this stage form the passport for entry into later employment as well as further and higher education. Before making choices of which subjects a student is to take in Years 10 and 11, both they and their parents or carers should spend some time reading the sections on **Thinking Ahead** and **For Those Considering Studying At University** which are intended to give a broader perspective on course selection at this stage.

It is also important to understand the following:

- Which subjects are compulsory at Key Stage 4,
- Which subjects are available as optional courses,
- What each of the optional courses contains, demands and where it can lead in the future,
- Where the optional courses are taught.

The pages in this document should provide you with the answers to these questions.

## **THE OPTIONS WEBSITE.**

The bulk of Options information is available on-line. Students, staff and parents can access it through BMS 360. We have developed this approach as it will allow students and parents to select the amount of information they want about a particular course. It will also allow for the printing of specific information sheets rather than being presented with pages and pages of detail which some people find off-putting.

Having selected the courses for which information is required, the details are easy to access through subject drop-down menus. The amount of detail students and parents view will depend, to some extent, on how much they want - using the web 'links' which appear at the end of course details will present the reader with more information such as careers support, exam board materials (syllabus, past papers etc.) and photographs of exemplar work where these have been made available. The number of links varies between courses but this should go some way in providing a degree of flexibility in the quantity of information provided.

The 'Supporting Documents' section has some useful areas to look at including Careers advice, guidance to filling-in the Options Form and notes which offer advice about making Options choices. The video clips have students talking honestly about the courses they have taken. Their comments reflect their opinions and nobody was asked to follow a script. If you have questions following the viewing of a particular clip or clips, please discuss these with the department whose course you're interested in.

## **QUALIFICATIONS AVAILABLE AT KEY STAGE 4.**

Throughout Years 10 and 11 students will be preparing to take public examinations in nationally recognised and valued qualifications. At Key Stage 4 these can include:

- GCSE - General Certificate in Secondary Education.
- A/S Level - Advanced Subsidiary Level (the first half of an 'A' Level).
- NVQ - National Vocational Qualification.
- BTEC - Business and Technical Education Certificate.
- City & Guilds - Vocational qualifications.

Apart from GCSEs and A/S Levels, the other awards have a vocational slant (qualifications related to a particular area of employment) and are often aimed at specific occupations. They are valued by schools, employers and colleges of further education.

Vocational education is now referred to as Applied Learning.

## **QUALIFICATION 'LEVELS'**

All of the qualifications on offer are referred to by a 'level' e.g. BTEC Level 1. These levels are from The National Qualifications Framework, which is outlined below:

- Level 1 - Qualifications equivalent to GCSE grades D to G.
- Level 2 - Qualifications equivalent to GCSE grades A\* to C.
- Level 3 - Qualifications equivalent to 'A' Levels, ONC, HNC etc.
- Level 4 - Qualifications equivalent to degree level.
- Level 5 - Qualifications beyond degree level e.g. MA, MSc.

We offer courses at Key Stage 4 from levels 1 to 3 which gives students the opportunity to choose subjects at a level of difficulty / challenge appropriate to their individual ability. GCSE courses with grades of A\* to G, cover Levels 1 and 2.

*Unless otherwise stated, courses will be at Level 2, but please read the information carefully to ensure appropriate levels of course are selected.*

## DETAILS OF THE COURSES AVAILABLE AT KEY STAGE 4.

The curriculum at Key Stage 4 offers students the opportunity to study a wide range of subjects, some of which are taught in school in timetabled lessons, and others, the Applied Learning (Vocational courses), which are delivered at a college of further education. This range of opportunities allows students to tailor the curriculum to best suit their personal interests and ambitions.

All students will study the **CORE SUBJECTS** which are compulsory. These include:

- English
- Science
- Personal, Social & Health Education (PSHE)
- Information & Communications Technology
- Mathematics
- Religious Education / Citizenship
- Physical Education (PE)

Students are then free to select **FOUR OPTIONAL COURSES** from the lists shown below: they need to select two courses from each column.

COLUMN 1	COLUMN 2
<ul style="list-style-type: none"> <li>• Art &amp; Design (general Art) GCSE</li> <li>• Art &amp; Design (fine Art &amp; digital media) GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Business Studies GCSE</li> <li>• Child Development GCSE</li> </ul>
<ul style="list-style-type: none"> <li>• Catering GCSE</li> <li>• Design: Food Technology GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Computing GCSE</li> <li>• ICT Practitioners BTEC Level 2</li> </ul>
<ul style="list-style-type: none"> <li>• Design: Resistant Materials GCSE</li> <li>• Dance GCSE</li> <li>• French A/S Level</li> <li>• French GCSE</li> <li>• History GCSE</li> <li>• Law GCSE</li> <li>• Media Studies GCSE</li> <li>• Music GCSE</li> <li>• Performing Arts (Production) BTEC</li> <li>• Physical Education GCSE and BTEC</li> <li>• Religious Education GCSE</li> <li>• Travel and Tourism - BTEC</li> <li>• Core Support</li> </ul>	<ul style="list-style-type: none"> <li>• Design: Graphic products GCSE</li> <li>• Design: Textiles Technology GCSE</li> <li>• Drama GCSE</li> <li>• Ethics A/S Level</li> <li>• Geography GCSE</li> <li>• German GCSE</li> <li>• Maths: Statistics GCSE and FSMQ</li> <li>• Music Technology BTEC</li> <li>• Sociology GCSE</li> <li>• Spanish GCSE</li> <li>• Spanish NVQ level 2</li> <li>• Triple Science GCSE</li> <li>• Core Support</li> </ul>

(Students can only select 1 of the 'Art & Design' courses and either Food Technology or Catering, not both).

(Students can only select either Computing or the ICT Practitioners course, not both).

Students cannot select three subjects from one column and only 1 from the other. Some of the courses listed will be new to most students in Year 9 and some will be very different to the subject their parents remember from their school days - either fondly, or not!

## OR

Students can opt to study any of the **APPLIED LEARNING SUBJECTS** which are listed next. These are delivered at a local college of further education.

### **Applied Learning Courses.**

- Catering BTEC Level 1
- Construction BTEC Level 2
- Engineering BTEC Level 2
- Equine Studies NVQ Horse Care Level 2
- Hairdressings Level 1
- Motor Vehicle Studies - Level 1

Students opting for an Applied Learning course will take one of the subjects shown on the left,

**Plus** 2 courses from the School Options (on the previous page, one from each column),

**Plus** Core Support from both sides of the School Options (on the previous page).

The Applied Learning courses are taught for ONE FULL DAY PER WEEK. They are timetabled to run concurrently with the other options subjects, so to minimize the impact of missed lessons, students who opt for one of the Applied Learning options **MUST** also select the Core Support option in both of the School Options columns. They will be free to make two further subject choices, one from each column.

Any student is welcome to opt for Core Support in either column if they wish - this is not just for students doing Applied Learning.

Before opting for any subject, it is essential that students read the information on all the courses and look at the video clips (which are available for almost all the courses listed) to ensure they understand what each has to offer, what it demands and where it can lead to in the future.

Students will almost certainly **not be able to move between courses during Year 10**, so making the correct, informed choice now is vital.

### **IMPORTANT NOTE.**

It must be stressed that we can offer a course only if sufficient students choose it. If, after analysis of the Options Forms, it is clear that a particular course is unpopular and therefore recruits very few students (making it not viable) it will be deleted from the list of subjects available. Students who have selected such a subject will be required to make another choice.

Similarly, if a subject is over-subscribed and has more students wishing to take it than there are spaces available, some students will be asked to choose an alternative.

**We will obviously do all we can to meet the needs of as many students as possible.** Students and parents need to be aware that we cannot guarantee every options preference and reserve choices need to be made with care.

## **THE EXTENDED DAY CURRICULUM.**

For those who wish to extend their learning and follow an extra subject, the Extended Day programme allows students to choose from either Drama, Dance or Music. These courses are intended for more-able students who will cope with the demands of an extra subject in addition to the standard full school curriculum. The extra workload these courses demand should not be taken lightly; whilst they might appear to offer opportunities to extend the breadth of learning, they can have a negative effect on those who struggle to keep up with the extra pressure.

Extended Day subjects are run in the evening from 6 PM until 8 PM one day each week (either on a Monday or Tuesday). Students can only apply to study one Extended Day course and only those deemed capable of coping with the increased workload and who have demonstrated an appropriate work ethic during Year 9 will be offered a place. Students wishing to take an Extended Day course should discuss their interest with the teacher responsible for the subject; school uniform is not required for evening lessons, but full attendance is expected and exemplary behaviour at all times is a must.

### **Costs.**

There is a cost to the Extended Day programme. Students wanting a place will be required to pay a contribution towards the expense of running the course. The full fee will be payable at the start of Year 10 although this can be paid in instalments during the first term. Although the cost of the course per student will depend on the number of students applying for it, the total for the two years will not exceed £320 which will include the examination entry fee. This is based on a minimum group size of 15 students. For a group of 20 students the cost will be £240 each.

In cases of financial hardship, students wishing to follow an Extended Day course should discuss this with their Year Team Leader to enquire whether some assistance may be available.

## **CURRICULUM RECOMMENDATIONS AND RESTRICTIONS.**

It is recommended that students aim to choose a range of subjects which offer a broad and balanced curriculum. Students will not be allowed to take 2 identical or very similar courses e.g. *Catering GCSE* along with *Catering BTEC*.

The courses students take need to offer a foundation to build upon beyond Key Stage 4. If these choices were allowed to be very narrow, they might find this too limiting at Key Stage 5. Many people change their mind about their career choice between Year 9 and Year 13 so students should also be aware that a broad and balanced selection now will help ensure a full range of choices is available later. Anybody with concerns about this should speak to their Form Tutor, Year Team Leader or a member of the school's Senior Leadership Team.

## **CHOOSING COURSES.**

Option choices at Key Stage 4 are one of the most important decisions students take whilst at school and there is plenty of support, advice and information available. Sadly, every year a few students take courses for the wrong reasons and find themselves regretting it. Common reasons for making poor choices include:

- It sounded good / cool
- A family member took it and liked it
- “It’s new & I’ve never done it before”
- A number of their friends are doing it
- They like their Year 9 teacher
- It sounded easy, exciting or ‘different’

## **CHANGING COURSES LATER.**

Students must be aware that it is difficult and sometimes impossible to change choices once the courses have started in September. If a particular course is full and a child requests moving onto it, this will not be possible. Every year a few students take courses for the wrong reasons and later ask to swap to an alternative; whilst we try to accommodate requests where students genuinely misunderstood the nature of a subject, this is sometimes impossible and the student has to stick with the choice they made.

## **DROPPING SUBJECTS.**

All students are expected to complete every course they start. Students will not be allowed to drop courses simply because they no longer like the subject or they have changed their mind and no longer wish to study it. It is essential therefore when selecting courses that students read the subject information carefully, talk to teachers and opt for subjects which will support their career aspirations as well as interest them.

## **RESERVE CHOICES.**

We will make every effort to ensure students get the courses they select. There are times, however, when due to circumstances such as timetable clashes, a course being very popular and over-subscribed, or so unpopular it does not recruit a viable group size, that a reserve choice is offered in place of the selected one. Students and their parents / carers will always be consulted in these circumstances.

## **THINKING AHEAD.**

During Years 10 and 11 students will start investigating and then applying for their chosen route for Years 12 and 13. These can include any of the following;

- Full-time education, such as continuing to study at Blatch 6 or another college
- Work-based learning, such as an apprenticeship
- Work with training (at least 5 hours per week)
- Part-time education or training if employed, self-employed or volunteering for more than 20 hours a week

The most important thing for students to consider when selecting courses for Key Stage 4 is what they hope to do post 16, post 18 and possibly as a career. This is fine where they know what they want to do and are convinced they will not change their mind. Where a student is unsure or has many ideas of their possible career choice, however, they should select a broad range of courses to 'keep their options open'. Combining a mix of subjects should not close any doors to later study and will provide a varied Key Stage 4 curriculum.

**Irrespective of a student's career intentions and aspirations, they are strongly advised to look at the Careers websites listed at the back of this booklet and identify the subjects they need to take and at what 'qualification level' for any possible careers they might be interested in.**

## **FOR THOSE CONSIDERING STUDYING AT UNIVERSITY.**

Imagine how frustrating it would be for a student if, when they finish Year 11 or Year 13, they could not get on to a course they really wanted to take due to making poor choices earlier. Students need to be aware that for a number of courses at university they need to have taken the subject at A-level and many 'A' Levels require the subject to have been taken at Key Stage 4. The following section is all about making sure students don't accidentally limit their choices later on by selecting a very narrow range of options now.

Those considering the possibility of studying at university post 18 need to be aware of the entry requirements for the courses they may wish to study. These can be looked at using the UCAS information website, in conjunction with individual university websites. Clearly, a student hoping to study for a degree in Art needs to take Art at an advanced level and to do this, they need to select it as one of their GCSE options in Key Stage 4.

Similarly, a student wishing to study Music at university needs to have studied Music at both Key Stages 4 (Years 10 and 11) and Key Stage 5 (Years 12 and 13). For entry to a Music degree, applicants are required to have studied Music to an advanced level and many universities also look for at least one essay-based course at an advanced level, which can include English Literature, History, Sociology etc.

Many students may have the ambition to study at university, but may have little idea at present as to exactly what. Anybody in this position needs to select subjects now which offer breadth and balance in their curriculum.

Some useful advice on advanced level choices (many of which will be dependent upon having studied the subject at Key Stage 4) is available from The Russell Group in a document called “Informed Choices” a link to which is available from the Options Website.

The Russell Group is an association of the top 20 universities in the country and their advice is aimed at students hoping to study for a degree at one of the universities in the group. The document is important for both students who have a clear idea of the courses they might like to take **and** for those who aim to attend a good university but are unsure of their particular focus of study.

For example, looking at the recommendations at the back of “Informed Choices” it is clear that students wishing to study Engineering at a top university are required to have ‘A’ Levels (and therefore GCSEs) in Physics and Maths, and Design & Technology is strongly recommended. (Students wishing to study Physics at ‘A’ Level can enter this course with the combined Science and Additional Science GCSEs, and so do not need take Triple Science as an option in Year 10).

The Russell Group describes some subjects at ‘A’ Level as **Facilitating Subjects**. This information is useful for those unsure of what they might like to study at university or even in Years 12 and 13. Facilitating subjects at an advanced level include:

- Mathematics and Further Mathematics
- Physics
- Chemistry
- History
- English (Literature)
- Biology
- Geography
- Languages (Classical and Modern)

**This does not diminish the value and importance of other courses** and indeed, students with an interest in a particular subject should still take it alongside others which provide breadth and balance to their curriculum. Students not wishing to attend university or a Russell Group university in particular can decide for themselves how important “Informed Choices” is to them.

Some colleges are reluctant and others will not allow students onto an ‘A’ Level course without them having studied the subject at GCSE previously. Please note, however, that the individual Science subjects listed can all be taken at ‘A’ Level by students who have studied the combined Science and Additional Science courses in Years 10 and 11.

“Informed Choices” concludes with a section listing typical entry requirements for degree courses. It does this in terms of compulsory and recommended advanced level qualifications. Students interested in applying for courses at university should take time now to look the entry requirements of different degree courses to satisfy themselves of the appropriateness of their Key Stage 4 choices.

The three examples below illustrate how the Russell Group's recommendations can be useful in informing students about appropriate Key Stage 5 qualifications and thus important Key Stage 4 ones too.

Essential and recommended advanced level qualifications for students wishing to study at a Russell group university:

### **COMPUTING**

- Essential advanced level qualifications - for some courses, Mathematics.
- Useful advanced level qualifications - Mathematics, Further Mathematics, Computing, Physics, Philosophy, ICT.

### **DENTISTRY**

- Essential advanced level qualifications - Chemistry and Biology for most courses, but some require Mathematics or Physics as well.
- Useful advanced level qualifications - Mathematics, Physics, Further Mathematics.

### **ARCHITECTURE**

- Essential advanced level qualifications - some courses say they want an Arts / Science mix. Some may require Art.
- Useful advanced level qualifications - Art, Mathematics, Design Technology and Physics. A portfolio of drawings and ideas may be asked for.

It is worth reminding students again that their choices at Key Stage 4 should be broad and balanced; they may have a fixed career idea in mind now which could change many times before they start applying to university or, if not interested in this higher level of education, before beginning their chosen career.

Selecting a wide range of subjects in Years 10 and 11 is a good idea, as is taking some they really enjoy even if they don't see these as being a potential career route. If a student enjoys a subject and takes it as a part of a mixed selection, there is no reason why this shouldn't help their future education and career progression.

## **THE ENGLISH BACCALAUREATE (the e-bacc).**

Last year the government launched a new qualification for students who achieve a grade 'C' or above in a minimum of 5 subjects, which must include all of the following:

- English
- Maths
- A Science
- A Humanity (either History or Geography only)
- A Foreign Language (any recognised MFL, Classical Greek or Hebrew).

**Currently there are no plans we are aware of from any college or university, including those in The Russell Group, to use the e-bacc as a measure of success or for selection to higher education.**

It is used as one of a number of measures to gauge schools' performance. As such, our Options system allows students to take all of the courses to qualify for the e-bacc if they wish to, but this is an individual choice for each student and their parents / carers. The school does not require students to follow the e-bacc. Many students will be glad to be able to select freely from the full range of courses on offer, to tailor the curriculum to suit their career aspirations, their personal interests and their preferred learning styles.

For further advice and guidance, students can see their Form Tutor, their Year-Team Leader, any Member of the school's Senior Leadership team or our Careers specialist, Ms Hayward. Curriculum Team Leaders can offer advice on subject specific questions and the websites listed in the Careers Advice section of this booklet are useful places to look for general and more detailed Careers information.

The following pages offer summary notes on the courses available in Years 10 and 11. The core-subjects are first, followed by the Optional ones and then the Applied Learning courses. More detail about each course is available on the Options website, accessed through BMS 360. To keep this document relatively short, only a brief overview of each course follows. The website is the best method of investigating subjects, especially where video footage is available.

## **CORE CURRICULUM SUBJECTS.**

### **ENGLISH LANGUAGE & ENGLISH LITERATURE - GCSE**

The vast majority of students will study both GCSE English Language and GCSE English Literature.

The English Language course is delivered through a combination of examination and controlled assessment. The examination requires students to read and respond to non-fiction texts and makes up 40% of their overall mark. There are four controlled assessments in all. The Spoken Language Study provides students with the opportunity to explore the language of conversation; this assessment makes up 10% of the overall English Language grade. Two controlled assessments allow students to show their writing skills (15%). There is also the extended reading piece where students write about a literary text (15%). Speaking and listening activities make up the remaining 20%.

The English Literature course requires students to respond to poetry, prose and drama including a play by Shakespeare, contemporary poetry and texts drawn from lists of English Literary Heritage texts, and Exploring Cultures texts. In GCSE English Literature, 75% is assessed through two exam papers, and the remaining 25% through controlled assessment. Speaking and Listening is assessed by the teacher throughout the course through a variety of engaging activities under the headings of role play, discussion and presentation.

### **MATHEMATICS - GCSE**

All students are required to study Mathematics to the end of Key Stage 4 and will follow the Linear Edexcel GCSE course. Depending on their ability, students will either take the Higher or Foundation course. Some may follow the Higher course in Year 10 but may then change to the Foundation course in Year 11 if we feel this is more appropriate.

Both the Higher and Foundation courses require students to study number and algebra, geometry and measure, and data handling. A variety of tasks and examination style questions will be used.

### **SCIENCE, ADDITIONAL SCIENCE - GCSE**

All students must study Science GCSE which is designed to enable everyone to understand and take an active role in the technological society in which we live. Most students will also study Additional Science GCSE. Science and Additional Science together are often referred to as double science.

Both Science and Additional Science will allow students to get A\* GCSE grades. Success in Additional Science will allow students to go on to study Science 'A' levels and allow them to go to any university including Oxford and Cambridge. Students learn from theory lessons, where they have ideas and facts explained to them before completing tasks based on this knowledge, and practical lessons, where evidence is gathered first hand to reinforce scientific ideas.

Classes are set, so all students are working with others who have similar targets to themselves.



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## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) -**

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) - OCR National Certificate**

ICT is a compulsory course for all students in Years 10 and 11. Students will be studying for the OCR National Certificate in ICT (Level 2). This award is equivalent to 1,2,3 or 4 GCSEs, depending on the number of units successfully completed during the 2 year course. The theme behind the course is for it to be highly practical in nature and to allow students to be creative as they learn. It is planned as follows:

#### **Core ICT (compulsory for all students)**

Students will study up to 4 units during Key Stage 4, allowing them to gain up to 2 ICT GCSE qualifications.

Unit 1	<b>ICT Skills for Business</b>	Combination of software skills developed to support the use of ICT in business.
Unit 8	<b>Technological Innovation and e-commerce</b>	Analysing the impact of new technologies, e-commerce and business enterprise.
Unit 22	<b>Creating Sound</b>	Creating a radio broadcast, mixing and editing sound clips.
Unit 23	<b>Creating Video</b>	Creating a short video clip incorporating video, sound and transitions effects.

## **PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)**

In year 11 PSHE is taught once a week. There are six areas covered;

- Sex and relationship education (Knowing Yourself)
- Teenage concerns (including body-image)
- Addiction (including smoking and gambling)
- Independence
- First Aid
- Mental Health

There are various speakers in year 11 including the police liaison officer, Allsorts (a LGBT youth group), a speaker on testicular cancer and a representative from the mental health charity Mind. There are no exams in PSHE (except if they are following the PSE AQA level 2 Award) and this is a subject to which everybody can contribute.

## **SUBJECTS OPTIONS.**

### **GCSE Art and Design - General Art and Design**

This course offers an exciting opportunity to study and explore Art & Design in greater depth. Building on Key Stage 3 experiences we investigate themes, analyse and experiment with a wide range of 2D & 3D media including painting / drawing / sculpture / printmaking / photography and textiles. The creative process and development of ideas is clearly evident in sketchbooks which become personal and unique to each student.

Artwork made over the two year course will take many forms and vary in scale and content but will represent the individual creativity of each student. There are opportunities to visit local and national galleries to consider and respond to artists' work at first hand and appreciate historical and contemporary contexts for artwork.

### **GCSE Art and Design - Fine Art and Digital Media**

This offers an exciting opportunity to explore Art & Design in two focussed areas of study. We will investigate themes and make personal responses based on student's experiences, analyse and experiment with imagery and explore ideas. The creative process of ideas development is fundamental to all aspects of art and design and sketchbooks will be used to record and document this.

Students will be using non- traditional media such as digital photography, installation, assemblage, animation/video along with painting and drawing media and so work produced will be varied and take many forms. Students will continue to develop their understanding of artists' and designers' work and make links with their own practical work. Students visit local and national galleries to consider and respond to artists' work at first hand and appreciate historical and contemporary contexts for artwork.

### **BUSINESS STUDIES - GCSE**

This course leads to a GCSE and provides a foundation in Business Studies. It has a modular structure and is designed to provide students with the opportunity to explore business theories and concepts. The course should encourage students to:

- Actively engage in the study of business to develop as effective and independent learners and as critical thinkers with enquiring minds.
- Use an enquiring and critical approach to build arguments and make informed judgements.
- Appreciate the range of perspectives of different stakeholders in relation to business activities.

The following units are studied:-

- Setting up a Business,
- Growing as a Business
- Investigating Businesses

## CATERING - GCSE

This course builds on many of the skills covered in Key Stage 3 Food Technology. Students will make food products on a regular basis and develop good practical and presentation skills. They will learn to handle a variety of specialist tools and equipment and make both sweet and savoury food products. All dishes are made to a high quality and finish.

There are four main areas of study;

- The Catering Industry
- Nutrition & Menu Planning
- Food Production
- Technical Developments

Students are given the opportunity to take an additional qualification “Level 2 Food Safety in Catering” accredited by the CIEH which is widely recognised in the catering and food industry. Other areas of study include nutrition, healthy eating, special diets, equipment, kitchen design, different types of food outlets and food legislation. Students will look at how food is produced in large quantities in the catering industry.

## CHILD DEVELOPMENT - GCSE

This course encourages students to acquire knowledge, skills and understanding about the birth and development of children from conception to the age of 5 years. Students will follow a structured course looking at all aspects of parenthood, pregnancy, diet, health and care of the child, development of the child and support for the parent and child.

**IT IS ESSENTIAL THAT ANY STUDENT WISHING TO TAKE THIS COURSE HAS ACCESS TO VISIT A CHILD AGED BETWEEN 6 MONTHS AND 5 YEARS, TO COMPLETE A CHILD STUDY WHICH INVOLVES MAKING 5 VISITS OVER 5 MONTHS.**

Observations of the child are presented as a portfolio for assessment together with a research topic based on a chosen externally-set task. Students will have the opportunity to take home the department’s virtual baby, at a small charge, to experience child care for a whole weekend! This is optional, but offers an excellent learning opportunity.

## COMPUTING - GCSE

GCSE Computing gets on the inside of the single most powerful tool the world has seen. Computers figure in all our lives; in science, technology, manufacturing, research, medicine. You name it, computing influences and affects everything we do. There’s a world out there bursting with invention and opportunities. And much of it is driven by a computer.

GCSE Computing will allow students to explore the basics of the computing world: What is a computer? How does it work? What is programming and data all about? How can a computer solve problems? This is where students learn about programming languages so, at a higher level, they can write code of their own.

Students taking this option will learn about systems, hardware, the Internet and the design of websites. The great thing is, because the technology moves as fast as we can study it, there’s always going to be new and interesting things to learn.

## **DANCE - GCSE**

This exciting and creative GCSE course channels the exhilaration and vitality of dance and aims to build on and develop the role it plays in the lives of many young people. The course focuses on the artistic qualities of dance and the use of movement to express and communicate ideas through performance, choreography and critical appreciation. During the course, students develop skills of aesthetic development, physical fitness, confidence and self-esteem through performance, team-working, problem solving and creativity.

Students are also encouraged to broaden their artistic experience by viewing professional dances. The course covers a range of dance styles and is an excellent option for male and female students with an interest in physical and creative expression. GCSE Dance also prepares students for any Performing Arts based course at Sixth Form level.

## **DESIGN - FOOD TECHNOLOGY - GCSE**

This course builds on the topics covered in Key Stage 3 Food Technology. Students will make food products on a regular basis and develop good practical skills. They will learn to handle a variety of specialist tools and equipment and make both sweet and savoury food products. All dishes are made to a high quality and finish. Other practical activities include sensory analysis (tasting) of existing food products and disassembly work.

Students also test food and equipment as well as study the importance of Food Hygiene and Safety. They are given the opportunity to take an additional qualification "Level 2 Food Safety in Catering" accredited by the Chartered Institute of Environmental Health (CIEH) which is widely recognised in the catering and food industry. Other areas of study include nutrition, healthy eating, special diets, equipment and food legislation. Students will look at how food is produced in large quantities in the food industry.

Sustainable design is taught to develop the candidate's knowledge and understanding of environmental concerns, cultural, moral and social issues.

## **DESIGN - GRAPHIC PRODUCTS - GCSE**

This course is concerned with designing anything relating to graphics e.g. posters, packaging surface graphics and illustrations. Students will experience producing graphics in many ways like freehand drawing, technical instrument drawing, computer aided drawing, collage and printing. The course also develops different rendering skills using, for example colouring pencils, pastels, pens, ink and watercolours. A range of model making skills are used throughout, including working with card, foam modelling and plastics.

Students will be involved in market research and analysis of existing products, the development of their own ideas, making prototypes, testing and evaluation. Students can expect to work using computer aided design (CAD) and computer aided manufacturing (CAM). Commercial production techniques are studied along with topics such as ethical design and sustainability.

## **DESIGN - RESISTANT MATERIALS** - **GCSE**

This course is concerned with the design and making of products made from woods, metals and plastics. Students will be involved with market research and analysis of exciting products, the development of their own ideas for new products, manufacturing with a wide variety of materials using both hand and machine tools, testing and evaluating prototypes.

Along with practical making activities students will work with computers, write design proposals, evaluations and do theory work. Drawing skills are developed as a creative tool and method of communication. ICT including CAD (Computer Aided Design) and CAM (Computer Aided-Manufacture) form an integral part of this course. Commercial production techniques are studied along with ethical design and sustainability.

## **DESIGN - TEXTILES TECHNOLOGY** - **GCSE**

In Textiles students will develop their skills in a variety of areas, including;

- Developing practical skills both decorative and functional
- How to use a variety of tools correctly and safely
- The use of ICT (CAD and CAM)
- Smart and modern materials
- Health and safety issues relating to textiles
- How to use sewing machines, overlockers and embroidery machines correctly and safely
- How the textile and clothing industry works. Mass production and one-offs
- Looking at fabrics; their production and uses
- Sustainability and broader environmental issues

Specialist textiles facilities are used along with the use of ICT rooms. There are 5 lessons per fortnight. All students on this course will need to meet all deadlines and bring in Textile materials and equipment.

## **DRAMA** - **GCSE**

The GCSE Drama course is a very popular option with students. The course is split 60% practical work and 40% written exam taken at the end of the course. As part of the course students will be involved in at least two public performances as well as being given the opportunity to take part in our many extra-curricular productions. The written paper will ask students to reflect on their own work, demonstrate understanding of a studied text and write about a live production they have been to see. All lessons take place in our fully equipped Drama Studio.

The course will focus on different aspects of the syllabus and include the following activities; an introduction to the course and approaches to Drama, prepare and rehearse a first performance, a public performance and written evaluation of a performance (this will include a Theatre visit), a second public performance and written evaluation, a performance for the examiner and preparation for the written exam.

## **ETHICS AND PHILOSOPHY - AS LEVEL**

Do you exist? Can you be sure you exist? How can you be sure that you are not simply part of somebody else's computer program as in The Matrix? In Ethics and Philosophy we take these questions very seriously and consider a range of answers to them. This course appeals to those students who wish to develop their power of analytical and independent thinking. Many lively discussions will be encouraged about areas of life that you may have never considered in depth before. The course asks students to contemplate questions such as 'Is it ever right to kill?' 'What do we mean when we use terms such as right and wrong?' 'Is it possible to prove by reason alone that God exists?'

The A/S course consists of an introduction to the major influences on philosophy including the thinking of Plato and Aristotle. Students will also consider the philosophy of religion. Topics include the traditional arguments for and against the existence of God and the challenges of psychology and sociology to religious belief. The final unit looks at Ethical theories such as Utilitarianism and how these can be applied to issues such as genetic engineering and embryo research.

## **GEOGRAPHY - GCSE**

This is a subject at GCSE which really does focus on the places and events which shape our world. It is also practical with a wide range of opportunities outside the classroom. It links subjects such as English with the Sciences and so offers a good balance in the topics covered. There are two tiers of entry – Higher (grades A\* to E) and Foundation (grades C to G).

The course blends Physical Geography (the natural environment) and Human Geography (people and their decisions). Some of the Physical Geography is applied; for example, how do people manage coastal erosion? Topics covered include: Rivers and Coasts, Population and Settlement, Natural Hazards and Economic Development.

## **HISTORY - GCSE**

Students follow the Edexcel 'The Making of the Modern World' History 'A' specification. There are three external module exams and one internally assessed 'controlled assessment'. The topics studied will include:

**International relations 1918 - 56** - Students will study 3 outline units covering the end of the First World War, international relations between the wars and the start of the 'Cold War' between the USA and the Soviet Union.

**Russia 1917 - 39** - This in-depth study offers the opportunity to analyse the reasons for the Communist revolution in 1917 and to study the Soviet Union under Lenin and Stalin.

**A Divided Union? 'The USA 1945 - 70'** - In this sources-based study we look at the struggle for black civil rights in the USA. We will also examine key topics such as the McCarthy anti communist 'witch hunts', a comparison of the work of Presidents Kennedy and Johnson and the rise of protest movements in the 1960s.

**Representations of History 'Northern Ireland 1968 - 99'** - This unit replaces the traditional coursework elements of GCSE and will be an internally set 'controlled assessment'. The topic we have chosen is the recent history of 'The Troubles' in Northern Ireland between Catholics, Protestants and the British.

## **BTEC First Certificate for Information and Communication Technology (ICT) Practitioners (Level 2)**

This new course will combine the development of knowledge, understanding and skills in ICT; it will focus on the maintenance of hardware and networks, the use of a wide variety of software packages and the acquisition of work-related skills. This latter aspect will be achieved through work experience, where students in Year 11 work in either industry, commerce or other schools working on real ICT networks with IT professionals. Students interested in following this course should be capable of achieving good Level 2 grades in ICT, be capable of working independently and have an interest in working in IT as a career.

Students will study for either the BTEC First Certificate (worth the equivalent of 2 GCSEs at A\*-C) or the BTEC First Diploma (worth the equivalent of 4 GCSEs at A\*-C) depending on the progress they make throughout the course. Anybody interested in this course should discuss it with Mr Leighton or Mr Kelly prior to applying for it.

### **LAW - GCSE**

GCSE Law gives students an understanding of the role of law in today's society. In addition to helping students to acquire subject knowledge, studying law helps to develop skills of selection, analysis, critical thinking and decision making, and an awareness of the rights and responsibilities of individuals.

Students will learn about the need for and organisation of Laws in a free society. The course content is broken down into two clearly distinguishable units but is taught in a linear mode, allowing students to fully concentrate on the learning whilst working towards final exams. There is no coursework and assessment is through examinations only.

### **MATHEMATICS - Additional Maths**

The Additional Maths option comprises of two courses. Students will firstly follow the Edexcel Statistics GCSE course. They will then continue on to a Free standing Qualification in Mathematics (FSMQ) and will follow the OCR Additional Maths course. The FSMQ is of AS/A2 Level standard and is the equivalent to one third of an AS Level. Both courses within the Additional Maths option are designed to equip students with analytic and reasoning skills which are of proven value in the workplace. It will be a challenging course so we are offering it to students who are on target to achieve Level 7b or above by the end of Year 9. Students will still do GCSE Maths.

The Statistics GCSE course will be studied at the Higher tier and will involve the use and analysis of a variety of data handling methods, studied both within and outside of Maths GCSE. The FSMQ extends work done during GCSE on topics such as algebra and trigonometry, and introduces some new topic areas such as differentiation and integration.

## **MEDIA STUDIES - GCSE**

Media Studies is the study of the mass media: film, TV, radio, the internet, magazines, newspapers, comics, advertising, the music industry, etc. These forms of entertainment and information play a hugely important role in our society. We all use them, but how do they work? We look at: media products and the conventions they follow; the audiences media products are aimed at and how they are targeted; the companies that create media products; and how the media represents the world to us. We also create various media products such as videos, posters, storyboards, CD covers and magazine pages.

The course is designed to enable students to develop a critical understanding of the mass media. Theoretical understanding is closely related to the development of practical skills in desk top publishing, digital and video photography and digital video editing. Design and creative skills are useful but no specialist ICT knowledge is necessary. Independent thinking and the ability to work in a group is essential, as well as a willingness to write down ideas gained on the course.

## **MODERN LANGUAGES**

### **FRENCH / GERMAN / SPANISH - GCSE**

The GCSE courses in French, German and Spanish build upon the knowledge and skills that students have already acquired in Key Stage 3. Students will continue to develop and practise the four language skills of listening, speaking, reading and writing.

Four broad topic areas will be studied: out and about, customer service and transactions, personal information, future plans, education and work. In addition, students will study two of the following topics: media and culture, sport and leisure, travel and tourism, business, work and employment.

### **ADVANCED FRENCH - A / S LEVEL**

This is a two-year course for students already taking the Fast-Track GCSE, who wish to continue the study of French to a more advanced level. A recommendation from the student's teacher will be required to take this course. The Advanced course provides a natural progression from a GCSE in French. Students will continue to develop the four main language skills of listening, speaking, reading and writing. They will also learn more about how the language works, in order that they can manipulate the language to express their own ideas. The course will cover the following topics;

- Media: TV, advertising and communication technology
- Popular culture: cinema, music and fashion trends
- Healthy Lifestyle: sport/exercise, health, well-being & holidays
- Family & relationships: relationships within the family, friendship and marriage/partnerships

Students will extend their linguistic knowledge from GCSE and will study these topics in a more adult context. For this reason, a mature approach to study will be required. It will also be necessary to feel confident about extending grammatical knowledge - this will require a solid effort by students to learn core grammatical material, such as verbs and tenses.

## **SPANISH - NVQ LEVEL 2**

This course is designed for beginners, who have not studied Spanish before. Students will learn practical Spanish, which they can use on a visit to Spain. Typical topics include:

- Ordering food and drink in a bar/restaurant
- Arranging accommodation
- Meeting people and giving personal details
- Finding out about facilities in a town/region of Spain or a Spanish-speaking country
- Finding out about the culture and traditions of Spain and Spanish-speaking countries

To find out more about this course, see a member of the MFL team or the section below called 'MFL - Frequently Asked Questions'.

### **MODERN FOREIGN LANGUAGE COURSES - FREQUENTLY ASKED QUESTIONS**

1. ***Can I take two languages?***

YES. If you currently do two languages you can continue to study both to GCSE level.

2. ***If I am doing Spanish already but am finding it difficult, can I do the NVQ course?***

NO. This course is designed for beginners, who have not studied Spanish before. It is only open to students who are NOT currently studying Spanish.

3. ***Can I start a new language?***

That depends. If you are currently studying two languages, you should continue to study one language at GCSE. If you are not studying Spanish, you could decide to apply for a place to do NVQ Spanish.

4. ***I do two languages at present and am not sure which one to continue.***

Firstly, talk to your teacher(s). She/he can advise you. Secondly, if you are good at both your languages, you should seriously think about doing both next year. It is much easier to learn languages while you are young! Thirdly, you should also remember that the German and Spanish are accelerated GCSE courses, so you need to show appropriate commitment and application.

5. ***I do French only at the moment, but am thinking of doing NVQ Spanish. How do I know if this course is right for me?***

Look at your recent profile. If you are already achieving Level 5 in French, you have the potential to achieve a good grade in GCSE French. Talk to your teacher and ask his / her advice.

## **MUSIC Options at KS4**

### **MUSIC GCSE or BTEC First Extended Certificate Level 2**

Students will have the opportunity to choose from 2 courses: GCSE or BTEC First Extended Certificate Level 2 Music. The running of these 2 courses will be dependent on the number of students applying for music at Key Stage 4. Your teachers will be able to offer advice as to which course is more suitable for you. Both courses will be timetabled in the same block allowing for group work and large workshop lessons.

**GCSE Music**: This provides the more traditional route and consists of the following areas of study: Performing, Composition and Listening and Appraising.

**BTEC First Extended Certificate Level 2**: This is a course that is ideal for performers and those who want to work within the music industry. This qualification is worth the equivalent of 2 GCSE's.

### **MUSIC TECHNOLOGY - BTEC FIRST EXTENDED CERTIFICATE LEVEL 2**

This is a course that is ideal for rock musicians, budding producers, those interested in developing their use of computers to create and record music and those who want to work within the music industry. Lessons will be taught in the music suite which is equipped with Mac computers running 'Garageband' and 'Logic Pro'.

Access to these facilities and our recording studio will be available at lunch-times and after school in scheduled time slots.

### **PERFORMING ARTS PRODUCTION - BTEC LEVEL 2**

This is a Level 2 course with the Performing Arts Curriculum Team, concentrating on the production side of theatre and in particular lighting and sound operations. Lasting 2 years, the course is worth the equivalent of **two GCSEs**. Classes will take place predominantly in the Windmill Theatre, which is fully equipped with sound and lighting rigs. As a part of the course students will act as crew for many of the productions staged in the Windmill Theatre.

To follow this relatively new and exciting course students should have an interest in theatre, be hard working and committed. In return, they will gain qualifications and experience that could lead on to a job in the performing arts.

## RELIGIOUS STUDIES - GCSE

In addition to completing a compulsory Short Course in Religious Education, students have the option of increasing R.E to a Full GCSE course at Key Stage 4. This course is ideal for any student with an interest in contemporary moral issues. It is also ideal for students who struggle with independent learning as there is no coursework and minimal homework.

The full title of this course is 'Religion and Society Based on a Study of Christianity and at Least one Other Religion'. The other religion we refer to is Islam but students may refer to Hinduism, Sikhism, Buddhism or Judaism if they have a sound knowledge of one of these. Topics covered include;

- Religion: Rights and Responsibilities,
- Religion: Peace and Conflict
- Religion: Environmental and Medical Issues,
- Religion: Crime and Punishment.

## SOCIOLOGY - GCSE

Sociology is the study of society and behaviour. The GCSE course aims to help students study and understand the way we behave and live together in a society. The main areas of study are:

- Investigating society
- Crime and Deviance
- Collecting and using information
- Work
- Education
- Socialisation
- Conducting a sociological study
- The Family
- Culture
- Identity
- Mass Media
- Youth

Sociology is concerned with finding out about people and so is useful for students who have an interest in the world around them. The course is based on the OCR GCSE sociology syllabus.

## SPORT - PHYSICAL EDUCATION

Students will have the opportunity to choose from 2 courses:

**GCSE PE** or **BTEC LEVEL 2 FIRST CERTIFICATE IN SPORT**. The running of these 2 courses will be dependent on numbers applying for them. Your teachers will be able to offer advice as to which course is more suitable for you. Both courses will be timetabled in the same block.

**GCSE PE**: This provides the more traditional route with a focus on Sports Performance and consists of the following Areas of Study:

- Your Healthy Active Body
- Healthy Active Lifestyles
- Practical Performance in PE

**BTEC Level 2 First Certificate in Sport**: This is a course that is ideal for those who are keen on sport and want to work within the Sport and Leisure industry. This qualification is worth the equivalent of 1 GCSE and consists of the following Areas of Study:

- Health and Fitness for sport and Exercise
- Leading Sports Activities
- Practical Sports Performance
- The Sports Performer in Action

## **TRAVEL AND TOURISM - BTEC First Extended Certificate in Travel & Tourism**

The BTEC First Extended Certificate is worth the same as 2 GCSEs at grades A\*-C. Travel and Tourism examines the whole range of reasons that people travel away from home, whether this is for business or leisure and whether it is within the UK or abroad. The travel & tourism industry is made up of different types of organisation that support this activity. Topics covered include;

- The UK Travel and Tourism Sector - This unit looks at the whole of the UK travel and tourism industry considering how and when it started to how it works in today's market.
- Understanding Customer Service in Travel and Tourism - This unit develops the concept of different types of customers and investigates their different needs and how they are satisfied.
- European Holiday Destinations - This unit introduces learners to the wide range of holiday destinations in Europe.

## **TRIPLE SCIENCE - GCSE**

Triple Science is available to students who are working at a high level 6 in Science during Year 9. Students study science for 15 hours per fortnight and then take 3 separate GCSEs in Biology, Chemistry and Physics; we call this Triple Science. Students wishing to take Triple Science will need to use one of their optional subjects to ensure they have sufficient time to complete it. Anyone interested in this option should discuss it with their Science teacher or the Curriculum Team Leader for Science, Mr D Holter.

Students who wish to go on to university do not need to take Triple Science. Getting excellent grades in Double Science (Science and Additional Science GCSEs) allows them to go to any university including Oxford and Cambridge. However if you really enjoy science and studying it for 15 hours a week is your idea of heaven, Triple Science is for you.

## **CORE SUPPORT**

This is **not** an examined course and students taking it do not gain a GCSE qualification by doing so. Students taking Core Support will attend supervised lessons with a member of school staff, where they arrive equipped to work independently on core subjects, including English and Maths, and where possible they will be able to work on other subjects. Some lessons will cover basic essential skills, including literacy and numeracy, whilst others may develop study skills and general revision techniques.

Some lessons will also be spent catching up on work which might have been missed due to illness or through attending an Applied Learning day. This will give students additional time to cope with the demands of Key Stage 4 and receive support from a teacher. Some of these lessons will be timetabled, where possible, in a computer room to allow access to ICT but others will be in a tradition learning environment.

This option is required for students wishing to attend an Applied Learning course and is recommended for those who might struggle to cope with the quantity and difficulty of work at this level. Students considering opting for Core Support should discuss the suitability of this with Ms Cornall, Mr McCormick or their Year Team Leader.

## **APPLIED LEARNING COURSES.**

Applied Learning courses are delivered at local colleges of further education for one whole day per week. Details of the courses available and where they are taught is below.

<b>COURSE</b>	<b>COLLEGE</b>
Catering BTEC Level 1	- Either City College Brighton & Hove or Northbrook College.
Construction BTEC Level 2	- City College Brighton & Hove.
Engineering BTEC Level 2	- City College Brighton & Hove.
Equine Studies NVQ Horse Care Level 2	- Plumpton College
Hairdressings Level 1	- City College Brighton & Hove.
Motor Vehicle Studies - Level 1	- Either City College Brighton & Hove, Northbrook College or Plumpton College.

### **CATERING - NVQ FOOD PREPARATION AND COOKING LEVEL 1**

This course is aimed at those who are aiming to become professional chefs or intend to work in the hospitality industries. The course will provide you with cooking skills and train you in the methods of working found in professional kitchens. In fully equipped training kitchens, you will explore techniques such as:

- Boiling
- Frying
- Poaching
- Baking
- Steaming
- Preparing vegetables and fruit

You will also study important aspects of working in the catering industry such as working with others, health, hygiene & food storage, and handling and maintaining knives and other equipment. In addition you will gain work experience through cooking for customers and serving in a real restaurant.

### **CONSTRUCTION - BTEC LEVEL 2.**

This is a two year course taught at City College Brighton & Hove. Based in specialist facilities, students attend for a whole day each week, developing a range of practical skills related to the construction industry. Topics covered in depth include Carpentry & Joinery, Bricklaying, Painting & Decorating, Health & Safety and, if time allows, Plumbing. Students considering this option need to enjoy practical work and be motivated to work independently. Exemplary behaviour is required at all times; this course is not an easy option for those wishing to avoid writing - anyone applying for it needs to accept the need for full concentration, self-responsibility and the demonstration of a mature approach to learning.

## **ENGINEERING - BTEC LEVEL 2**

This course is offered in conjunction with City College Brighton & Hove. Students will attend for a whole day each week, developing a range of practical skills related to the engineering industry. It is designed to give students skills, experience and an insight into careers in the industry. The course contains practical elements and the theory that underpins the practical. All equipment, materials and resources will be provided for students. Students considering this option need to enjoy practical work, be interested in engineering and be motivated to work independently. They should also be capable of achieving a C grade at GCSE in Mathematics.

## **EQUINE - NVQ HORSE CARE LEVEL 2**

This level 2 course (worth the equivalent of 2 GCSEs at grades A\*-C) is run at Plumpton College for one whole day per week throughout Years 10 and 11. Students wishing to follow it should have an interest in horses and be prepared to do a number of tasks in and around stables, including mucking-out; this is not simply a horse-riding day!

## **HAIRDRESSING - NVQ LEVEL 1**

This course is taught at City College Brighton & Hove. Based in specialist facilities students will attend for a whole day each week, developing a range of practical skills related to the hair & beauty industry. Students considering this option need to be interested in the hair & beauty trades and an interest in fashion would be useful. The qualification is the Hairdressing NVQ Level 1.

## **MOTOR VEHICLE STUDIES - CITY & GUILDS LEVEL 1**

This course is taught at one of the local colleges of further education (either City, Northbrook or Plumpton). Students will attend for a whole day each week, developing a range of practical skills related to the Motor Trade. The course is designed to give students skills, experience and an insight into careers in the motor vehicle industry. It contains practical elements and the theory that underpins the practical. All equipment, materials and resources, including safety equipment and boots will be provided for students. Students considering this option need to enjoy practical work, be interested in mechanics and cars and be motivated to work independently.

## **MAKING YOUR CHOICES - ADVICE FOR STUDENTS**

### **THINGS TO DO:**

- **Take your time.**  
*If you rush you could end up making choices you'll regret.*
- **Listen to advice.**  
*There are many people who are able to talk the decision over with you, including your parents, subject teachers, sixth form tutors, form tutors, senior staff and the careers advisor.*
- **Think about the following.**  
*What you might want to do in the future as a career.*  
*What skills and qualities you'll need to have for your career when you're older.*  
*What you might want to do at sixth form college e.g. **Blatch 6?***  
*What you won't be able to do in the future if you don't choose certain subjects now.*  
*What your preferred way of learning is; are you better with practical courses or very academic ones? Would a mix of the two suit you?*  
*What you like studying now and what you're good at.*

### **THINGS NOT TO DO:**

- **Don't get worried.**  
*If something is unclear, ask for help and advice.*
- **Don't choose subjects because your friends do.**  
*You will probably not end up in the same class.*  
*Your friends may be much better / worse at the subject than you are.*  
*You may not stay friends!*
- **Don't choose a subject because of the teacher.**  
*You may like or dislike certain teachers but you might not be taught by them next year.*  
*Every year some teachers leave the school and new ones arrive.*

## **IMPORTANT DATES TO REMEMBER**

### **OPTIONS EVENING FOR PARENTS; Wednesday February 1<sup>st</sup> 2012.**

This Options Evening provides an opportunity for parents, carers and students to ask questions about any aspect of the Key Stage 4 curriculum. Senior Staff, the Year Team Manager, Curriculum Managers and Subject Heads will be in attendance. It will be from 6.00 p.m. at the school.

### **RETURN OF OPTION FORM;**

It is very important to return the form on time. Students submitting it late may find the courses they choose are full.

Please submit all options forms to Form Tutors by **THURSDAY 9<sup>TH</sup> FEBRUARY 2012** .

## CAREERS ADVICE.

Careers advice and guidance is available from Ms Hayward, Mr McCormick and any member of the school's Senior Leadership Team. There are also a number of websites students can access which can be useful in providing support. These include:

Website.	Content and areas covered.
<a href="http://www.fasttomato.com/">http://www.fasttomato.com/</a>	A useful site where students can get ideas of possible careers based on their personal interests. If they already have ideas or see careers they might be interested in, they can find suggestions as to which courses are recommended at Key Stage 4 to support their ambitions.
Careers etc.	This site offers a huge range of information on different careers and courses which can support these. It has links to other sites which can support students with existing career aspirations, and those without an idea yet of what they might like to do. A link to 'Careers etc' can be found at;  <a href="https://www.bms360.net/sites/students/SitePages/Home.aspx">https://www.bms360.net/sites/students/SitePages/Home.aspx</a>
<a href="http://www.apprenticeships.org.uk/">www.apprenticeships.org.uk/</a>	A website offering advice about apprenticeships; what they are, how long they last, what qualifications students need to get one, where they can lead and the advantages of doing one etc.
<a href="http://www.ucas.com/">http://www.ucas.com/</a>	The university information site; it contains information on every course available in the UK with specific details on entry requirements and career progression routes etc. This is very useful for those wishing to identify essential Key Stage 4 courses which support their possible post 18 university choices.
<a href="http://www.careersa-z.co.uk">www.careersa-z.co.uk</a>	A careers advice site which offers a range of information on a huge number of jobs. Students can select a particular field they're interested in and read / download information about it.
<a href="http://www.careersbox.co.uk">www.careersbox.co.uk</a>	A careers guidance site with video clips for young people, where adults working in a particular field explain things about their work, its demands and what it really involves.
<a href="http://icould.com/">http://icould.com/</a>	Careers advice for students which has links to video clips of a number of adults employed across a wide range of sectors. Other sections have advice on student finance for those considering a university place.



