

HELSTON COMMUNITY COLLEGE  
ASPIRATION · AMBITION · ACHIEVEMENT



# Key Stage 4 Curriculum



## Options Booklet 2024

## Helston Community College

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### Key Stage 4 and Beyond

This guide is for the use of students and parents. The purpose of the guide is to provide a summary of course details across the whole KS4 curriculum. It provides useful information describing the content, assessment and type of work involved in each subject. This guide should be used during the options process to help make informed choices.

### The Options Process—Key Dates

- Year 9 Options Evening **Thursday 01 February 2024, 5.00pm – 7.00pm.**
- Online options choices form (or paper version) to be completed by **Friday 23rd February 2024.**

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## **Options 2024-2025: Key Stage 4**

**The principles underpinning our Key Stage 4 curriculum are: -**

***A broad and balanced curriculum*** in Key Stage 4; defined in terms of each student's entitlement to a full range of courses and nationally recognised qualifications.

***A recognition of the importance of core subjects.*** Success in English, Mathematics and Science provides a solid foundation for progression on to higher level courses and future careers.

***A recognition of the importance of other academic subjects.*** Students hoping to apply for University courses on completion of a Post 16 qualification are **strongly recommended** to consider a combination of subjects including a Modern Foreign Language (French or Spanish) and a Humanities subject (Geography or History).

***Flexibility and choice.*** During Key Stage 4, students are between the compulsory curriculum of Key Stage 3 and the greater choice and flexibility of Post 16. Students deserve a curriculum that is motivating, challenging and prepares them effectively for employment, further learning and adult life.

***Coherence and progression.*** As students aged 14 begin to develop their own mix of subjects, they should be able to access coherent learning programmes that enable them to progress to further learning at age 16 and beyond. All young people should be in Further Education or training until the age of 18.

***High quality guidance and support*** is essential to ensure that interests, needs and aspirations are met.

***Maximising chances of success;*** making use of prior attainment data and national progress data to ensure each student can reach their potential. We can provide a clear indication of the likely progress of students on particular courses and make firm recommendations to students and parents.

### **The Core Curriculum**

All our 14-16 year olds will continue to study the National Curriculum: English, Maths, Science, Physical Education, Religious Education, PSHE.

English, Maths and Science lead to qualifications. Physical Education is delivered through games lessons and is also available through BTEC options. The other core subjects are covered in tutorials, assemblies and collapsed timetable days.

### **Options**

Students have a wide range of subjects to choose from, both academic and practical in nature. There are also a small number of vocational subjects on offer.

One option choice must include one of the following GCSEs: Computer Science, Geography, History, French or Spanish.

We expect the vast majority of students to select an additional 3 GCSE or equivalent subjects, with the aim of progressing on to A Levels or other Level 3 courses in the future. It is possible to choose a broad and balanced selection of subjects e.g. D&T, Spanish and History, or a selection focused on one particular area of the curriculum e.g. Drama, Media Studies and Art. This will provide the opportunity to attain 9 GCSE or equivalent passes.

***The curriculum model is shown diagrammatically on the next page.***

## Key Stage 4

Core giving 5 GCSEs							OPTIONS giving the equivalent of 3 or 4 GCSEs				
							OPTION A	OPTION B	OPTION C	OPTION D	
English Language and English Literature      2 GCSE Mathematics      1 GCSE Combined Science: Trilogy (Double Award)      2 GCSE Physical Education RE & PSHE <i>Note: Triple Science takes Core time plus 1 full Option Slot</i>							<b>Choice of:</b> Computer Science, French, History, Geography, Spanish,		<b>Choice of 3 Other subjects in addition to Option A:</b> Art and Design, Business, Computer Science, Media Studies, DT, Food, French, Geography, Health and Social Care, History, IT, Music, Spanish, Sport, Travel and Tourism, Triple Science, Marine Engineering. Single Construction. There is also Double Construction and Hair & Beauty these take up Options C&D, leaving a choice from one of the above.		
Subject	E	M	Sc	PHSE/RE	PE	Core Total	Option A	Option B	Option C	Option D	
Periods (75mins) per 2 weeks	7	5	8	2	2	24	4	4	4	4	
Subject	E	M	Sc	PHSE/RE	PE	Core Total	Option A	Option B	Option C	Option D	
Periods (75mins) per 2 weeks	7	5	8	2	2	24	4	4	4	4	

## Selecting Key Stage 4 Courses

### Options Online

To help the options process we use Options Online - this gives you the opportunity to select options with your child online and submit their choices electronically. Students will start this process during tutor time in College at the beginning of February.

A screenshot of Tools Options form can be seen shown below.

**T.O.O.L.S**  
TimeTabler Options On-Line System



Collecting Student Choices On-line

Please enter your details:

Username:   
Password:



[version 6.9]

Should you have any difficulties logging on or completing the online form, please contact the College or alternatively you can complete the paper version of the form on the last page of the booklet. The deadline for submission of either electronic or paper forms is Friday 23 February 2024.

If you have any concerns or queries, or you would like to discuss your child's options with either Ms Hawkey (Head of Year 9), Mr McFadden (Assistant Headteacher & SENCO), or Ms Martin (Deputy Headteacher), then please do not hesitate to contact the College and we will arrange an appointment for you. Contact Mrs Nicky Harris: [nharris@helston.tpacademytrust.org](mailto:nharris@helston.tpacademytrust.org)

### Selecting your options

To aid selection, students and parents might like to think about the following key aspects:

- **Assessment.** How is the subject assessed? Does this suit the student?
- **Examinations** – All qualifications have an examinable component, but this can vary in terms of the number and duration of exams. The question style can also vary considerably and it is worth looking at some examples.
- **Controlled Assessment** – this is similar to coursework, marked by teachers but done under controlled conditions, usually in a classroom.
- **Portfolio**, as in BTEC and Vocational courses – students complete a wide range of assignments which may be practical or written and build up evidence towards the qualification.
- **Content.** Will the student be interested and motivated by the subject specific knowledge and skills? Remember that each course lasts two years and once you've started a course it is very difficult to swap to a different one.

## Choose for success

National data now enables schools to predict the chances of success in particular subjects with considerable accuracy. We believe it is important to use that information in helping our young people make the most appropriate choice of pathway and courses.

**We provided each student with approximate projected grades for a range of Key Stage 4 subjects in the Progress Summary issued at the Parent Teacher Consultation Evening on Wednesday 24th January 2024. These are based on current performance, and give a good indication of potential future performance.**

When making choices, it is extremely important to look beyond Key Stage 4, and consider career aspirations and potential future courses at Post 16. Many A level courses, for example, have the entry requirement of a grade 9 to 6 in that subject at GCSE level. Additionally, greater focus is now placed on achieving a grade 5 or above in English, Mathematics and Science as a foundation for future study and many careers. Students who achieve below a grade 4 in English and/or Maths will be required to re-sit the qualifications at Post 16.

## A word of warning

We do our very best to fulfil students' first choices. However, there is always a possibility that not enough students will choose a particular subject to make up a class; as a general rule we would need a class size of 26 for a course to be viable, with slightly smaller numbers in Engineering. If we have to withdraw a course due to low numbers, then reserve choices will be considered. Students and parents will be notified if this happens.

It is also possible that certain combinations of subjects cannot be accommodated; in this case the students affected will be interviewed and all alternative combinations discussed before final decisions are made. **Whilst it is our aim to ensure as many students as possible can study their first choices, the College cannot guarantee that students will get their first choices.**

## GCSEs

The main features are:

1. A grading scale of 9 to 1 is used, with 9 being the top grade.
2. Assessment is mainly by exam, with other types of assessment used only where they are needed to test essential skills.
3. Courses are designed for two years of study – they are no longer divided into different modules and students take all their exams in one period at the end of their course.
4. Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities. (Subjects with tiered examinations are Maths and Science).
5. Resit opportunities will only be available each November in English Language and Maths.

# ENGLISH LANGUAGE

Examination Board: AQA

Specification No: 8700

QAN Code: 601/4292/3

## Course Description

The course aims to develop:

- The ability to read, understand, analyse and respond to a range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century.
- The ability to construct and convey meaning in written language clearly and coherently.
- An understanding of the spoken word and the capacity to participate effectively by giving a speaking and listening presentation.

## How will you learn?

- Reading and responding to a variety of texts, including literary, non-literary and media texts.
- Texts will include a range of modern and older prose and non-fiction extracts.
- Writing for a range of audiences and purposes.
- Speaking and listening in a range of contexts.

## Method of Assessment

### **Paper 1 – Explorations in Creative Reading and Writing**

Section A – Reading: One prose text

Section B – Writing: descriptive or narrative writing

**1 hour 45 minutes: 50% of GCSE**

### **Paper 2 – Writers' Viewpoints and Perspectives**

Section A – Reading: Two non-fiction texts (one 20<sup>th</sup> or 21<sup>st</sup> century; one 19<sup>th</sup> century)

Section B – Writing: Writing to present a viewpoint

**1 hour 45 minutes: 50% of GCSE**

**This GCSE will be graded on the 9 to 1 scale.**

## Pathways after Year 11

Training Pathways	Career Routes
A Level: <ul style="list-style-type: none"><li>▪ English Language and Literature</li><li>▪ English Literature</li><li>▪ Media Studies</li><li>▪ Film Studies</li></ul>	A range of careers including: <ul style="list-style-type: none"><li>▪ Journalism</li><li>▪ Advertising</li><li>▪ Film and photography</li><li>▪ Writing</li><li>▪ Teaching</li><li>▪ Publishing</li></ul>



# ENGLISH LITERATURE

Examination Board: AQA

Specification No: 8702

QAN Code: 601/4447/6

## Course Description

The course aims to develop:

- The ability to read, understand, analyse and respond to a range of texts including drama, poetry and prose.
- The ability to construct and convey meaning in written language clearly and coherently to express ideas and explain concepts.

## How will you learn?

- Reading and responding to a variety of texts
- Analysing in a range of ways to explore language, form, structure and context
- Texts will include a range of modern and older poems, novels and plays, including Shakespeare

## Method of Assessment

### Paper 1 – Shakespeare and the 19<sup>th</sup> Century Novel

Section A – Shakespeare: one question on the Shakespeare play you have studied.

Section B – 19<sup>th</sup> Century Novel: one question on the novel you have studied.

**1 hour 45 minutes: 40% of GCSE**

### Paper 2 – Modern Texts and Poetry

Section A – Modern texts: one question on your modern prose or drama text

Section B – Poetry: one comparative question on poems you have studied

Section C – Unseen poetry: two questions on poems you have not seen before.

**2 hours 15 minutes: 60% of GCSE**

**This GCSE will be graded on the new 9 to 1 scale.**

## Pathways after Year 11

Training Pathways	Career Routes
A Level: <ul style="list-style-type: none"><li>▪ English Language and Literature</li><li>▪ English Literature</li><li>▪ Media Studies</li><li>▪ Film Studies</li></ul>	A range of careers including: <ul style="list-style-type: none"><li>▪ Journalism</li><li>▪ Advertising</li><li>▪ Film and photography</li><li>▪ Writing</li><li>▪ Teaching</li><li>▪ Publishing</li></ul>

# MATHEMATICS

Examination Board: EDEXCEL

Specification No: 1MA1

QAN Code: 601/4700/3

## Course Description

You will study topics from five broad areas of mathematics:

- **Number**
- **Ratio, Proportion and Rates of Change**
- **Algebra**
- **Geometry and Measures**
- **Statistics and Probability**

Students will be using and applying mathematics to solve problems in real-life contexts. They will plan and make decisions, communicate, explain and provide reasons and will develop the skills to solve functional questions.

## How will you learn?

You will continue to study mathematics following on from your Year 9 work at an appropriate level for you. Your knowledge and understanding of the subject will develop as you experience and participate in a range of activities such as:

- Practising and consolidating skills in class and at home;
- Working in pairs and groups to share ideas and compare strategies when solving problems;
- Using ICT efficiently to explore patterns, shapes and graphs;
- Investigating problems and creating opportunities to discover new areas of mathematics.

## Method of Assessment

This course is assessed at two tiers:

**Foundation:** Grades 1 to 5

**Higher:** Grades 4 to 9

There are three examination papers for each of the two tiers. Each paper has a duration of 1 hour and 30 minutes.

- Paper 1 (non-calculator) 33.3%
- Paper 2 (calculator) 33.3%
- Paper 3 (calculator) 33.3%

## Pathways after Year 11

### Training Pathways

GCSE Mathematics provides a useful foundation for many Post-16 courses and training opportunities.

Courses that are currently offered at Helston Community College to extend the study of Mathematics are:

- A Level Mathematics
- A Level Further Mathematics
- L3 Certificate in Core Mathematics

### Career Routes

Achievement in Mathematics at all levels is advantageous and often essential for a wide variety of scientific, business and technological vocations.

A good grade in GCSE Mathematics is needed as an entrance requirement for most courses at Key Stage 5.

# GCSE COMBINED SCIENCE: TRILOGY

Examination Board: AQA

Specification No: 8464

QAN Code: 601/8758/X

## Course Description

Students will follow a two year Double Award course comprising of 6 units leading to a GCSE Double Award in Combined Science. These units develop competence in the science disciplines of Biology, Chemistry and Physics.

### BIOLOGY

Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance variation and evolution; Ecology.

### CHEMISTRY

Atomic structure and the periodic table; Bonding structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry and the atmosphere; Using resources.

### PHYSICS

Forces; Energy; Waves; Electricity; Magnetism and electromagnetism; Particle model of matter; Atomic structure.

Students are taught by two specialist teachers throughout the two year course.

## How will you learn?

This course aims to teach students about the modern scientific understanding of the world, as well as how science works and its importance in the modern world. Students' learning will build upon the theories and evidence built up by thousands of scientists over hundreds of years.

Students will learn individually and in groups from demonstrations, practical investigations, ICT simulations, data-logging, class discussions, exam practice activities, theoretical modelling and through challenging questions.

## Method of Assessment

Student will be assessed via six structured written examinations at the end of Year 11: two in Biology, two in Chemistry and two in Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each written exam is 1 hour 15 minutes and is worth 16.7% of the GCSE. Questions will comprise of multiple choice, structure, closed short answers and open responses.

## Pathways after Year 11

Training Pathways	Career Routes
<p>This specification lays an appropriate foundation for further study of post-16 science subjects at Helston Community College. These may include A Levels in Biology, Chemistry and Physics.</p> <p>It also allows progression to the Medical Science Diploma at Post 16.</p>	<p>Good science qualifications are recommended to support progression into virtually every career in business, public service and industry.</p> <p>Strong Science qualifications are essential for a wide range of careers, including: Aeronautics, Archaeology, Dentistry, Engineering, Geology, Marine Biology, Medicine, Meteorology, Microbiology, Robotics, Psychology, Veterinary Science, Wildlife Conservation, Zoology, and many more.</p>

# RELIGIOUS STUDIES (SHORT COURSE)

Examination Board: Eduqas WJEC Specification No: C125P3 QAN Code: 601/8880/7

## Course Description

This is a main core subject that all students will follow, one lesson a week over two years. It will allow students to reflect upon the fascinating central questions and issues in human life and experiences. The course allows students to express their personal responses and informed insights on the relevance of religious beliefs, practices, values, and traditions relevant to these questions. There are 3 components:

### Religious, Philosophical and Ethical Studies in the Modern World

- Relationships
- Life and death

### Christianity

- Beliefs and teachings

### Islam

- Beliefs and teachings

## How will you learn?

Teaching and learning styles will be varied and will include discussion and debate, role-play, hot-seating, group work and the opportunity for independent study, as well as more formal teaching. A key feature of the course will be guest speakers and lectures, to create a more 'university' type setting for our students. Most of all, you will be encouraged to explore and investigate independently a wide range of beliefs and opinions about ethical and moral issues, and given the freedom to make up your own minds about how you view them.

## Method of Assessment

You will be continually assessed throughout the course. There is an assessment exercise at the end of each Topic. Candidates will be entered at the end of two years. Students will be required to sit 3 component papers, component one consists of 50% of total marks, with components 2 & 3 consisting of 25% each.

## Pathways after Year 11

Training Pathways	Career Routes
<p>GCSE RE would be useful for A Level Philosophy at Helston Community College. It works well in combination with other Humanities subjects (Geography and History), and English. Many students who enjoy RE go on to study Philosophy at A Level to contrast with their main science, technology or language. GCSE RE helps improve literacy skills which are useful in any A Level course which requires reading and writing.</p>	<p>The course can prepare you for working with the 'caring' professions, the police, social work, teaching, and it is looking likely that in future, careers in law and medicine will require grounding in ethics and morals.</p>

# Option Subjects

Art and Design  
Photography  
Business  
Computer Science  
Construction  
Media Studies  
Drama  
DT  
Food Preparation and Nutrition  
French  
Geography  
Hair and Beauty  
Health and Social Care  
History  
IT  
Music  
Spanish  
Sport  
Travel and Tourism  
Triple Science

# ART AND DESIGN

Examination Board: AQA

Specification No: 8201

QAN Code: 601/8088/2

## Course Description

The GCSE Art & Design is an exciting course which involves using and combining a vast variety of media, techniques and concepts spanning traditional and contemporary art and craft and design practice with an emphasis on recording through drawing and photography, design, material experimentation and analysis. The course will involve aspects of each art, craft and design discipline which can include:

- Drawing
- Painting
- Printmaking
- Sculpture & 3D working methods including clay
- Textiles
- Photography/ lens based media
- Graphic materials
- Illustration
- Typography
- Digital image creation

For further information please see Mr Bloor or your Art teacher

## How will you learn?

The course begins with a series of structured units to expand and develop each student's understanding and skill. Units are teacher led initially, but through time each student will build their confidence and develop their own way of working to become more independent, generating their own projects through extensive personal research and investigation.

Students will use a sketchbook to clearly log their development, this sketchbook will become a creative diary of their work. Students will continually evaluate, demonstrating an increased ability to constructively criticise and analyse their own work alongside existing creative practitioners, using specific vocabulary to the subject.

## Method of Assessment

Through continual assessment of portfolio units and final externally set task.

### Unit 1: Portfolio

Controlled Assessment – set and marked by centre and moderated by AQA.

Candidate portfolio selected from work undertaken during course of study and must include more than one project.

**96 marks – 60%**

### Unit 2: Externally Set Assignment

Question papers issued from March in Year 11.

Marked by centre and moderated by AQA.

This will begin in March Yr11 and preparation leading to the final Controlled Test over 3 days at the beginning of May.

**96 marks – 40%**

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Levels in Art/Photography/Textiles/ Graphic Design/ Illustration</li> <li>▪ BTEC Level 3 Diploma in Art and Design</li> <li>▪ Degree level — (A level 3 BTEC courses will provide direct entry to a degree but it is usual for A level students to take a "foundation course")</li> </ul>	<ul style="list-style-type: none"> <li>▪ Architecture (Level 3 Art is often mandatory)</li> <li>▪ Graphics/Advertising</li> <li>▪ Illustration</li> <li>▪ Fashion/Textiles</li> <li>▪ Television/theatre production design</li> <li>▪ Teaching</li> <li>▪ Art therapy</li> <li>▪ Professional artist</li> <li>▪ Product design</li> <li>▪ Ceramicist</li> <li>▪ Arts Curation/ administration</li> <li>▪ Conservation</li> </ul>

# PHOTOGRAPHY

Examination Board: AQA

Specification No: 8206

QAN Code: 601/8088/2

## Course Description

The GCSE Photography is an exciting course which involves using and combining a vast variety of media, techniques and concepts spanning traditional and contemporary art and design practice with an emphasis on recording through photography and design, material experimentation and analysis. The course will involve aspects of photography disciplines which can include:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- Fashion photography.

For further information please see Mr Ellis

## How will you learn?

The course begins with a series of structured units to expand and develop each student's understanding and skill. Units are teacher led initially, but through time each student will build their confidence and develop their own way of working to become more independent, generating their own projects through extensive personal research and investigation.

Students will use a sketchbook to clearly log their development, this sketchbook will become a creative diary of their work. Students will continually evaluate, demonstrating an increased ability to constructively criticise and analyse their own work alongside existing creative practitioners, using specific vocabulary to the subject.

## Method of Assessment

Through continual assessment of portfolio units and final externally set task.

### Unit 1: Portfolio

Controlled Assessment – set and marked by centre and moderated by AQA.

Candidate portfolio selected from work undertaken during course of study and must include more than one project.

**96 marks – 60%**

### Unit 2: Externally Set Assignment

Question papers issued from January in Year 11.

Marked by centre and moderated by AQA.

This will begin in March Yr11 and preparation leading to the final Controlled Test over 3 days at the beginning of May.

**96 marks – 40%**

## Pathways after Year 11

Training Pathways	Career Routes		
<ul style="list-style-type: none"> <li>▪ A Levels in Art/Photography/Textiles/Graphic Design/ Illustration</li> <li>▪ BTEC Level 3 Diploma in Art and Design</li> <li>▪ Degree level — (A level courses will provide direct entry to a degree)</li> </ul>	Fine Art Photographer Artist Documentary Photographer Photojournalist Advertising Photographer Fashion Photographer Food Photographer Online Retail Photographer Editorial Photographer Cinematographer Portrait Photographer Environmental Photographer	Forensic Photographer Unit Stills Photographer TV & Film Landscape Photographer Architectural Photographer Photographer's Assistant Digital Assistant Lighting Assistant	Photographic Historian Creative Director Social Media Strategist Web developer Marketing assistant Image Retoucher Post Production Primary Teacher Secondary Teacher University Lecturer

# GCSE (9-1) Business

Examination Board: Edexcel

Specification No: GCSE – 1BS0

QAN Code: 603/0121/1

## Course Description

This course is engaging and inspiring, reflecting the demands of a truly modern and evolving business and marketing environment.

This Business course will encourage students to:

- understand and apply the fundamental principles and concepts of business including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

## How will you learn?

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined papers

### Theme 1: Investigating small business

#### Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

### Theme 2: Building a business

#### Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decision

## Method of Assessment

### Theme 1: Investigating small business

Written paper, Edexcel-set and marked. 1 hour and 15 minutes  
50% of the qualifications, 90 marks

### Theme 2: Building a business

Written paper, Edexcel-set and marked. 1 hour and 15 minutes  
50% of the qualifications, 90 marks

#### Assessment overview

Each paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

## Pathways after Year 11

### Training Pathways

Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including:

#### A Level

Business  
History  
Geography  
Economics  
Psychology

#### BTEC Nationals

Business

### Career Routes

The knowledge and skills gained from OCR Enterprise and Marketing support students' entry into employment or other training in specific aspects of business and/or marketing, such as apprenticeships and vocational qualifications that focus on more specialised business areas.

This course provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training, such as marketing, sales, product management and general management.



# COMPUTER SCIENCE (9-1)

Examination Board: OCR

Specification No: J277

QAN Code: 601/8355/X

*“The quality and impact of the products made by the technology sector can only be improved by having the people who are building them represent the people who are using them.” Tracy Chou – Software Engineer at Pinterest*

## Why should I choose Computer Science GCSE?

Computer Science GCSE will **get you ready for the modern, digital world**. It’s an exciting, creative subject that you can apply to almost any issue that you care about, from support young people’s mental health, to finding sporting opportunities. Doing Computer Science GCSE will develop your communicational thinking which is the ability to think about any problem in a logical way, compare it to previous experiences and develop the solution.

## What will I learn?

As part of Computer Science GCSE, you will:

- Experience programming and making new software
- Find out how hackers attack computers
- Discover how computer work
- Apply what you’ve learnt to solve problems

## How will I be assessed?

Two exams each worth 50%

Component 1: Computer Systems

Component 2: Computational thinking, algorithms and programming



## What can I do next with Computer Science?

**Almost every career in the future will have an element of computing involved.** Technology is moving so fast that Computer Science knowledge will become an essential part of general knowledge and will help you pursue your chosen career for almost any area of work. You might work in film, finance, the NHS, journalism, manufacturing, music or security. You could design the next big app, work with climate scientist to predict the environmental impacts deforestation or work on the most effective ways to get medicine where it is needed.

## Is Computer Science for me?

If you enjoy working with others, being creative, working through challenges to get to a solution and the idea of making a positive difference in the world, the Computer Science could be for you.

As some of the topics in the GCSE link to maths topics, being on track for a grade 4 or above should put you in a strong position to start this GCSE.

If you want to try it out for yourself, go to [projects.raspberrypi.org](http://projects.raspberrypi.org). There you can make your own website, build a game or even create some digital art.

# LEVEL 2 TECHNICAL AWARD IN CONSTRUCTION AND MAINTAINING THE BUILT ENVIRONMENT

Examination Board: City and Guilds

Specification No: 6720 – 21

QAN Code: 610/0657/9

Course Description
<p>This qualification allows you to explore the construction and built environment industry. If you enjoy practical, hands on tasks but also want to discover how buildings are constructed and what happens when they require repair, maintenance or refurbishment, then this qualification is for you.</p> <p>You will explore the structure of the construction and built environment industry in terms of how different people work together to deliver construction projects. You will develop an understanding of what makes a building and how the selection of different materials, affects the overall look and feel. You will have the opportunity to carry out a selection of realistic practical construction tasks related to the repair, maintenance and refurbishment of a building.</p>

How will you learn?
<ul style="list-style-type: none"> <li>▪ Work based learning (out of College projects)</li> <li>▪ Practical experience in the workshop</li> <li>▪ Portfolio building and independent research (Homework)</li> </ul>

Method of Assessment
<p>The qualification has four units:</p> <ul style="list-style-type: none"> <li>▪ 201: Working in the built environment</li> <li>▪ 202: Construction methods and materials</li> <li>▪ 203: Maintenance, repair and refurbishment of buildings</li> <li>▪ 204: Using tools to construct and maintain buildings</li> </ul> <p>Students are graded as follows;</p> <p>Distinction* ↑            Distinction            Merit            Pass</p> <p>Synoptic Assignment (60%)</p> <p>Theory Exam (40%)</p>

Pathways after Year 11	
Training Pathways	Career Routes
<p>The qualification leads directly into employment or further training.</p> <p>The Helston Community College trade specialist Diploma is available at Post 16 for students who successfully complete this course.</p>	<p>Employment in a variety of Construction and Building trades.</p> <p>Further details about this course and progression from Mr Philpott.</p>

# MEDIA STUDIES

Examination Board: AQA

Specification No: 8572

QAN Code: 603/2105/2

## Course Description

This course allows students to immerse themselves in the study of mass media forms including television, the film industry, radio, newspapers, magazines, advertising and marketing, online, social and participatory media, video games and music video. It's examined by two 1 hour 30 minute exams at the end of the course.

Additionally, students get to create a media production in their choice of audio-visual, audio, digital or print media for their NEA, which is worth 30% of the final mark.

## How will you learn?

Learning is academic and classroom-based for 70% of the course. The other 30% involves NEA production work to a brief released by AQA each year. You will need:

- A genuine interest in the world of the mass media and popular culture
- To be open to ways of thinking critically about the world and media representations of it
- To be comfortable with writing both shorter and longer exam responses, as these are worth 70% of your course outcome
- A willingness to work independently and creatively, engaging in photography, video production work and audio production and post-production
- A positive attitude and growth mindset to learn some challenging new academic theories and ideas relating to media study

Media Studies offers a very contemporary and future-proofed skill set, developing students in their in critical thinking, writing, and of course media production skills.. It's a great subject to complement other Creative Arts and for students who enjoy an academic challenge and learning new ways of looking at the world.

## Method of Assessment

### Media One: Written exam: 1 hour and 30 minutes (35% of GCSE)

**Section A** will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms: *magazines/advertising and marketing / newspapers / online social and participatory media*. **Section B** will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms: *radio / music video / newspapers / online social and participatory media / film industry*

### Media Two: Written exam: 1 hour and 30 minutes 35% of your GCSE)

**Section A** will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework. **Section B** will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

**NEA (30% of your GCSE) :** A statement of intent and a media product, from a choice of five annually changing briefs set by AQA.

## Pathways after Year 11

### Training Pathways

A Level Media Studies / A Studies

Various BTEC and Further to Higher Education courses in Media Studies, Journalism, Advertising and PR, Media Production, Film and Radio Production, Digital Marketing

Media Studies offers transferable skills in writing, critical thinking and presenting ideas through visual media that are useful to many other course.

### Career Routes

You need **media skills** if your job entails:

- Any aspect of digital marketing
- Entrepreneurial ventures
- Sales
- Creative production of any kind

# DRAMA

Examination Board: AQA

Specification No: 8261

QAN Code: 601/8575/2

## Course Description

This course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. The subject content for GCSE Drama is divided into three components:

1. **Understanding drama** (written exam)
2. **Devising drama** (mix of written & practical)
3. **Texts in practice** (practical)

In the practical components students may specialise in performing, lighting, sound, set, costume and/or puppets.

## How will you learn?

Learning is through a wide variety of activities, some building on tasks and skills introduced in years 7, 8 and 9 and some introducing new skills. Regular theatre visits and workshops with professional companies will also inspire creativity. In order to get the most out of this course you will need:

- A genuine interest in theatre and its processes.
- A willingness to attend theatre events organised by the school.
- A positive attitude and willingness to be actively engaged in the practical processes of theatre.
- A willingness to learn how to analyse and form critical judgements and be able to produce these in essays.
- An open mind and a willingness to work with all members of the class.

You can choose to develop as a performer or designer (lighting, sound, set, costume, puppets). Whichever option you choose, you can be sure to gather many invaluable skills, both theatrical and transferable, to expand your horizons.

## Method of Assessment

### Component 1: Understanding drama - Written exam: 1 hour and 45 minutes (80 marks, 40% of GCSE)

SECTION A – 4 marks. Theatre roles and terminology. Answer 4 multiple choice questions.

SECTION B – 44 marks. Set Text. Answer 4 questions on a given extract. You will answer as a performer but must have some knowledge of design.

SECTION C – 32 marks. Live Theatre. Answer 1 question from a choice.

### Component 2: Devising Drama (80 marks, 40% of your GCSE)

DUOLOGUE/GROUP PERFORMANCE or DESIGN realisation. 20 marks. Must last between 10 & 20 minutes

DEVISING LOG. 60 marks. 1,200 – 2,500 words.

### Component 3: Texts in practice (40 marks, 20% of your GCSE)

PERFORMANCE OF TWO EXTRACTS. 40 marks (20 marks per extract). The extracts must be from one play and last 10 minutes if performed. The play must contrast with the set text. Performance duration – monologue 2-5 minutes, dialogue 3-10 minutes, group 4-20 minutes.

## Pathways after Year 11

### Training Pathways

A Level Drama and Theatre Studies.

Various BTEC and Higher Education courses in Drama, Theatre Studies, Performing Arts, Stage Management, Lighting, Sound and Set design, Costume and stage make-up design.

A Level or BTEC courses in any subject – you will always need the skills that drama can teach you no matter what you decide to study in the future.

### Career Routes

You need **drama skills** if your job entails:

- Talking to a group of people
- Negotiating in the workplace
- Inspiring people
- Training people
- Encouraging people
- Managing people
- Supporting people
- Selling to people
- Explaining to people
- Teamwork
- Getting the most out of people

# Design & Technology

Examination Board: AQA

Specification No: 8552

QAN Code: 603/0984/2

## Course Description

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Students will study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification will be delivered through the practical application of this knowledge and understanding.

## How will you learn?

Topics and themes have been selected and developed to best meet the needs of the learners, and to fit the requirements of the specification.

The Specification has split the subject content into three sections as follows:

- Core technical principles;
- Specialist technical principles;
- Designing and making principles;

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies;
- energy generation and storage;
- developments in new materials;
- systems approach to designing;
- mechanical devices;
- materials and their working properties.

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components;
- forces and stresses;
- ecological and social footprint;
- sources and origins;
- using and working with materials;
- stock forms, types and sizes;
- scales of production;
- specialist techniques and processes;
- surface treatments and finishes.

## Method of Assessment

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

How it's assessed:

- Written exam: 2 hours – 100 marks – 50% of the overall grade
- Non-exam assessment (NEA): 30–35 hours approx. – 100 marks – 50% of the overall grade

NEA work will be monitored and formally assessed by classroom teachers. This in turn will be moderated within the school and a sample will be requested by the exam board to ensure the process has been carried out accurately and fairly.

Pathways after Year 11	
Training Pathways	Career Routes
<p>Students can progress from this qualification to a number of different academic and vocational qualifications:</p> <p><b>A Level</b> Design &amp; Technology : Design Engineering</p> <p><b>BTEC Nationals/Cambridge Technicals</b> Engineering Principles in Engineering and engineering business Systems control in engineering Engineering manufacture</p>	<p>Design &amp; Technology will inspire and equip you with the confidence to use skills that are relevant to engineering, manufacturing, and process and control sectors.</p> <p>By developing applied knowledge and practical skills, this course will help give students the opportunity to progress on to A Levels, or equivalent, an apprenticeship or university.</p> <p>You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:</p> <ul style="list-style-type: none"><li>• creative thinking</li><li>• analytical skills</li><li>• problem solving</li><li>• research and planning</li></ul>

# FOOD PREPARATION AND NUTRITION

Examination Board: EDUQAS WJEC

Specification No: C560P1

QAN Code: 601/8093/6

## Course Description

Food Preparation and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Food Preparation and Nutrition is suitable for students who have an interest in food. It is an opportunity to investigate and develop a more in-depth knowledge of food taking into consideration the following areas for the course:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

## How will you learn?

- Individual practical work to develop skills and techniques will be completed fortnightly
- Research using ICT and other media to enhance knowledge and learning
- Outside professionals in the Catering and Hospitality Industry visiting for talks and demonstrations
- Knowledge & understanding of a variety of areas of food will be embedded in theory lessons.

## Method of Assessment

### Component 1: Principles of Food Preparation and Nutrition

Written examination, Eduqas-set and marked, 1 hour 45 minutes  
50% of qualification, 100 marks

### Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: Eduqas-set assignment, internally assessed, externally moderated.  
50% of qualification, 100 marks

- **Assessment 1: The Food Investigation Assessment (8 hours – 15% of total marks)**  
A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. They will be required to produce a 1,500–2,000-word report setting out their findings. 15%
- **Assessment 2: The Food Preparation Assessment (12 hours– 35% of total marks)**  
Prepare, cook and present a three course menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. 35%

## Pathways after Year 11

### Training Pathways

### Career Routes

Level 3 Food Science and Nutrition.  
Vocational courses such as Catering and Hospitality at local Colleges.

The new GCSE is useful for anyone wanting to pursue a career in food. This could be from working as a chef, to developing new food ranges, working as a nutritionist or being a teacher. There are many varied careers within the food industry and beyond which the new course would be suitable for.

Cooking is also considered a valuable life skill and being able to cook and produce nutritional and delicious meals for families is a beneficial factor.

# FRENCH

Examination Board: AQA

Specification No: 8652

QAN Code: 610/2790/X

## Course Description

The ability to communicate in another language is an amazing life skill to have, and is valued by employers and universities alike. The GCSE course builds on KS3 learning, developing the ability to produce language more independently by embedding the building blocks of grammar which allow you to construct sentences and paragraphs, and by covering a variety of different topics to broaden your vocabulary. You will also have the opportunity to develop your cultural knowledge. This is a subject for those who are interested in communicating with other people, developing their global outlook and broadening their travel and employment opportunities, particularly in relation to the French-speaking world. The course is based on the following key themes:

- a) **People and lifestyle:** Identity and relationships, Healthy living and lifestyle and Education & work.
- b) **Popular culture:** Free-time activities, Customs and celebrations and Celebrity culture.
- c) **Communication and the world around us:** Travel and tourism, Media and technology and the environment and where people live.

## How will you learn?

Lessons will include a variety of activities to enable you to make progress in all four skill areas: Listening, reading, writing and speaking. A course book will support your learning, along with knowledge organisers and revision guides will be available. Use of Online activities will enable you to develop your understanding and embed your learning. Practice of exam style questions in lessons will help you to develop strategies to tackle the final exams, and a variety of pair work and whole class activities will build your confidence and ability in spoken French. Vocabulary learning and testing will be a fundamental part of lessons to broaden your knowledge and ensure best final outcomes. Independent learning beyond the classroom will be a vital part of your learning. You will develop translation and dictation strategies as part of your skill set, and develop your grammatical knowledge and recall skills to enable you to write on a variety of themes from memory.

## Method of Assessment

There are four key assessments made up of listening, speaking, reading and writing. Each assessment will take place at the end of the second year and each is worth 25%. The speaking assessment will be taken in April/May of the second year and will be composed of three elements: a role-play, a reading aloud task with follow up questions and a photo description card with a conversation based on the same theme.

There are two tiers of entry, Foundation or Higher; however, each student must enter for the same tier in all papers.

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ Vocational qualifications</li> <li>▪ A Level French depending on performance.</li> <li>▪ Further education courses.</li> <li>▪ Degree courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advertising and market research</li> <li>▪ Civil and Diplomatic service</li> <li>▪ Hotels and catering</li> <li>▪ Teaching</li> <li>▪ Television and radio</li> <li>▪ Travel and Tourism</li> <li>▪ Voluntary organizations</li> </ul> <p>Languages graduates have an excellent record of securing employment.</p>



# GEOGRAPHY

Examination Board: AQA

Specification No: 8035

QAN Code: 601/8410/3

## Course Description

The study of geography at GCSE involves four broad questions:

1. What are the physical and human processes and factors that shape our world at local, national and global scales?
2. What are the opportunities and challenges facing people because of these processes?
3. What are the strategies to cope with these challenges?
4. How can we investigate places geographically?

### Course Content

- |                                     |   |
|-------------------------------------|---|
| 1. The challenge of natural hazards | 4. Urban issues and challenges          |
| 2. Physical landscapes in the UK    | 5. The changing economic world          |
| 3. The living world                 | 6. The challenge of resource management |

In addition to the content outlined above, there is also a section called 'Geographical applications and skills', which includes issue evaluation and fieldwork.

## How will you learn?

Direct instruction, discussion, reading and comprehension tasks, problem solving, photo interpretation, data analysis, graphs and charts analysis, and map analysis.

## Method of Assessment

Students are given past GCSE questions and assessed against GCSE marking criteria. Teachers assess the students throughout the topics using exam style practise questions. These are followed by teacher assessed papers midway through and at the end of the 6 units listed in the course description.

### Examinations

Students will be assessed using linear un-tiered terminal examinations using a new grading system 1 to 9.

Paper 1: 1 hr 30 minutes – Physical Environment – 35%

Paper 2: 1 hr 30 minutes – Human Environment – 35%

Paper 3: 1 hr 15 minutes – Geographical Applications – 30%

## Pathways after Year 11

Training Pathways	Career Routes
<p>Foundation for A Level Geography, Geology and bridging subject between Arts and Science.</p> <p>Links well for future courses with Geography, Environmental Science, Business, Surveying, Teaching, Social and Biological Science, Economics, Politics, Meteorology.</p>	<p>Career opportunities/background for work in Planning, Tourism, Recreation, Conservation, Environmental Surveying, Transport, Civil Service, Politics, Civil Engineering, Armed Forces and Land Management.</p> <p>Further information from Dr Ryan and the Geography Staff.</p>

# TECHNICAL AWARD IN HAIR AND BEAUTY STUDIES LEVEL 2

**Examination Board:** City & Guilds

**Specification No:** 3038-24 **QAN Code:** 610/0656/7

## Course Description

This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate.

If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you. You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

This qualification has three units:

- Exploring the world of Hair and Beauty
- Science of Hair and Beauty
- Design in the Hair and Beauty Sector

## How will you learn?

You will learn in the following ways:

- Practical activities
- Portfolio building activities
- Research activities
- Group tasks/presentations

## Method of Assessment

To gain this qualification, you must successfully achieve the following assessments:

- One externally set, externally moderated assignment – 60%
- One externally set, externally marked exam, sat under examination conditions – 40%

## Pathways after Year 11

Your understanding and skills can be developed further through progression to other qualifications, specific to a sector, including:

- City & Guilds Level 2 Diploma in Beauty Therapy/Beauty Consultancy/Hair and Media Make-up
- City & Guilds Level 2 Diploma in Women's Hairdressing/ Barbering

For further details about this course and progression routes please contact Mrs O'Hare.

# HEALTH AND SOCIAL CARE

Examination Board: Pearson

Specification No: RHS3

QAN Code: 600/4780/X

## Course Description

### Component 1: HUMAN LIFESPAN DEVELOPMENT

In this unit, you will:

- Explore how individuals develop physically, emotionally, socially and intellectually over time.
- Investigate how various factors, events and choices may impact on individuals' growth and development.
- Discover how people adapt to life events and cope with making changes.

### Component 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES

In this unit, you will:

- Learn which health and social care services are available and identify why people might need to use these services.
- Discover who's involved in providing these services and explore what might stop people from accessing the services they need.
- Look at the care values the sector has to make sure people get the care and protection they need.

### Component 3: HEALTH AND WELLBEING

In this unit, you will:

- Learn what 'being healthy' means to different people and explore the different factors that might influence health and wellbeing.
- Identify key health indicators and how to interpret them.
- Create a health and wellbeing improvement plan for that person which includes targets and recommendations of support services available.
- Reflect on the potential challenges the person may face when putting the plan into action.

## How will you learn?

Health and Social Care will ask you to reflect on what you know and build on your existing knowledge.

You will do this through-

- Independent study
- Discussion and group work
- Short NHS Films and images
- Talks by service providers and service users ( when possible )
- Visit to a care provider ( when possible)

## Method of Assessment

**Component 1: HUMAN LIFESPAN DEVELOPMENT** (30%) Four internally assessed tasks.

**Component 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES** (30%) Five internally assessed tasks.

**Component 3: HEALTH AND WELLBEING** (40%) Externally assessed synoptic exam.

## Pathways after Year 11

### Training Pathways

This provides a solid foundation for further and higher health or education studies, including A Level/ BTEC in Health and Social Care or Child Care and Early Years Education.

Helston Community College offers:

- Level 3 BTEC Diploma in Health and Social Care

### Career Routes

- Working with children and adults with disabilities
- Health care worker
- Support health professions
- Health services
- Nursing
- Nursery Nurse
- Teaching
- Early years Practitioner
- Nanny

# HISTORY

Examination Board: OCR History B      Specification No: J411      QAN Code: 601/8408/5

Course Description	
▪ Thematic Study	The People's Health, 1250 to present
▪ British Depth Study	The Elizabethans, 1580 - 1603
▪ History Around Us	History Around Us (local history study) Pendennis Castle
▪ Period Study	The Making of America, 1789-1900
▪ World Depth Study	Living Under Nazi Rule, 1933 - 1945

**How will you learn?**

This is a very enjoyable and varied course since there really is something for everybody. It also builds on some of the themes covered in Year 9, e.g. Life in Nazi Germany. Every topic takes a slightly different approach to History. We use full class teaching but also lots of group and discussion work. Film clips, pictures and political cartoons are used to find out about the past, across several periods, along with an interesting range of written sources and other historical evidence. The GCSE also has a local history dimension, which includes a visit to Pendennis Castle in Falmouth during the summer term of Year 9 and is a "taster" for what is to follow.

Method of Assessment	
<b>There are three written papers in this History GCSE:</b>	
<b>Paper 1:</b> Thematic Study and British Depth Study	(40% of the marks – 20% for each component)
<b>Paper 2:</b> History Around Us - Local History Study	(20% of the marks – just one component)
<b>Paper 3:</b> Period Study and World Depth Study	(40% of the marks – 20% for each component)

Pathways after Year 11	
Training Pathways	Career Routes
<p>GCSE History leads on to A Level History at Helston Community College. It works well in combination with other Humanities subjects (e.g. Geography and R.E.) and English, but it also fits well alongside science, technology and languages. Many students who enjoy History GCSE go on to study it at A Level.</p> <p>GCSE History helps improve literacy and evidence skills, which are useful in any A Level course that requires reading, writing and comprehension skills. There are also a wide range of History and History-related courses to choose from at university should you continue into Higher Education.</p>	<p>Most people who study History to GCSE or a higher level find it helps them to develop skills useful for a wide range of professional jobs, such as journalism, publishing, the civil service, the legal profession, the police force and also work in the media. Some people pursue careers that involve History directly, such as working in the heritage industry (e.g. for the National Trust), museum and archive work, archaeology and also teaching. Aside from their future careers, many students find that studying History also leads to a life-long interest in the subject, so History is both rewarding and worthwhile to study in its own right.</p>

# INFORMATION TECHNOLOGIES (IT)

Examination Board: OCR

Specification No: J836

QAN Code: 603/7115/8

## Course Description

Students will experience an engaging qualification where they will use their learning in practical, real-life situations, such as:

- using different applications and tools to design, create and evaluate IT solutions and products
- creating a data manipulation solution
- creating an Augmented Reality prototype.

This helps students to develop independence and confidence in using skills that would be relevant to the IT sector. The qualification will also help students to develop learning and skills that can be used in other life and work situations, such as:

- planning and designing IT solutions and products for a given purpose
- selecting the best tools and techniques to solve a problem
- solving problems by exploring different software application tools and techniques
- creating IT solutions and digital products
- use of planning techniques to complete tasks in an organised and timely way
- finding imaginative ways to solve IT problems

## How will you learn?

There are three mandatory units:

### **Ro50: IT in the digital world**

The IT industry is vast and provides work for a wide range of people across sectors, from those working as freelance IT consultants, right through to those in large or specialist IT teams in multinational companies. Job roles frequently overlap across multiple sectors as there are common aspects to inputs, processing and outputs of IT systems which can be used in many ways, from supporting the planning, designing and implementation of services or products to enhancing our daily lives in the digital world.

In this unit students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. Students will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

### **Unit Ro60: Data manipulation using spreadsheets**

Data manipulation is an important part of many job roles, supporting development and growth in different sectors. Businesses in different sectors such as IT, finance, retail, hospitality, education and government all manipulate data for different purposes. Spreadsheet applications are commonly used to create input, processing and output solutions which manipulate data.

In this unit students will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. Students will be able to use a range of tools and techniques to create a spreadsheet solution based on their design, which they will test. Students will be able to evaluate their solution based on the user requirements.

### **Unit Ro70: Using Augmented Reality to present information**

Augmented Reality (AR) has made it possible to present information so that users can see more detail in items/ products with 2D or 3D images and can place the item digitally in their surroundings. AR provides increased engagement, interaction and a richer user experience. Businesses in different sectors such as IT, architecture, retail and hospitality, education and government are presenting information and/or products in a digital world using a range of digital devices. Augmented Reality software development kits (SDK) are used to create the AR product for different contexts.

In this unit students will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. Students will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. Students will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Students will also be able to test and review your AR model prototype.

## Method of Assessment

### Ro50: IT in the digital world

Written paper, OCR-set and marked. 1 hour and 30 minutes  
40% of the qualifications, 70 marks

### Ro60: Data manipulation using spreadsheets

Non examined assessment (NEA): OCR-set assignment, Centre-assessed task, OCR moderated. 10-12 hours  
30% of the qualification, 60 marks

### Ro70: Using Augmented Reality to present information

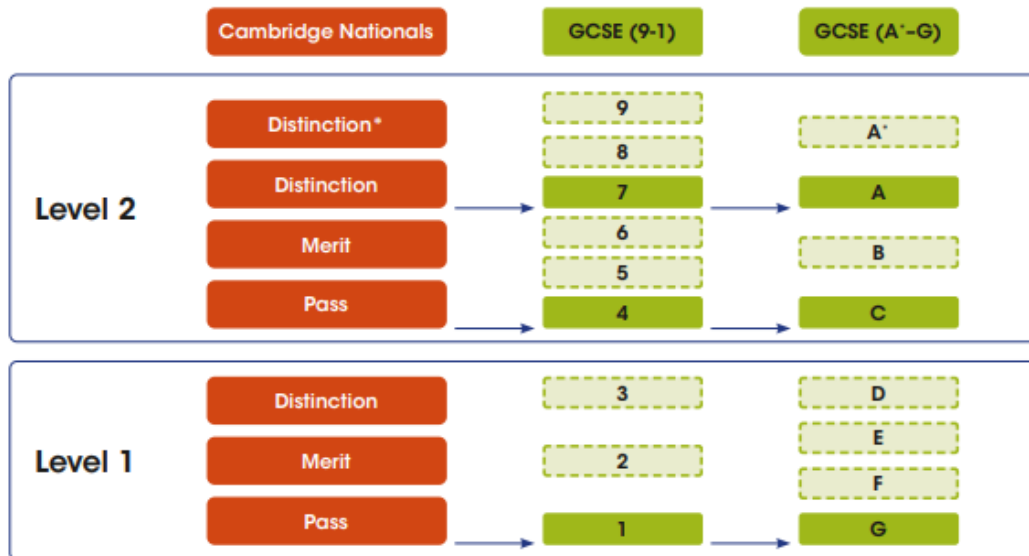
Non examined assessment (NEA): OCR-set assignment, Centre-assessed task, OCR moderated. 10-12 hours  
30% of the qualification, 60 marks

### How do Cambridge Nationals Grades compare to GCSEs?

Grades for Cambridge Nationals and for GCSEs align at key points.

Level 1 covers GCSE grades 3–1 (or G–D) and Level 2 GCSE grades 9–4 (or A\*–C).

- The bottom of a Level 1 Pass is aligned to GCSE grade 1
- The bottom of a Level 2 Pass is aligned to GCSE grade 4
- The bottom of a Level 2 Distinction is aligned to GCSE grade 7



Pathways after Year 11

Training Pathways	Career Routes
<p>Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including:</p> <p><b>A Level</b> Business Geography Computing</p> <p><b>BTEC Nationals/Cambridge Technicals</b> Business Information Technology</p>	<p>Cambridge National in IT will inspire and equip students with the confidence to use skills that are relevant to the IT sector. It's a vocational qualification, equivalent in value to a GCSE and contains both practical and theoretical elements. As part of the Cambridge National, students cover:</p> <ul style="list-style-type: none"><li>• the key principles and concepts when creating IT products</li><li>• creating complex spreadsheet solutions to meet requirements</li><li>• how augmented reality can be used to present information</li><li>• creating an augmented reality model prototype to be tested and reviewed</li></ul> <p>By developing applied knowledge and practical skills, this course will help give students the opportunity to progress on to A Levels, a Cambridge Technical in Information Technologies, an apprenticeship or university.</p> <p>Information Technology is constantly evolving, and new jobs are developing all the time – students could work for tech giants or create their own products. So much is possible. Students will develop a range of skills to help them succeed not only in the workplace but in other subjects too. These skills include:</p> <ul style="list-style-type: none"><li>• analytical skills</li><li>• creative thinking</li><li>• digital presentation</li><li>• problem solving</li><li>• research and planning</li></ul> <p>No matter what students' progress on to – the skills student will learn from a Cambridge National will prepare them for the future.</p>

## Level 1/2 Technical Award in Engineering at Cornwall College (Falmouth Marine School)

Examination Board: NCFE

QAN Code: 603/7006/3

### Course Description

The Level 1/2 Technical Award in Engineering is tailored for individuals seeking an introductory exploration of engineering with a strong vocational and project-based focus. Ideal for those aspiring to enter the engineering industry or continue their studies, this qualification provides a comprehensive foundation.

The programme uniquely integrates industry perspectives, collaborating with engineering and offshore wind sector partners for real-world insights and experiences. By incorporating practical elements and engaging with professionals, learners not only acquire essential knowledge but also gain valuable exposure to the dynamic realities of the field, enhancing their readiness for future careers or advanced studies in engineering.

### How will you learn?

The Level 2 Technical Award in Engineering qualification aims to provide a comprehensive foundation in engineering by covering various key aspects. Participants will gain an understanding of diverse engineering disciplines through theory and practical use of our engineering facilities, applying scientific and mathematical principles to problem-solving within an engineering context. The programme emphasises the interpretation of engineering drawings, fostering proficiency in both hand-drawn and computer-aided design (CAD) techniques with use of CAD software. Additionally, participants will acquire knowledge on the properties and selection of engineering materials, familiarise themselves with engineering tools and machinery and grasp essential production planning techniques. The curriculum ensures that learners develop practical skills in processing and techniques relevant to engineering applications, preparing them for a well-rounded and versatile role in the field. Overall, this qualification aims to equip individuals with a holistic understanding of engineering, integrating theoretical knowledge with practical skills necessary for success in the industry.

### Method of Assessment

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The qualification has 2 assessments externally set by NCFE: one non-exam assessment and one written exam assessment. Only one attempt at each assessment is permitted.

#### **Examined assessment (EA)**

40% of the technical award.

Written examination: A mixture of multiple-choice, short-answer and extended-response questions.

#### **Non-exam assessment (NEA)**

60% of the technical award.

The completion time for the NEA is 18 hours plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

### **Grades**

L2 Pass	4
L2 Merit	5.5
L2 Distinction	7
L2 Distinction*	8.5



## Pathways after Year 11

### Training Pathways & Career Routes

Depending on the grade the learner achieves in this qualification, they could progress to level 2 and level 3 qualifications.

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- A-Level Engineering (this will support progression to higher education)
- Level 3 General Certificate in Engineering
- Study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study.
- Level 3 Technical Level in Engineering, Manufacturing, Processing and Control

Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering industry through a variety of occupations that are available within the industry, such as technical writing, technical sales, or as an engineer in one of the many different sectors across the industry, such as pharmaceuticals, aerospace or construction.

# MUSIC

Examination Board: AQA

Specification No: 8271

QAN Code: 601/8361/5

## Course Description

This course has three components:

1. **Listening to and understanding Music** – You will listen to a wide range of musical genres from four different areas of study and learn key words and devices associated with these genres.
2. **Performing Music** – You will be required to produce one solo performance plus one ensemble performance *or* one recreation of a piece of music using music software plus one studio recording.
3. **Composing Music** – There are two compositions that you will need to create. One is in response to a brief set by the exam board and the other is a free composition to a brief set by the student.

## SPECIFIC REQUIREMENTS

It is highly recommended that you have tuition on an instrument or voice in order to progress to the level expected in year 11. However, it is not essential to have actually gained instrumental grade exam qualifications although the standard that will be expected for GCSE performing will be equivalent to about grade 3 or 4 on your instrument or voice. If you wish to carry out the performing coursework using music technology rather than on a traditional instrument or voice, you will be expected to have good keyboard skills and a sound understanding of music notation. If you choose the music technology route, you will need to spend significant time out of lessons to practise your music technology skills. If in doubt, please contact a music teacher.

## How will you learn?

You will learn through the integration of all three components: Listening, performing and composing. There are four Areas of Study which we will cover over the two years which are connected to developing our listening, performing and composing skills. They are:

1. **Western Classical Tradition between 1650 – 1750** (Handel, Mozart, Beethoven, Chopin, Faure & Verdi)
2. **Popular music** (Musicals, Film music, 60s and 70s Rock & Pop from 1990s)
3. **Traditional Music** (Blues, Latin-American, Reggae & British Folk)
4. **Western Classical from 1910 to present.** (Copland, Tippett, Britten, Bartok, Reich & Adams)

## Method of Assessment

1. **Listening to and understanding 40%** - Students sit an exam at the end of year 11. Listening and analysing music related to areas of study 1, 2, 3 and 4
2. **Performing Music 30%** - Two recordings are submitted of either solo and ensemble performances or computer sequence and studio recording. They are marked by the teacher and moderated externally.
3. **Composing Music 30%** - Two compositions are submitted. They are marked by the teacher and moderated externally.

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ A Level Music</li> <li>▪ Rock School Subsidiary Diploma in Music Technology</li> </ul> <p>Valuable for a wide range of courses at university, particularly in music</p>	<p>Valuable for any career relating to music or the arts. More and more businesses and universities are recognising the benefits of having a musical background. It is seen as a sign that you are a creative thinker, a good team-worker, highly motivated and can manage your own time effectively.</p>

# SPANISH

Examination Board: AQA

Specification No: 8692

QAN Code: 610/3530/0

## Course Description

The ability to communicate in another language is an amazing life skill to have, and is valued by employers and universities alike. The GCSE course builds on KS3 learning, developing the ability to produce language more independently by embedding the building blocks of grammar, which allow you to construct sentences and paragraphs, and by covering a variety of different topics to broaden your vocabulary. You will also have the opportunity to develop your cultural knowledge. This is a subject for those who are interested in communicating with other people, developing their global outlook and broadening their travel and employment opportunities, particularly in relation to the Spanish-speaking world. The course is based on the following key themes:

- a) **People and lifestyle:** Identity and relationships, Healthy living and lifestyle and Education & work.
- b) **Popular culture:** Free-time activities, Customs and celebrations and Celebrity culture.
- c) **Communication and the world around us:** Travel and tourism, Media and technology and the environment and where people live.

## How will you learn?

Lessons will include a variety of activities to enable you to make progress in all four skill areas: Listening, reading, writing and speaking. A course book will support your learning, along with knowledge organisers and revision guides will be available. Use of Online activities will enable you to develop your understanding and embed your learning. Practice of exam style questions in lessons will help you to develop strategies to tackle the final exams, and a variety of pair work and whole class activities will build your confidence and ability in spoken Spanish. Vocabulary learning and testing will be a fundamental part of lessons to broaden your knowledge and ensure best final outcomes. Independent learning beyond the classroom will be a vital part of your learning. You will develop translation and dictation skills strategies as part of your skill set, and develop your grammatical knowledge and recall skills to enable you to write on a variety of themes from memory.

## Method of Assessment

There are four key assessments made up of listening, speaking, reading and writing. Each assessment will take place at the end of the second year and each is worth 25%. The speaking assessment takes place in April/May of the second year and is a one to one exam that will be composed of three elements: a role-play, a reading aloud task with follow up questions and a photo description card with a conversation based on the same theme as the photo.

There are two tiers of entry, Foundation and Higher; however, each student must enter for the same tier in all papers.

## Pathways after Year 11

Training Pathways	Career Routes
<ul style="list-style-type: none"> <li>▪ Vocational qualifications</li> <li>▪ A Level Spanish depending on performance</li> <li>▪ Further education courses</li> <li>▪ Degree courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advertising and market research</li> <li>▪ Civil and Diplomatic service</li> <li>▪ Hotels and catering</li> <li>▪ Teaching</li> <li>▪ Television and radio</li> <li>▪ Travel and Tourism</li> <li>▪ Voluntary organizations</li> </ul> <p>Languages graduates have an excellent record of securing employment.</p>

# SPORTS SCIENCE

Examination Board: OCR Cambridge Nationals Levels 1 and 2

Specification: J828

QAN Code: 603/7106/7

## Course Description

Cambridge National in Sport Science will encourage you to think for yourself about the scientific world of sport, while putting those theories and concepts into practice in both theoretical and practical sport. You will complete this course through three different units:

### Core (mandatory) Units

#### **R180: Reducing the risk of sports injuries and dealing with common medical conditions**

Content includes: preparing for sports, reducing the risk of injuries and managing medical conditions.

**Externally Assessed (40%)**

#### **R181: Applying the principles of training: fitness and how it affects skill performance**

Content includes; planning and delivery your own fitness test and learn how that data can be used effectively to improve sporting performance.

**Internally Assessed (40%)**

### Optional selected Unit:

#### **R182: The body's response to physical activity and how technology informs this**

Content includes: how are bodies provide us with energy and the ability to move, and how exercise can help our bodies become stronger

**Internally Assessed (20%)**

## What skills will you develop?

You will develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:

- Analytical skills
- Creative thinking
- Research and planning
- Problem solving
- Verbal communication
- Leadership
- Team work

## Method of Assessment

You will complete three units over the two years. Two units will be completed internally by coursework, practical and witness statements. One unit will be completed externally by a written exam. Each unit will be marked with points that build up an overall score to achieve either a level 1 or level 2 Pass, Merit, Distinction or Distinction\*.

## Pathways after Year 11

### Training Pathways

Students can progress to the following courses available at Helston Community College:

- Level 3 Cambridge Technical in Sport and Physical Activity
- Helston Post-16 Sports Academy

### Career Routes

Sport science has a wealth of opportunities. You could become anything from a personal trainer, teacher, coach or an analytical sport consultant at a premiership club.

An excellent basis for careers in the leisure industry.

# TECH AWARD TRAVEL AND TOURISM

Examination Board: Pearson

Specification No: RTT<sub>3</sub>

QAN Code: 603/7048/8

## Course Description

The course aims to develop: Knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism.

## How will you learn?

The course will be taught using a range of different methods, these will include visits to various local tourist attractions, to examine how different types of organisations manage to meet the needs of different customer types, and there will also be the opportunity to speak to a range of different specialist visitors, who will explain how their organisation, works within the tourism environment. The examined unit will be taught in the classroom, using a range of different techniques including group presentations.

## Method of Assessment

### External Examination

Component 3: Influences on Global Travel and Tourism

### Internal Assessment: Two Units:

Component 1: Travel and Tourism Organisations and Destinations

Component 2: Customer Needs in Travel and Tourism

## Pathways after Year 11

Training Pathways	Career Routes
<p>A Levels as preparation for entry to higher education in a range of subjects.</p> <p>Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.</p>	<p>There are a number of different career paths within the Travel Industry, these include working for a tour operator, planning for events within the hospitality industry or working in the airline industry, either air side or ground based.</p> <p>There are also opportunities with local visitor attractions, in a range of different areas.</p>

# TRIPLE SCIENCE

Examination Board: AQA

Specification No: 8461 / 8462 / 8463

QAN Code: 601/8752/9 | 601/8757/8 | 601/8751/7

## Course Description

Students will complete all the units of the GCSE Combined Science but will use one option to supplement this work with extension learning in each of the three science disciplines. This will lead to three separate GCSE grades in Biology, Chemistry and Physics. Extension learning includes:

### BIOLOGY

Culturing Micro-organisms; Monoclonal antibodies; Plant diseases; The brain; The eye; Control of human body temperature; Plant hormones; DNA structure; Cloning; The theory of evolution; Decomposition.

### CHEMISTRY

Properties of transition metals; Nanoscience; Yield and atom economy; Chemical and fuel cells; Reactions of alkenes and alcohols; Synthetic and Natural polymers; Identification of Ions; The Haber process.

### PHYSICS

Moments, levers and gears; Pressure; Reflection of waves; Sound waves; Lenses; Black body radiation, Static electricity; Induced potential, transformers and the National grid; Nuclear fusion and fission; Space Physics.

Students are taught by three specialist teachers throughout the two year course. There is a higher demand in relation to both literacy and numeracy and students are required to gain a grade 5 or above in their Year 9 Science studies to be accepted on to the course.

## How will you learn?

This course aims to teach students about the modern scientific understanding of the world in detail, as well as how science works; the activities of scientists and the relevance and importance of science in the modern world. Students' learning will build upon the theories and evidence built up by thousands of scientists over hundreds of years.

Students will learn individually and in groups from demonstrations, practical investigations, ICT simulations, data-logging, class discussions, exam practice activities, theoretical modelling and through challenging questions.

## Method of Assessment

Student will be assessed via six structured written examinations at the end of Year 11: two in Biology, two in Chemistry and two in Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each written exam is 1 hour 45 minutes and is worth 50% towards each of the Science GCSEs. Questions will comprise of multiple choice, structure, closed short answers and open responses.

## Pathways after Year 11

Training Pathways	Career Routes
<p>This specification lays an appropriate foundation for further study of post-16 science subjects at Helston Community College. These may include A Levels in Biology, Chemistry and Physics.</p> <p>It also allows progression to the Medical Science Diploma at Post 16.</p>	<p>Good science qualifications are recommended to support progression into virtually every career in business, public service and industry.</p> <p>Strong Science qualifications are essential for a wide range of careers, including: Aeronautics, Archaeology, Dentistry, Engineering, Geology, Marine Biology, Medicine, Meteorology, Microbiology, Robotics, Psychology, Veterinary Science, Wildlife Conservation, Zoology, and many more.</p>

[www.studentoptions.co/HelstonOptions/](http://www.studentoptions.co/HelstonOptions/)

### Step 1: Log in

**T.O.O.L.S**  
TimeTabler Options On-Line System



Collecting Student Choices On-line

Please enter your details:

Username:   
Password:



[version 6.9]

### Step 2:

**T.O.O.L.S**  
TimeTabler Options On-Line System



Helston Community College      Year 10 2024

To leave without making any choices: [Log out](#)

**Extra information:** Click [here](#) for an **example**/instructions. Click [here](#) for **course information**.

#### Step 1 of 6

[Start](#) > Choice 1 > Choice 2 > Choice 3 > Choice 4 > Free choice (with reserve) > Confirmation

Choose ONE of the following Subjects:

- Computer Sci (Cp)
- French (F)
- Geography (G)
- History (H)
- Spanish (Sp)

### Step 3:

## Step 2 of 6

[Start](#) > [Choice: French](#) > Choice 2 > Choice 3 > Choice 4 > Free choice (with reserve) > Confirmation

**Choose ONE of the following Subjects:**

- Art (A)
- Health & Social (Bh)
- Travel (Bt)
- Business (Bu)
- Computer Sci (Cp)
- DT (Dt)
- French (F)
- Geography (G)
- History (H)
- IT (It)
- Marine Eng (Mg)
- Media (Ms)
- Music (Mu)
- Spanish (Sp)
- Sport (Sy)
- Food Tech (TF)
- Triple Science (TS)

[Next](#)

Step 4:

## Step 3 of 6

[Start](#) > [Choice: French](#) > [Choice: Business](#) > Choice 3 > Choice 4 > Free choice (with reserve) > Confirmation

**Choose ONE of the following Subjects:**

- Art (A)
- Health & Social (Bh)
- Travel (Bt)
- Business (Bu)
- Construction D (Cd)
- Computer Sci (Cp)
- DT (Dt)
- French (F)
- Geography (G)
- History (H)
- Hair & Beauty (Hb)
- IT (It)
- Marine Eng (Mg)
- Media (Ms)
- Music (Mu)
- Spanish (Sp)
- Sport (Sy)
- Food Tech (TF)
- Triple Science (TS)

[Next](#)

Step 5:



### Step 4 of 6

[Start](#) > [Choice: French](#) > [Choice: Business](#) > [Choice: Construction D](#) > Choice 4 > Free choice (with reserve) > Confirmation

Choose ONE of the following Subjects:

- Art (A)
- Health & Social (Bh)
- Travel (Bt)
- Business (Bu)
- Construction D (Cd)
- Computer Sci (Cp)
- DT (Dt)
- French (F)
- Geography (G)
- History (H)
- Hair & Beauty (Hb)
- IT (It)
- Marine Eng (Mg)
- Media (Ms)
- Music (Mu)
- Spanish (Sp)
- Sport (Sy)
- Food Tech (Tf)
- Triple Science (TS)

Step 6:

### Step 5 of 6

[Start](#) > [Choice: French](#) > [Choice: Business](#) > [Choice: Construction D](#) > [Choice: Computer Sci](#) > Free choice (with reserve) > Confirmation

To mark your Reserve choice, put 'R' by that subject.

Subject	Choice
Art (A)	<input type="text"/>
Health & Social (Bh)	<input type="text"/>
Travel (Bt)	<input type="text"/>
Business (Bu)	Already selected
Construction D (Cd)	Already selected
Computer Sci (Cp)	Already selected
Construction S (Cs)	<input type="text"/>
Drama (Dr)	<input type="text"/>
DT (Dt)	<input type="text"/>
French (F)	Already selected
Geography (G)	<input type="text"/>
History (H)	<input type="text"/>
Hair & Beauty (Hb)	<input type="text"/>
IT (It)	<input type="text"/>
Marine Eng (Mg)	<input type="text"/>
Media (Ms)	<input type="text"/>
Music (Mu)	<input type="text"/>
Photography (Ph)	<input type="text"/>
Spanish (Sp)	<input type="text"/>
Sport (Sy)	<input type="text"/>
Food Tech (Tf)	<input type="text"/>
Triple Science (TS)	<input type="text"/>



## KEY STAGE 4 OPTIONS CHOICES FORM 2024

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Possible Future Career: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

### Option A

	<i>TICK ONE</i>
Computer Science	<input type="checkbox"/>
French	<input type="checkbox"/>
Geography	<input type="checkbox"/>
History	<input type="checkbox"/>
Spanish	<input type="checkbox"/>

### Options B, C & D

Write 1, 2, 3 and R in the box next to each subject choice to show your order of preference (R = Reserve choice)

Art	<input type="checkbox"/>	
Computer Science	<input type="checkbox"/>	
Media Studies	<input type="checkbox"/>	
Drama	<input type="checkbox"/>	
DT	<input type="checkbox"/>	
Business	<input type="checkbox"/>	
French	<input type="checkbox"/>	
Food Preparation and Nutrition	<input type="checkbox"/>	
Geography	<input type="checkbox"/>	
History	<input type="checkbox"/>	
Health and Social Care	<input type="checkbox"/>	
Information Technologies	<input type="checkbox"/>	
Marine Engineering	<input type="checkbox"/>	*
Music	<input type="checkbox"/>	
Photography	<input type="checkbox"/>	
Spanish	<input type="checkbox"/>	
Sport**	<input type="checkbox"/>	
Travel and Tourism**	<input type="checkbox"/>	
Triple Science	<input type="checkbox"/>	
Construction Single	<input type="checkbox"/>	
Construction Double	<input type="checkbox"/>	#
Hair and Beauty**	<input type="checkbox"/>	#

### Note

# indicates subjects which take up 2 options

\*This subject is offered by \*\*\*\*\*and will require an interview to check suitability.

\*\*You will need to have had previous attendance of at least 85% to opt for these subjects.

**PLEASE SUBMIT YOUR CHOICES BY FRIDAY 23rd FEBRUARY 2024**