HELSTON COMMUNITY COLLEGE

ASPIRATION · AMBITION · ACHIEVEMENT

Key Stage 4 Curriculum

Options Booklet 2025

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 06 February 2025, 5.00pm – 7.00pm.**
- Online options choices form (or paper version) to be completed by **Thursday 13 February 2025.**

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Options 2025-2026: 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, Science and Religious Education lead to qualifications. Physical Education is delivered through normal PE lessons but is also available to take as an additional option (BTEC Sport). PHSE is covered in tutorials, assemblies and collapsed timetable days (Y10) or lessons (Y11).

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.

Marine Engineering, Construction and Hair and Beauty will be subject to interviews before the student is accepted onto the course.

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

We expect students to select an additional 2 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 and History, or a selection focused on one particular area of the curriculum e.g. Drama and Art. This will provide the opportunity to attain 8 GCSE or equivalent qualifications.

We believe that the decision to offer three GCSE option choices will enhance student outcomes by focusing on quality over quantity. With fewer subjects to manage, students can dedicate more time and effort to each, resulting in deeper understanding, stronger performance, and reduced stress. Having three options means students will get five lessons per fortnight in their option subjects rather than four. With more curriculum time available, students will be better prepared for their exams. This approach aligns with research showing that a balanced workload supports better academic results, improved well-being, and long-term success and is in line with other local schools.

Furthermore, the core curriculum still ensures a broad and well-rounded education, complemented by these options. By offering three options, we aim to empower students to excel in their strongest and most passionate subjects, setting them up for future academic and career success.

The curriculum model is shown diagrammatically on the next page.

Key Stage 4

Core giving 5 GCSEs		OPTIONS giving the equivalent of 3 GCSEs		
		OPTION A	OPTION B	OPTION C
English Language and English Literature 2 GCSE Mathematics 1 GCSE Combined Science: Trilogy (Double Award) 2 GCSE Physical Education RE & PSHE *Note: Triple Science takes Core time plus 1 full Option Slot*		**Choice of:** French, History, Geography, Spanish,	**Choice of 2 Other subjects in addition to Option A:** 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**, Construction** and *Hair and Beauty**. *These subjects are subject to an equipment charge. ** These subjects are subject to interview.	

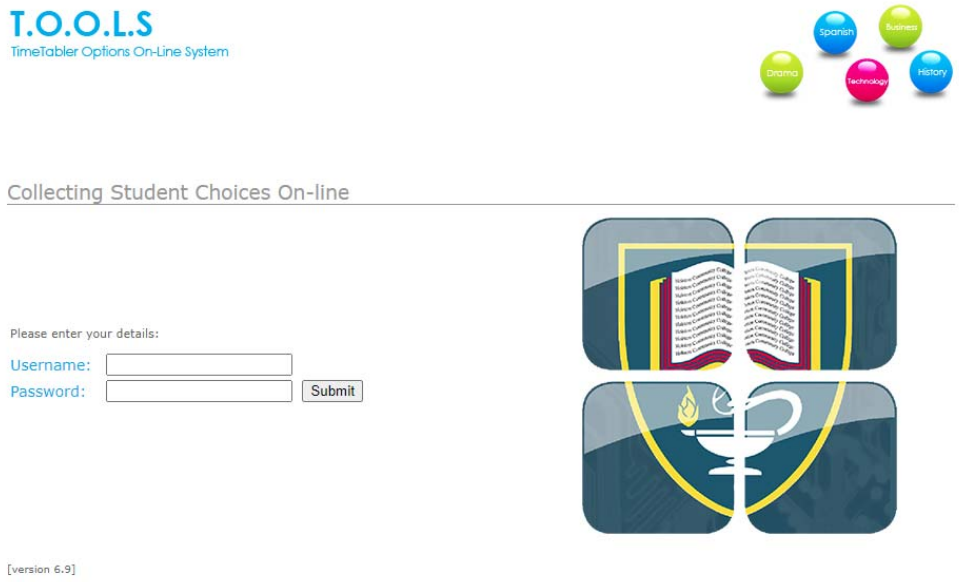
Subject	**E**	**M**	**Sc**	**PHSE/RE**	**PE**	**Core Total**	**Option A**	**Option B**	**Option C**
Periods (70mins) per 2 weeks	7	6	8	2	2	**25**	5	5	5

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.



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 Thursday 13 February 2025.

If you have any concerns or queries, or you would like to discuss your child's options with either Mr Lovelock (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

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 29 January 2025. 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 19th, 20th and 21st 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 unseen prose extract
Section B – Writing: descriptive or narrative writing
1 hour 45 minutes: 50% of GCSE

Paper 2 – Writers' Viewpoints and Perspectives
Section A – Reading: Two unseen non-fiction extracts (one 20th or 21st century; one 19th 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: ▪ English Language and Literature ▪ English Literature ▪ Media Studies ▪ Film Studies	A range of careers including: ▪ Journalism ▪ Advertising ▪ Film and photography ▪ Writing ▪ Teaching ▪ Publishing

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 19th Century Novel Section A – Shakespeare: one question on the Shakespeare play you have studied. Section B – 19th 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 9 to 1 scale.**

Pathways after Year 11	
Training Pathways	**Career Routes**
A Level: ▪ English Language and Literature ▪ English Literature ▪ Media Studies ▪ Film Studies	A range of careers including: ▪ Journalism ▪ Advertising ▪ Film and photography ▪ Writing ▪ Teaching ▪ Publishing

MATHEMATICS

Examination Board: AQA **Specification No:** 8300 **QAN Code:** 601/4608/4

Course Description

You will study topics from six broad areas of mathematics:

- **Number**
- **Algebra**
- **Ratio, proportion and rates of change**
- **Geometry and measures**
- **Probability**
- **Statistics**

This course is intended to encourage students to develop confidence in their use of mathematics and to recognise the importance of mathematics in their own lives and to society.

Students will develop fluent knowledge, skills and understanding of mathematical methods and concepts. They will acquire, select and apply mathematical techniques to solve problems. They will reason mathematically, make deductions and inferences and draw conclusions. Students will comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. They will see mathematics used to develop models of real situations and will learn that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students will also learn a range of mathematical formulae and how and when to apply them.

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 and a total of 80 marks. The examination papers will consist of a mixture of question styles, from short, single-mark questions to multi-step problems. The mathematical demand of each examination paper will increase question by question.

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

Pathways after Year 11

Training Pathways	Career Routes
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 ▪ Level 3 Certificate in Core Mathematics (equivalent to half an A-level)	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 (grade 5 or better) 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**
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. It also allows progression to the Medical Science Diploma at Post 16.	Good science qualifications are recommended to support progression into virtually every career in business, public service and industry. 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.

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**
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.	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.

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
▪ A Levels in Art/Photography/Textiles/ Graphic Design/ Illustration ▪ BTEC Level 3 Diploma in Art and Design ▪ 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")	▪ Architecture (Level 3 Art is often mandatory) ▪ Graphics/Advertising ▪ Illustration ▪ Fashion/Textiles ▪ Television/theatre production design ▪ Teaching ▪ Art therapy ▪ Professional artist ▪ Product design ▪ Ceramicist ▪ Arts Curation/ administration ▪ Conservation

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**		
▪ A Levels in Art/Photography/Textiles/ Graphic Design/ Illustration ▪ BTEC Level 3 Diploma in Art and Design ▪ Degree level — (A level courses will provide direct entry to a degree)	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

BUSINESS GCSE (9-1)

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	BTEC Nationals
Business	Business
History	
Geography	
Economics	
Psychology	

Career Routes

The knowledge and skills gained from GCSE Business supports 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. 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

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.

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.

How will you learn?

- Work based learning (out of College projects)
- Practical experience in the workshop
- Portfolio building and independent research (Homework)

Method of Assessment

The qualification has four units:

- 201: Working in the built environment
- 202: Construction methods and materials
- 203: Maintenance, repair and refurbishment of buildings
- 204: Using tools to construct and maintain buildings

Students are graded as follows;

*Distinction**
Distinction
Merit
Pass

Synoptic Assignment (60%)

Theory Exam (40%)

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

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	Career Routes
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.	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	Career Routes
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.	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**
Students can progress from this qualification to a number of different academic and vocational qualifications: **A Level** Design & Technology **:** Design Engineering **BTEC Nationals/Cambridge Technicals** Engineering Principles in Engineering and engineering business Systems control in engineering Engineering manufacture	Design & Technology will inspire and equip you with the confidence to use skills that are relevant to engineering, manufacturing, and process and control sectors. 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. You'll develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include: • creative thinking • analytical skills • problem solving • research and planning

FOOD PREPARATION AND NUTRITION

Exam board: EDUQAS

Contact: Mr Reay: mreay@helston.tpacademytrust.org

Is this the right subject for me?	What do I need to know or be able to do before taking this course?
This course is suitable for students who are: ➢ Interested in diet, nutrition and health ➢ Interested in experimenting with food products to identify what they are composed of and what happens to them during cooking ➢ Interested in cooking food products and adapting recipes to suit different needs or tastes ➢ **Able to work independently, researching and developing their own ideas** ➢ Willing to motivate themselves to work hard in **all** lessons ➢ Willing to experiment and take risks when experimenting or cooking food products	Before choosing to take Food Preparation and Nutrition for GCSE you would have, ideally, showed a keen interest in Food and Science during Key Stage 3. You should have shown a love of both subjects and feel motivated to develop your skills in both food preparation and science practical work You will have shown commitment and dedication through the provision of ingredients for every practical lesson You will have shown motivation to learn during theory lessons and taken part in class discussions

Why study GCSE Food Preparation and Nutrition?

Students studying this course will be given an opportunity to develop and broaden their food preparation practical skills to produce high skilled products to suit a variety of needs. Students will also develop skills in food science, experimenting with ingredients to identify what they are composed of and how these components react during cooking.

What is GCSE Food Preparation and Nutrition all about?

Students will study a variety of factors which can influence food choice including: diet and health, food provenance (where food comes from), food science and food safety. They will develop skills in researching, testing, practical skill, analysing and evaluating in order to produce suitable products for a specific need. Students will also learn practical life skills they can use throughout their life in order to follow a balanced diet. Students will start looking in depth at the chemical and functional properties of food and how these can affect what happens during cooking, an area they may not have come across during Key Stage 3 so a good knowledge in Science will benefit your son/daughter.

What makes GCSE Food Preparation and Nutrition different from other subjects?

We do feel that it is important to inform parents of the requirements of the course as it is very different from almost all other subject. While your son/daughter would be informed of the requirements of the course as it progresses, we are aware that this information does not always get shared at home.

All the work produced in year 10 is designed to support their exam preparation and prepare them fully for the Non Exam Assessments in year 11. Year 10 is predominantly core knowledge and development of practical and experimental skills. This means that year 10 pupils in GCSE Food would be cooking every few weeks and would need to be supported with ingredients to help develop important subject skills. This is essential for this course.

During year 11, students will spend 30 hours completing their Non Exam Assessments and then use the remaining time to recap and revise for the exam based on their notes from the previous year. Students are expected to catch up on any theory missed in their own time so they do not fall behind or lose valuable marks in their exams. We also recommend that students familiarise themselves with various practical skills in their own time to become more confident when completing dishes so they are able to complete complex skills within an hour's lesson.

FOOD PREPARATION AND NUTRITION

Assessment

Students are assessed during year 11 as follows:

NON EXAM ASSESSMENT (NEA)		WRITTEN EXAM
FOOD SCIENCE INVESTIGATION	**FOOD PREPARATION**	
15% TIME ALLOCATION: 10 hours Investigate the working characteristics, functional and chemical properties of ingredients through a practical investigation OUTCOME: 1500-2000 word report including photographic evidence BREAKDOWN OF MARKS: Research /6 Practical investigation /15 Analysis and evaluation /9 **TOTAL= 30 marks**	**35%** TIME ALLOCATION: 20 hours (including 3 hour practical exam) Plan, prepare and cook three dishes to meet the needs of a specific context. Nutritional knowledge will be a requirement for all tasks OUTCOME: Portfolio including photographic evidence of all practical work. No more than 20 sides of A4 BREAKDOWN OF MARKS: Research /6 Demonstrating technical skills /18 Planning the final menu /8 Making the final dishes (3 hour practical exam) /30 Analyse and evaluate /8 **TOTAL= 70 marks**	**50%** TIME ALLOCATION: 1 hour 45 minutes Theoretical knowledge of the following modules: Food, nutrition and health Food science Food safety Food choice Food provenance BREAKDOWN OF MARKS: Multiple choice questions: 20 marks Five questions, with sub questions: 80 marks **TOTAL= 100 marks**

Students are expected to weigh their ingredients for every practical at home in order to utilise their time in lessons. During mock assessments in year 10 there may be an addition of homework to complete tasks in order to meet specific deadlines. This may include gathering research or sensory data and evaluation skills after a practical. During year 11 students may be set research tasks or data collection as homework to prepare themselves for write up lessons during assessments in order to stay on track during the allocated hours.

Support and Guidance

Students are able to attend catch up sessions after school for one to one support on Mondays and Wednesdays. These may become compulsory for students who are unable to meet deadlines, or students who require extra support during the Non Exam Assessment. During year 10, students will complete mock non exam assessments in order to prepare themselves for year 11. They will receive regular feedback and opportunities to improve their assessment work. During year 11 students will only be given generic feedback and will be expected to use their previous mock assessments and exemplar work to help them complete their work to the best of their ability. Please see the attached JCQ guidance on expectations during Non-Exam Assessments (NEA's)

Pathways after Year 11	
Training Pathways	**Career Routes**
Level 3 Food Science and Nutrition (An option at Helston 6th Form) **Vocational courses and Chef apprenticeships at other local colleges within Cornwall and the wider UK such Catering and Hospitality.**	**The GCSE in Food Preparation and Nutrition is very useful for anyone wanting to pursue a career in food. This could be from working as a chef in local restaurants or maybe within the armed forces, to developing new food ranges for company's, working as a nutritionist or being a food teacher after studying at a Higher Education college or university. There are many varied careers within the food industry and beyond which this course would be suitable for.**

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**
▪ Vocational qualifications ▪ A Level French depending on performance. ▪ Further education courses. ▪ Degree courses	▪ Advertising and market research ▪ Civil and Diplomatic service ▪ Hotels and catering ▪ Teaching ▪ Television and radio ▪ Travel and Tourism ▪ Voluntary organizations Languages graduates have an excellent record of securing employment.

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
2. Physical landscapes in the UK
3. The living world
4. Urban issues and challenges
5. The changing economic 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 6units 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 30 minutes – Geographical Applications – 30%

Pathways after Year 11	
Training Pathways	**Career Routes**
Foundation for A Level Geography, Geology and bridging subject between Arts and Science. Links well for future courses with Geography, Environmental Science, Business, Surveying, Teaching, Social and Biological Science, Economics, Politics, Meteorology.	Career opportunities/background for work in Planning, Tourism, Recreation, Conservation, Environmental Surveying, Transport, Civil Service, Politics, Civil Engineering, Armed Forces and Land Management. Further information from Dr Ryan and the Geography Staff.

HAIR AND BEAUTY STUDIES
TECHNICIAL AWARD 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	Career Routes
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	▪ 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

There are three written papers in this History GCSE:

Paper 1: Thematic Study and British Depth Study (40% of the marks – 20% for each component)

Paper 2: History Around Us - Local History Study (20% of the marks – just one component)

Paper 3: Period Study and World Depth Study (40% of the marks – 20% for each component)

Pathways after Year 11

Training Pathways	Career Routes
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. 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.	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.

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:

R050: 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 R060: 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 R070: 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

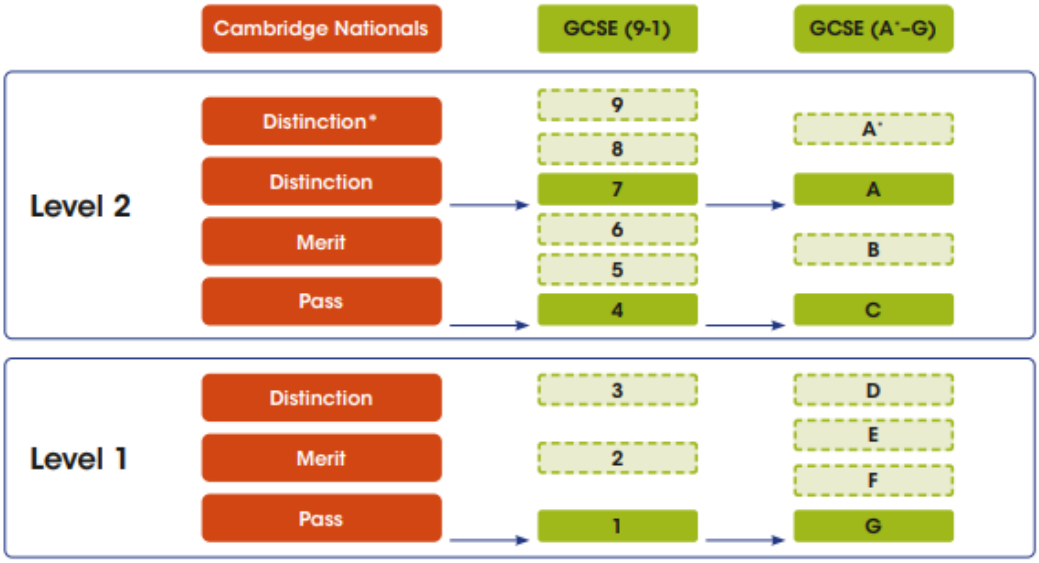
R050: IT in the digital world
Written paper, OCR-set and marked. 1 hour and 30 minutes
40% of the qualifications, 70 marks

R060: 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

R070: 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**
Students can progress from this qualification to a number of different academic and vocational qualifications at Level 3, including: **A Level** Business Geography Computing **BTEC Nationals/Cambridge Technicals** Business Information Technology	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: • the key principles and concepts when creating IT products • creating complex spreadsheet solutions to meet requirements • how augmented reality can be used to present information • creating an augmented reality model prototype to be tested and reviewed 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. 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: • analytical skills • creative thinking • digital presentation • problem solving • research and planning No matter what students' progress on to – the skills student will learn from a Cambridge National will prepare them for the future.

MARINE ENGINGEERING

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, Tippet, 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**
▪ A Level Music ▪ Rock School Subsidiary Diploma in Music Technology Valuable for a wide range of courses at university, particularly in music	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.

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**
▪ Vocational qualifications ▪ A Level Spanish depending on performance ▪ Further education courses ▪ Degree courses	▪ Advertising and market research ▪ Civil and Diplomatic service ▪ Hotels and catering ▪ Teaching ▪ Television and radio ▪ Travel and Tourism ▪ Voluntary organizations Languages graduates have an excellent record of securing employment.

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	**Career Routes**
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	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.

TRAVEL AND TOURISM TECH AWARD

Examination Board: Pearson **Specification No:** RTT3 **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**
A Levels as preparation for entry to higher education in a range of subjects. 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.	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. There are also opportunities with local visitor attractions, in a range of different areas.

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.

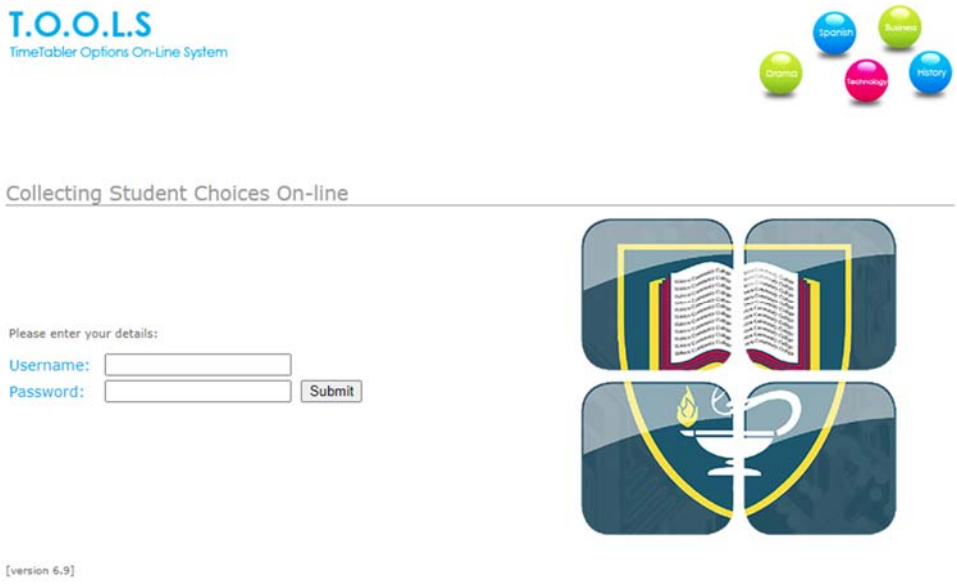
Method of Assessment

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.

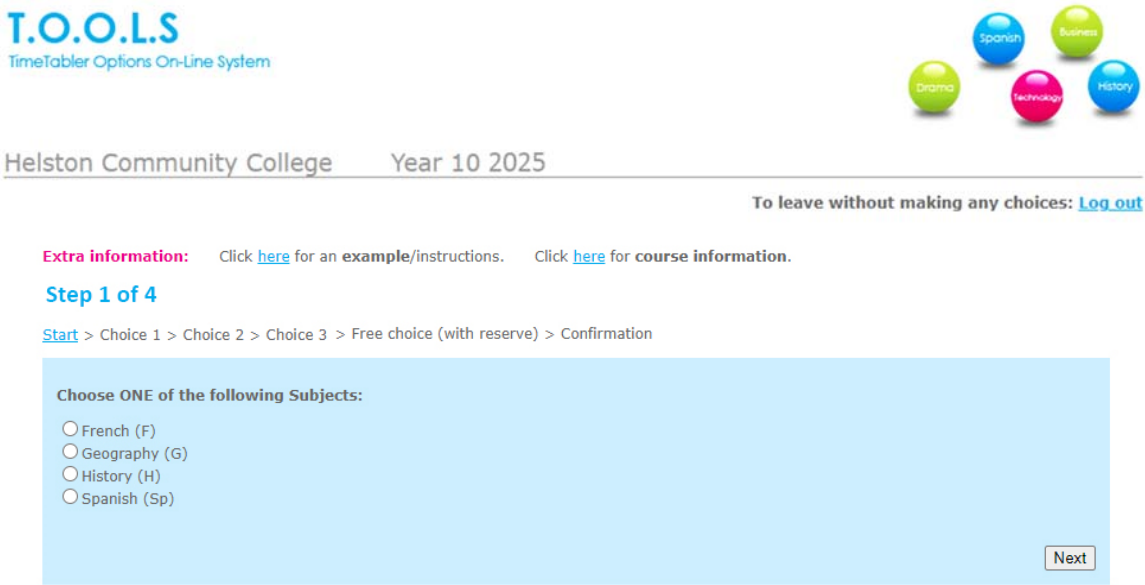
Pathways after Year 11	
Training Pathways	**Career Routes**
This specification lays an appropriate foundation for further study of post-16 science subjects at Helston Community College. These may include A Levels in Biology, Chemistry and Physics. It also allows progression to the Medical Science Diploma at Post 16.	Good science qualifications are recommended to support progression into virtually every career in business, public service and industry. 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.

www.studentoptions.co/HelstonOptions/

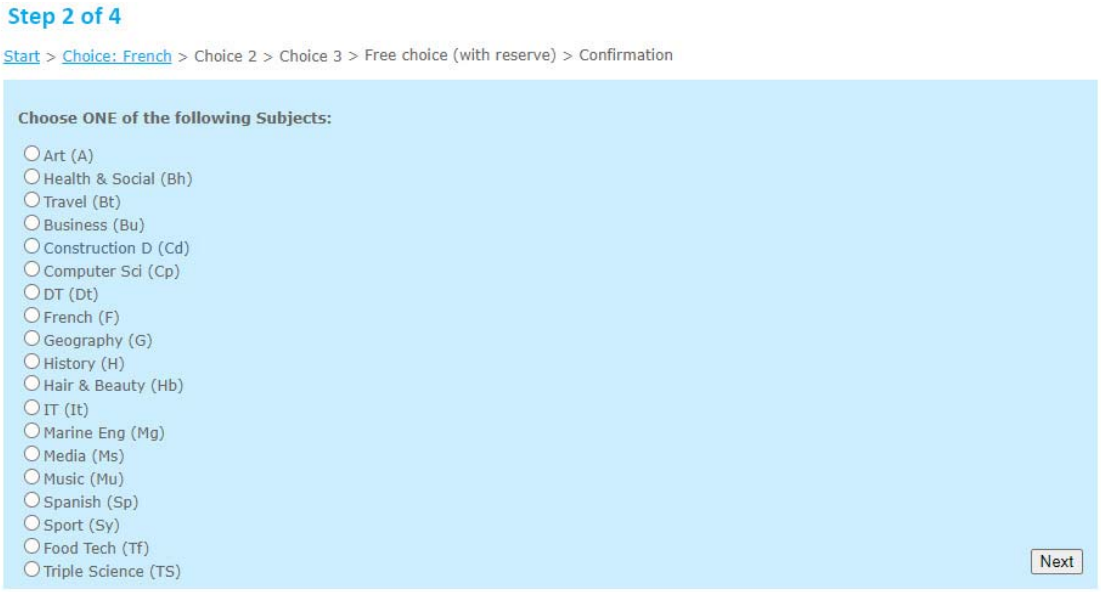
Step 1: Log in



Step 2:



Step 3:


Step 2 of 4
Start > Choice: French > Choice 2 > Choice 3 > 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 4:


Step 3 of 4
Start > Choice: French > Choice: Business > Choice 3 > Free choice (with reserve) > Confirmation
Choose ONE of the following Subjects:
Art (A)
Health & Social (Bh)
Travel (Bt)
Business (Bu)
Construction (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 4

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

Submit | Reset this form | Clear this form

HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

KEY STAGE 4 OPTIONS CHOICES FORM 2025

Name: _____ Tutor Group: _____

Possible Future Career: _____

Parent/Carer Signature: _____

Option A

	TICK ONE
French	
Geography	
History	
Spanish	

Options B&C

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

Art		
Computer Science		
Media Studies		
Drama		
DT		
Business		
French		
Food Preparation and Nutrition		+
Geography		
History		
Health and Social Care		
Information Technologies		
Marine Engineering		*
Music		
Photography		
Spanish		
Sport**		
Travel and Tourism**		
Triple Science		
Construction**		*
Hair and Beauty**		* +

Note

*This subject is offered by ******and will require an interview to check suitability.
**You will need to have has previous attendance of at least 85% to opt for these subjects.
+ This subject has an additional equipment charges.

PLEASE SUBMIT YOUR CHOICES BY THURSDAY 13 FEBRUARY 2025