

CONTENTS

LETTER FROM MRS JONES	2
WHAT "OPTIONS" ARE ALL ABOUT	3
QUESTIONS AND ANSWERS	5
DO'S AND DON'TS	6
WHEN THINGS HAPPEN	7
COMPULSORY SUBJECT DESCRIPTIONS	8
ENGLISH AND ENGLISH LITERATURE	8
ICT	9
MATHEMATICS	9
PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE), SEX AND RELATIONSHIPS.....	10
PHYSICAL EDUCATION.....	10
RELIGIOUS EDUCATION Short Course GCSE.....	11
GCSE SCIENCE.....	11
WORK RELATED LEARNING.....	12
CITIZENSHIP.....	13
SUBJECT DESCRIPTIONS	
STUDY PLUS.....	14
ART.....	14
BUSINESS AND COMMUNICATION SYSTEMS... ..	15
BUSINESS STUDIES.....	16
BTEC FIRST IN BUSINESS.....	16
DRAMA.....	17
ELECTRONIC PRODUCTS.....	18
FOOD TECHNOLOGY.....	19
FRENCH; SPANISH	19
GEOGRAPHY.....	20
GRAPHIC PRODUCTS.....	22
HISTORY.....	22
LEARNING SUPPORT.....	23
MEDIA STUDIES.....	23
MUSIC.....	24
PHYSICAL EDUCATION.....	24
PRODUCT DESIGN.....	25
PUBLIC SERVICES.....	26
TEXTILES.....	26
TRAVEL & TOURISM.....	27
WORK SKILLS.....	28
OPTION CHOICE SHEETS	29

Dear Parents and Students

By June, all Year 9 students will have completed Key Stage 3 of the National Curriculum. They will begin GCSE courses from June this year as part of our C10 curriculum changes. This booklet has been written to give you information about these courses and to help students choose their options.

As well as traditional courses we are offering BTEC, worth 2 GCSEs.

With a lot of subjects to choose between, it is very important to make the best choices – it may not be possible to change once the course is underway. We recommend that parents and students go through the booklet together.

We will also provide plenty of advice and assistance. We are holding an Options Evening on Thursday 4th February 2010 and I very much hope you will be able to attend. The evening will start at 6pm with a talk in the Main Hall. It will provide an opportunity for parents and students to find out more about the courses being offered and meet staff and ask questions. This is an important meeting and I urge all families to be represented by at least one parent if at all possible.

Following the Options Evening, students will be offered an interview with Mr Malone, Head of Year 9, and Mr Laws, Deputy Head, to discuss their choice of subjects. Parents are very welcome to attend at the time arranged for their son/daughter.

I look forward to meeting you on the evening of Thursday 4th February 2010.

Yours sincerely

Mrs S V Jones
Headteacher

WHAT "OPTIONS" ARE ALL ABOUT

Up Until Now – Key Stage 3

In your first three years at Valentines, you have studied a lot of different subjects - English, Mathematics, Science, Technology subjects, Arts subjects, a Modern Foreign Language, Humanities subjects, Physical Education and Religious Education. These have provided you with a wide range of skills, experiences and knowledge and have built a sound foundation for the future.

From Now On – Key Stage 4

You are moving up to a higher level of learning - Key Stage 4 of the National Curriculum, where you do GCSE (General Certificate of Secondary Education). In this key stage, you continue to study some subjects (compulsory ones) but have a choice about the others (options). Options subjects include ones you will not have studied before.

COMPULSORY SUBJECTS

There is no choice about these - you have to do them. This is because they are seen as very important by the Government, colleges, universities and most employers. They include GCSE subjects and non-examination subjects.

GCSE subjects

English
Mathematics
Science
ICT
Religious Education (RE) (half course)

Non - examination subjects

Physical Education (PE)
Personal, Social and Health
Education (PHSE)
Sex & Relationships Education
Work Related Learning

You can also choose PE as a GCSE/BTEC option. This is different to the compulsory course.

OPTION SUBJECTS

You have to choose ***three*** of these, 1 Technology and 2 other subjects. They include subjects you have studied before and know a lot about and new ones you may not know much about at all. Read very carefully what it says on this page and the next about the new ones and for all subjects read the subject descriptions very carefully. If you are not sure about anything, ask!

Those pupils who are in the top sets for Modern Foreign Language are strongly advised to continue with the language they are currently studying, as this may enhance their future university and career options.

BTEC First Course

These courses offer a different approach to learning and provide students with experiences, knowledge and skills, which are relevant to adult and working life. Key skills such as Numeracy, Literacy and use of Information Technology are central to a student's development in the modern world and are all part of what GCSEs provide. Students are assessed internally giving them good opportunities to demonstrate their potential and succeed. They have proved to be very successful courses in the past. They are equivalent to two GCSE's at grades A*-C.

Please read the information that the teachers have written about each subject in this booklet. If you need any more information, please ask.

Questions and Answers

Here are some **questions** you might ask, with the **answers**.

Question: How can I decide which subjects to choose? I don't know where to start!

Answer: *Start by asking yourself these questions:*

- *Which subjects am I most interested in?*
- *Which ones am I best at?*
- *Are there any new subjects I'd like to take up?*

Then chat to people who know you and your work best – parents, friends, your form tutor, and your subject teachers. Read this booklet through carefully.

Question: I know what kind of career I want. Which will be the best subjects to do for it?

Answer: *Have a chat with Mrs Boxford-Brookes from Connexions, she will be able to give you good advice. She also has a careers library and computer system where you can get lots of useful information to help you. If you want to know more, you can even visit the local careers office.*

Question: But what if I change my mind in a year or so about what career to do?

Answer: *Well ... you might! A lot of people your age do. You can't be sure how you will change as a person over the next few years. You may find new things, which interest you or develop new skills. And, you can't be sure how technology and the working world will change and exactly what job opportunities there will be when you are older and are going for a job. That's why it is a good idea not to specialise too early. A balanced choice of subjects is the best bet as it is likely to leave doors to lots of different careers open.*

Question: My problem is that I've got no idea of what I want to do when I leave school. Does this matter?

Answer: *No. It's a good idea to start thinking about what you may be interested in now but you don't have to make any definite plans. Go for subjects you are interested in and are good at. Try to keep your future choices open by choosing a range of subjects. Avoid too many similar subjects.*

Question: I don't think that I'll start a job at the end of Year 11. I'll probably stay on in the sixth form and then go on to college or university. What options should I choose now?

Answer: *Even if you think you know what you want to study at university, remember that colleges and universities expect you to have a good general education at Key Stage 4. If you follow your interests and abilities but keep a balance, you should be OK. If you're still worried, see your Head of Year.*

Do's and Don'ts

- **Do** choose subjects that you are interested in, do well at and enjoy.
- **Do** choose a range of subjects so that you keep your choices open for the future.
- **Don't** choose a subject because your friends have. This is a very easy mistake to make. If you are hoping to be in the same group as them, you probably won't because most option subjects have more than one group. Anyway, we are all different so choose for yourself, not for someone else.
- **Don't** choose a subject because you like a particular teacher. You may not get the same teacher next year.
- **Don't** link all your option choices to a single career or interest. You might change your mind later on. You need your choices to be balanced so you are open to a variety of career opportunities.
- **Don't panic** if you don't know what you want to do when you leave school. Most students in Year 9 have no idea and the ones that think they have can often end up doing something completely different. The important things are to follow the advice you have been given in this booklet and then do as well as you can in all of your studies ... whatever they are.

When things happen

Year 9 Options Assembly	Friday 22 nd January 2010
You get your Options Booklets and options choice sheet	Thursday 28 th January 2010
Year 9 Options Evening Where the teachers can give you and your parents more information and answer your questions.	Thursday 4 th February 2010
You make your choices by ticking your options choice sheet. Do a copy of your choices on the back cover.	Friday 5 th February 2010
You are interviewed to discuss your choice of subjects PLEASE BRING YOUR OPTIONS CHOICE SHEET WITH YOU	Tuesday 23 rd February – 26 th February 2010
Final Option Choices – communicated to students and parents	May – June 2010

Compulsory Subject Descriptions

ENGLISH AND ENGLISH LITERATURE

English is an extremely valuable subject. The skills developed at GCSE level are useful in all areas of life. Many colleges and employers look for a grade C or above in GCSE English. Doing well in English can be very helpful in many different careers.

Although English appears as one subject on the timetable, you actually study both English and English Literature. This gives you the opportunity to gain two grades at GCSE, provided you work hard and keep up to date with written assignments.

You will be entered for one of the following tiers:

<u>Tiers</u>	<u>Grades</u>
Higher	A* - D
Foundation	C - G

ENGLISH LANGUAGE

During this two year course you complete a variety of written units. The work represents a range of different types of writing, including personal, imaginative, discursive, factual and literary.

Oral Communication is a compulsory part of the English course. You take part in many speaking and listening activities: work in groups, pairs and individually.

Oral work is assessed continuously during the course and accounts for 20% of the marks.

40% of your final grade comes from 3 pieces of written work which are completed under controlled conditions during the course: one on Extended Reading, one on Creative Writing and one on Spoken Language Study.

The remaining 40% of the marks are accounted for by the two examination papers which are taken at the end of the course.

ENGLISH LITERATURE

This subject involves the study of a range of literary texts, including novels, plays and poetry. The study of Shakespeare and other pre-twentieth century authors is compulsory.

25% of your mark comes from a piece of writing completed under controlled conditions during the course and the remaining 75% from the examination paper, which is taken at the end of the course.

ICT

BTEC Certificate or Diploma

This course is a practical course equivalent to two GCSEs or four GCSEs if students take two additional units. This course will provide students the opportunity to work with businesses and develop systems for their own business.

Assessments for the BTEC qualification is through projects and presentations only. There are no external examinations. Students will model having their own business and produce systems for this business. These systems will be working and visitors from industry will be invited to give students feedback.

BTEC unit details are as follows:
Introduction to computer systems Practical to set up hardware for their own business
Uses of IT Creating professional documents/templates for their own business
Information systems Understanding functions of an organisation How systems can be put into place for their company, understanding effective ways to communicate
Introduction to databases Create working relational database for their own company
Financial modelling Creating professional spreadsheets for their own business including cash flows, involves formulas, macros and other advanced features
Web development Finally for their business they will have to set up a working website using professional software tools including Dream Weaver, Fireworks and Flash

MATHEMATICS

The Mathematics course is based on National Curriculum requirements and you will study at levels appropriate to your ability. The final grade awarded will be based entirely on the written examinations. It is important that we select the correct tier of entry for you. If you try to study at too high a level, the work will be too difficult and you may fail.

Many employers expect pupils to have a good grade in GCSE Mathematics. You may need to get a grade C or above for some sixth form and college courses and for some jobs. Mathematics is such an important subject in so many areas of life that you must study hard from the start of the course to achieve the best possible grade you can.

Students who gain good grades at GCSE, normally A*, A or B, may go on to take A level Mathematics. This is a useful qualification for many careers in science or in business.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

PSHE is examinable, as GCSE Half course Economics and GCSE Half course Citizenship. It deals with many of the aspects of modern life which are not explored in other subject areas.

The object of PSHE is to prepare you for life in today's world. The course includes units of study focusing on Sex & Relationships Education, Drugs & Health Education, and Careers Education & Guidance, Economics as well as Citizenship topics. Teaching of these topics involves active participation, allowing pupils to explore issues of concern to them.

SEX & RELATIONSHIPS EDUCATION

Sex & Relationships education is a specific unit of study within the PSHE programme designed to complement the more knowledge - based approach of National Curriculum Science. It gives an important opportunity to explore values, foster a sense of moral responsibility, to consider the importance of personal and sexual relationships in our lives and the development of communication and decision making skills.

PHYSICAL EDUCATION (non-examination)

During Key Stage 4 pupils tackle complex and demanding activities applying their knowledge and skills, techniques and effective performance. They decide whether to get involved in physical activity that is mainly focused on competing or performing, promoting health and well-being or developing personal fitness. They also decide on roles that suit them best including performer, coach, choreographer, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life.

During the Key Stage pupils will be taught knowledge, skills and understanding through two of the six activity areas:

- Dance
- Games
- Gymnastic activities
- Swimming activities and water safety
- Athletic activities
- Outdoor and adventurous activity

RELIGIOUS EDUCATION – Short Course GCSE leading to Full Course GCSE

RE is the study of what makes people “tick”. What do they believe? What do they think is right and wrong? How does it affect their lives?

RE is about understanding each other.

RE is a very important subject not only because we live in a very multi-cultural country but also because, with advances in communications technology, we will increasingly come into contact with people of other beliefs and cultures from around the globe. It is vital that, in such a world, people learn the skills they need to understand other people’s beliefs and actions.

RE is a very broad subject and includes aspects of literature, history, geography, art, science, ethics and philosophy.

Every student will study RE for one hour a week in Year 10 until the end of Year 11. In Year 10 they will start the GCSE course in Religious Education called ‘Religion and Life’. This will lead to an examination at the end of Year 11 called a ‘Short Course GCSE’, a nationally recognized qualification worth half a full GCSE.

Students will be learning about Christianity, Hinduism and Islam. In the Religion and Life course we will study:

- 1) Believing in God
- 2) Matters of Life and Death
- 3) Marriage and the Family
- 4) Religion and Community Cohesion

An RE qualification is useful in any work which requires you to deal with a wide range of people, or jobs in which you have to see things from other people’s points of view, or jobs involving travel to other countries: eg the police, law, journalism, medicine, the armed forces, leisure, tourism and education.

This Short Course qualification will also help students stand out from their contemporaries either when they are applying for entry to 6th Form, university entry or any competitive job applications.

GCSE SCIENCE

1. Most students will follow the AQA Core Science syllabus and will be assessed by written exam in January and June of Year 10, which will lead to a single GCSE in Science.
2. Students will study a further three units in Biology, Physics and Chemistry, which will result in the award of a GCSE in Additional Science. Students should therefore expect to gain at least two GCSE’s in Science by the end of Year 11.

3. Students assessed as achieving the highest KS3 levels will be given the option to follow the triple science course. This will involve accelerated learning through the Core Science and Additional Science modules in Year 10 and the study of three extra modules in Year 11. Assessment will be by written GCSE exam in January and June of both Year 10 and Year 11. This course will lead to the award of three separate GCSE grades in Biology, Chemistry and Physics at the end of Year 11.

WORK RELATED LEARNING

Work related learning is an essential part of the full preparation for an adult life. Learning about work and enterprise, developing employability skills, understanding the links between learning and earning are essential for students' understanding and appreciation of why they need to make the most of their education and achievement. This is all part of the 14 - 19 curriculum.

Direct experience of the world of work, through a variety of activities is at the heart of work related provision in all secondary schools.

The statutory requirements in Key Stage 4 are:

- To learn through work (i.e. work experience)
- To learn about work (i.e. through vocational courses, enterprise and careers education)
- To learn for work (i.e. mock interviews, work simulations and problem solving activities)

At Valentines we will be offering the following as part of 14 - 19 curriculum:

- 2 weeks of work experience.
- Development of a Progress File.
- E-mentoring.
- Enterprise within the core-curriculum.
- Sam Learning as part of students raising their learning and examination skills (this is delivered through the internet).
- Enterprise and problem solving events, particularly in relation to our Specialist Status as a Technology College.
- Careers Fairs, both in the school and delivered through Connexions, plus other relevant outside agencies.
- Visits to employers by pupils and talks in school by employers/employees.
- Business/Industry related competitions.
- Our resident careers Connexions advisors and careers staff. Building links with outside business partners who will be invited in to the school to work directly in school.
- Eventually, to deliver business links through subjects as part of the 14 – 19 curriculum.

CITIZENSHIP

All pupils study Citizenship throughout KS4. Citizenship topics studied through the PSHE programme include Politics, Economics, Consumer Awareness, Global Citizenship and Careers Citizenship. Themes are touched on by many, if not all, other subjects.

However, Citizenship is more than gaining knowledge and understanding about particular topics. As pupils progress through KS4, they will develop and use decision making, investigation and debating skills. They will have opportunities to take increasing responsibility for their own learning and play as well as taking part effectively in school and community-based activities.

OPTIONAL SUBJECT DESCRIPTIONS

STUDY PLUS

These exciting new courses are available in English and Mathematics. In order to maximise future success and access to suitable sixth form choices it is important to secure the best possible GCSE grade in Mathematics and English. Teachers are currently assessing the abilities of Year 9 students in these subjects in order to identify those individuals who have the ability to study 'A' levels in the sixth form but who may be 'borderline' to achieve the essential higher grade entry requirement in either English or Mathematics. These students will be interviewed and will 'drop' one option in order to take a study plus course which will help them to achieve the pass grade in English or Mathematics. The course will be accredited with the Adult Literacy and Numeracy qualification which, when a pass is achieved, is the equivalent of a C grade GCSE.

If a student is selected for study plus they and their parents will be invited to a meeting about the course.

It must be emphasised that this is not a special needs course or a course for less able students, it is a course designed for students with a good level of general ability, but a need for extra time dedicated to either of these essential subjects in order to reach their academic potential in higher education and further studies after Year 11.

ART

The GCSE Art course introduces you to a variety of media such as clay, textiles, printing, drawing and painting. Whilst these techniques will be taught to you it is important to note that imagination and originality in approach will be expected of a student. Technical skills are important but a creative approach is also essential, as is a willingness to undertake personal research in the development of an idea.

The course consists of 1 coursework unit and a final externally set assignment. Both must include a work journal (a combination of a sketchbook and a time-based record).

The final exam takes the form of a 10-hour practical paper with eight weeks preparation time. An exhibition of course work and examination work is displayed at the end of the course and will be assessed in school by an examiner from EDEXCEL.

Art is a useful qualification to gain entry into a vast array of careers. Some of these, such as teaching, require a graduate level Art qualification. Others, such as interior design, graphic design, dress and textile design require a vocational training.

For the end of course examination grade 60% of marks are allocated to coursework and 40% to the externally set, timed test.

BUSINESS AND COMMUNICATION SYSTEMS

Introduction - This course will enable pupils to develop a knowledge and give them a broad understanding of workplace organisation and the business environment. Students will acquire useful practical skills in a wide range of computer applications in business settings.

Course Content – the course has 6 main sections -

1. The business environment – Aims and objectives, the interests of stakeholders, constraints on a business and the way businesses are organised.
2. Workplace organisation – Different kinds of working environments and office layouts, modern developments in working practices, ergonomics
3. Human Resources –Internal and external recruitment of staff, evaluation of application forms and CVs, contracts of employment, job descriptions /person specifications, methods of training, remuneration, employment rights and responsibilities, equal opportunities and termination of employment.
4. Communication – Internal and external communication, the internet and its role in business, the impact of e-commerce on businesses and their customers. The difference between formal and informal communication.
5. ICT in the Business Environment – Data input output devices, purposes of main data storage devices, communication hardware, characteristics and uses of applications software. Uses of networks including intranet and the internet.
6. Computer applications in the Business Environment – File Management, Word Processing, Spreadsheets, Charts, Databases, Graphics and Clipart.

Assessment - You will follow the AQA GCSE Business and Communication Systems course and this is made up of three units.

1. **ICT Systems in Business** – this is a 1 hour written exam and is 40% of the final mark.
2. **Using ICT in Business** - another 1½ hour computer based exam and is 35% of the final mark
3. **Investigating ICT in Business** – this is assessed as a piece of coursework which is done under controlled conditions in lesson time. Students will be able to prepare for this by doing research beforehand and then spending up to 4 hours in class on it. This represents 25% of the final mark.

Progression - This course lays an appropriate foundation for further study of Business, ICT and/or other related subjects and for the world of work. A number of students on this course progress on to vocational courses like the BTEC National in Business which can then lead on to jobs or university courses in business related subjects like accountancy, banking, business/retail management, personnel/HR and marketing.

BUSINESS STUDIES

Introduction - This subject will give you a good introduction to the world of business. You will either follow the GCSE course or the BTEC First Certificate in Business.

GCSE Business Studies

Course Content – The course has 5 main sections and the topics covered in these are -

1. Starting a business – Business Plans, types of ownership and location
2. Marketing – Market Research and the Marketing Mix
3. Finance – sources of finance, profits and cash flow
4. People in Business – recruitment and motivation
5. Operations – methods of production and customer service

Assessment - You will follow the AQA GCSE Business Studies course and this is made up of three units.

1. **Setting up a Business** – this is a 1 hour exam and 40% of the final mark.
2. **Growing as a Business** - another 1 hour exam and 35% of the final mark and
3. **Investigating Business** – this is assessed as a piece of coursework which is done under controlled conditions in lesson time. Students will be able to prepare for this by doing research beforehand and then spending 3 hours in class on it. This represents 25% of the final mark.

Progression – Many of our students will go on to do an A level in Business Studies and then to university to do a related degree course. This course will give you a good insight into a variety of different jobs that you might be considering such as careers in advertising, market research, human resource management, accountancy, banking, computing, law, retail management and economics.

BTEC First Certificate in Business

The BTEC First Certificate has been designed to develop knowledge and understanding in the business sector. Students will be taught a range of important business topics that will give them a taster of what they might come across on a higher level course or in employment.

Course Content - This is a two year course consisting of 3 business units.

1. **Exploring Business Purposes** – in this unit the students will examine the types of ownership of businesses, the classification of businesses, their aims and objectives and the different functional areas within a business.
2. **Developing Customer Relations** – this involves students looking at all aspects of customer service and business.
3. **Investigating Financial Control** - students will learn about costs, revenues, profit, costs, break even, cash flow and how to record financial transactions.

Assessment - All units are internally assessed pieces of coursework, meaning that the teachers will set the assignments, mark them and send off a sample for an external verifier to check. For each unit, students can be awarded a fail, pass, merit or distinction and these are the grades students can get for the overall award. To get a merit, students will need to have achieved a merit or distinction in each of the 3 units and to get a distinction they should have been awarded a distinction in all units. The BTEC First Certificate is the equivalent of two GCSE grades A*-C.

Progression - In the past many of our students who have done a similar course have gone on to do the next level course which would be either the BTEC National Certificate or AS and A levels and have then gone on to study university courses in accountancy, banking, business/retail management, personnel/HR and marketing.

DRAMA

The new GCSE course from Edexcel is an exciting and challenging opportunity for you to build on the skills and knowledge which you have developed in years 7, 8 and 9 at Valentines.

Your theatre training in key stage three will have equipped you well for this rigorous and inspiring course. I am sure you will find it challenging and rewarding on an intellectual, emotional and physical level. The ability to co-operate with a wide range of people is ESSENTIAL on this course.

You will explore a variety of plays, make visits to London or local theatres and investigate a range of issues and ideas from different cultures and ages. The work will encourage you to expand your ways of seeing and relating to the world.

You will further have the opportunity to create your own work and express and shape your own ideas in drama forms which excite and stimulate you. There are three parts to the Drama examination:

1. Paper 1, Unit 1, Drama Exploration

Over your lessons you will be examined on your ability, as an actor and director to explore a variety of issues and drama techniques. You will be assessed during a six hour controlled workshop or series of workshops. You will record your understanding in writing in a folder (2000 words) which will be sent to the examiner.

2. Paper 1, Unit 2, Exploring Play Texts

This is similar to Unit 1. This unit however, will explore a play text chosen by your teacher. You will be examined on your ability to communicate your understanding of the meaning of the play and the particular style it is written in a six hour controlled workshop or series of workshops.

You will have the opportunity to see a live theatre performance. You will also record your work in writing in a folder (3000 words) which will be sent to the examiner.

3. Paper 2, Performance

You will devise and rehearse your own play over eight weeks and perform it to a visiting examiner and family and friends. Homework will involve after school rehearsals with your chosen group.

"It's great! It's really hard work and the best fun I have ever had".

Previous Year 11 Student

ELECTRONIC PRODUCTS

This course is a suitable foundation for students who would like to pursue a career or further studies in the electronics industry or engineering.

The aim of this course is to develop your knowledge and skills of the design and manufacture of electronic circuits, making you a more discriminating purchaser of electronic products. It will help you to develop a methodical approach to your design assignments and you will use industrial techniques to help with your design ideas and in creating high quality products.

This is a very enjoyable but, challenging course that will teach you the principles of electronics. It will require you to have very good understanding of Maths and Science as well as commitment and enthusiasm for the subject.

As with all areas of Design and Technology the workload is considerable and to be successful you must be prepared to spend a great deal of time working on your coursework and homework tasks outside normal lesson time by attending after school sessions. No special equipment is required but, you will be expected to have your own basic equipment including an A3 Folder, calculator, drawing instruments, coloured pencils and pens. These items can be obtained through the school at a discounted rate if needed.

The GCSE course assessment has two components.

- (a) "Design and Make" task (60% of total GCSE grade) - You will produce a high quality design folio and a working electronic products.
- (b) An examination at the end of the course (40% of total GCSE grade) - This tests your knowledge and understanding of circuits and components, as well as a range of theoretical calculations.

Examination Board: NEAB (AQA) Specification 4540.

FOOD TECHNOLOGY

This course is a suitable foundation for students who would like to pursue a career in any aspect of the food industry, including the areas of preparation, product development, manufacturing and marketing. There are also numerous opportunities to study the subject at a higher level.

The processing and manufacture of food is a rapidly growing sector of the economy and with an increased awareness of healthy eating and individual dietary requirements, food technology is a vital and integral part of our society.

The aim of this course is to help you develop your knowledge of ingredients, food preparation techniques and product development as well as increase your awareness of nutritional analysis and hygiene. Practical and theoretical skills of the design and manufacture of food products are taught from an industrial perspective, making you a more discriminating purchaser of food based products.

As with all areas of Design and Technology this is a very enjoyable but intensive course. The workload is considerable and to be successful you must be prepared to spend a great deal of time working on your coursework and homework tasks outside normal lesson time by attending after school sessions.

No special equipment is required but, you will be expected to purchase your own ingredients and have some basic equipment including an A3 Folder, drawing instruments, coloured pencils and pens. These items can be obtained through the school at a discounted rate if needed.

The GCSE course assessment has two components.

- (a) "Design and Make" task (60% of total GCSE grade) - You will produce a high quality design folio, and practical prototype food products.
- (b) An examination at the end of the course (40% of total GCSE grade) - This tests your understanding of food preparation techniques, hygiene and knowledge of ingredients.

Examination Board - NEAB (AQA) Specification No. 4545

FRENCH; SPANISH:

In a world where people travel more and more and the UK is part of the European Union, speaking a foreign language remains a very useful thing to be able to do. Many British employers are involved in trade or have contacts with the rest of Europe and look favourably on applicants with a modern language qualification. Increasingly, we do business with Latin America, where Spanish is spoken.

Modern foreign languages are an essential part of some university courses, such as in some travel and tourism and business courses. Some universities will require a Modern Language as an entry requirement.

You can opt to do either GCSE French or GCSE Spanish, depending on which of the two you have been studying up to now. Areas of study already started at Key Stage 3 are now studied in more depth. Lessons will be carried out in the language being studied with students working in groups, in pairs or individually. There is strong emphasis on developing speaking, listening, reading and writing skills.

At KS4, we make even more use of our language lab and interactive whiteboards and you will spend at least half of your lessons improving your four skills using the internet, intranet and/or satellite television recordings. The course offers an appropriate way of learning for students including provision of short-term goals and continuous feedback of progress. It is essential to have your own French or Spanish dictionary.

The courses followed are part of the Edexcel syllabus. The speaking & Writing examination is being assessed throughout the course of the Key Stage and the Listening and Reading examination is assessed in a terminal examination in the summer of Year 11.

GEOGRAPHY

In GCSE Geography, we follow the WJEC specification B course, which is an issues based syllabus.

The course is divided into a number of themes.

Theme 1: Challenges of Living in a built environment.

This theme is divided into:-

- a) **Living in Residential Places**
This section investigates inequality in housing, service provision in a variety of urban environments and quality of life
- b) **Changing the Residential Environment**
Here improving urban and rural areas are studied with particular reference to sustainable developments
- c) **Urban-Rural Interaction**
The movement of people and the effects of this migration are identified and explained.

Theme 2: People and the Natural World Interaction

- a) **Weather and Climate Influence**
Here the students will study the ways in which weather and climate affect(s) people and the natural environment as well as human influences in climate change
- b) **The Hydrosphere**

This section focuses on the Hydrological Cycle, water management and land form development

Theme 3: People, Work and Development

- a) **Development and Independence**
The process and impact of globalization and international trade are studied
- b) **Economic Activity**
Multinational companies and the location of specific industries are investigated
- c) **Economic Activity and Sustainable Environments**
Students will cover the ways in which economic activities affect the environment and how these can be managed sustainably.

Assessment

Recent events and issues will be investigated whenever possible.

These themes will be studied using a variety of case studies throughout the course from different parts of the world. These modules will provide students with the opportunity to carry out group work, individual research, use of ICT fieldwork and decision making activities.

Assessment

Unit 1: Challenges and Interactions in Geography (30%)
Written Paper: 1 Hour

Two compulsory structured questions, one from Theme 1 and one from Theme 2.

Unit 2: Development and Problem Solving Geography (45%)
Written Paper 2 hours

Unit 3: Geographical Enquiry (25%)
Controlled Assessment

An enquiry based on fieldwork (15%) and an Issue based on research (10%). We plan to organize a residential fieldtrip to gather data for these assignments as well as studying topics covered in the syllabus in the real world.

Geography is an extremely adaptable subject which complements many other subjects at AS/A2 level.

Geography is a good foundation subject for careers in the travel, tourist and leisure industry, in environmental, conservation and wildlife work, in teaching, management planning, surveying, civil service, engineering, accounting, the armed services and any other work where the ability to handle data, solve problems, interpret diagrams or have a broad outlook on things is an advantage. It provides students with an invaluable insight into the changing nature of the world.

GRAPHIC PRODUCTS

This course is a suitable foundation for students who would like to pursue a career in any area of design or study the subject at a higher level. Graphic products are those items normally made of paper, plastic and card that are printed, such as packaging, advertising and promotional products.

The aim of this course is to develop your creativity by helping you understand and appreciate the design and manufacture of graphic products, making you a more discriminating purchaser. It will help you to be creative in your approach to design assignments and you will use CAD/CAM and "SMART" materials to help with your design ideas and in creating high quality products.

As with all areas of Design and Technology this is a very enjoyable but intensive course. The workload is considerable and to be successful you must be prepared to spend a great deal of time working on your coursework and homework tasks outside normal lesson time by attending after school sessions. No special equipment is required but, you will be expected to have your own basic equipment including an A3 Folder, drawing instruments, coloured pencils and pens. These items can be obtained through the school at a discounted rate if needed.

The GCSE course assessment has two components.

- (a) "Design and Make" task (60% of total GCSE grade) - You will produce a high quality design folio, 2D and 3D Graphic products.
- (b) An examination at the end of the course (40% of total GCSE grade) - This tests your understanding of graphic techniques and knowledge of materials.

Examination Board – NEAB (AQA) Specification No. 4550.

HISTORY

The GCSE History course is Edexcel Modern World History. The units we study are: The impact of War on Britain, the Cold War between Russia and America, the USA after World War Two and Germany between the First and Second World Wars. Each unit is worth 25% of the final grade.

You will have to do a lot of thinking in History lessons: Activities will involve you in problem solving, decision making, simulation games and role play.

You will be working with others, so discussion will form a very important part of your learning. The History Homework Club, on one evening per week, is there to give you support whenever you need it.

One of the four units is a controlled assessment. This is completed in class and is focused on the Impact of War on Britain 1914-1945. The other three units are assessed by examination. The USA unit assesses student's source work skills.

Why choose History? No single subject will train you for a job – training starts after you leave school. Most jobs require you to work with and understand people, handle information, solve problems and make decisions.

Our focus on the Twentieth Century will help us to understand current events and issues such as international terrorism, racism and human rights.

If you want to find out what happened in the past you need to examine the available evidence – but that is not always easy. You will learn to distinguish between facts and opinion. You will consider the reliability of evidence by evaluating it in the context of other sources and assess how complete a picture it gives you of what happened. You must learn to make judgements when two pieces of evidence tell a different story or how history has been represented in different ways. The ability to deal confidently with written information and to use it accurately to make decisions are very important skills – ones that are likely to impress employers.

LEARNING SUPPORT

The focus of this course is to improve basic skills and boost self-confidence, which ultimately helps students in fulfilling their potential at GCSE.

Students take the AQA adult literacy and numeracy exams which are recognised by employers and learning establishments nationally. Students are also given assistance towards learning in their GCSE subjects and coursework, as well as advice and guidance on how to maximize their learning potential.

Students who would benefit from this course will be identified by Mr Ruddock our SENCO. They and their parents will have an opportunity to discuss the benefits of the course before options are finalised.

MEDIA STUDIES

In GCSE Media Studies you will study the Mass Media: TV, Films, Radio, Newspapers, Magazines, Comics and Advertising.

You will find out who controls them and how they are produced. You will learn how to interpret and understand the messages they communicate and investigate what effect they have on us as individuals and on society in general.

The work you will do in Media Studies will be a balance of analytical and practical, making use where possible of the department's video, audio and computer equipment.

The course is split into two units: 40% examination and 60% coursework. The examination is divided into two sections covering questions on investigating the media and planning a number of creative tasks.

The coursework involves investigating and producing which is demonstrated in three pieces of work. Two are a textual investigation worth 20% each and the third is a production piece worth 40%. The coursework will cover at least two different media.

MUSIC

The Edexcel GCSE in Music is designed to allow students to study music through the integration of performing, composing, listening and appraising with possible opportunities for using musical technology for more able and gifted musicians.

The academic side of this course is structured around highly contrasting set works, chosen by the Exam Board and published in the Musical Anthologies, which all pupils will receive at the start of the course. The syllabus is also divided into 4 areas of study – Western classical music (1600-1899), Music in the 20th century, Popular music in context, and World music. Coursework makes up 60% of this subject (performing and composing), and the listening paper makes up the final 40%.

The Music course is open to all students who have a passion for exploring new sounds and genres and experimenting with writing in a variety of ways. Although a basic theoretical knowledge is highly advantageous, as is a current ability to play a musical instrument, it is not essential.

Voice (singing) is classified as a musical instrument, and can be offered for examination purposes too. This option has proved very popular in the past.

It is an expectation, however, that all students undertaking GCSE Music are getting lessons in a musical instrument and will participate in an extra-curricular activity. The choices we currently offer are between School Orchestra, Choir or Steel Pan Group. All these activities develop inner-ear hearing and basic ensemble skills.

PHYSICAL EDUCATION

PE will offer you the opportunity to develop your skills in a wide range of sports and activities and help you improve your own performance. You will learn about exercise, how the body works to help you exercise and then through training how performance can be improved.

The course is theoretical and practical and involves participating in a range of practical activities as well as developing the knowledge to improve your own ability in these activities. You will develop the analytical skills necessary to look at and improve your own performance.

For the GCSE course there is one exam at the end, which will test your knowledge and understanding of the theory element of the course.

Throughout the course you will be learning and developing new skills and techniques through a range of different activities. The final coursework mark is worth 60% of the total mark and you will need to offer four activities for assessment. The coursework is in the form of a practical assessment and attendance at GCSE P.E club is compulsory.

A good grade at GCSE will help you move on to any AS, Advanced VCE course. You can continue your study onto the Advanced Subsidiary and Advanced Physical Education course. Alternatively, it is a valued qualification for many careers and further education courses.

PRODUCT DESIGN

This course is a suitable foundation for students who would like to pursue a career in the area of Product Design, or Manufacturing.

Manufactured Products are an integral part of our society and their design is continually changing and developing. Everything from tables and chairs to mobile phones have been carefully designed and developed as technology and user requirements change. British Product designers are amongst the best in the world and responsible for styling many inspirational products including the i-Pod and Dyson vacuum cleaner.

The aim of this course is to develop your skills and knowledge by helping you understand and appreciate the design and manufacture of products, making you a more discriminating user and purchaser. It will help you to be creative in your approach to design assignments and you will use CAD/CAM and “SMART” materials as well as traditional methods to help with your design ideas and in creating high quality products.

As with all areas of Design and Technology this is a very enjoyable but intensive course. The workload is considerable and to be successful you must be prepared to spend a great deal of time working on your coursework and homework tasks outside normal lesson time by attending after school sessions. No special equipment is required but, you will be expected to have your own basic equipment including an A3 Folder, drawing instruments, coloured pencils and pens. These items can be obtained through the school at a discounted rate if needed.

Success at GCSE level would give you the opportunity to join Valentine’s very successful Product Design “A” level course.

The GCSE course assessment has two components.

- (a) "Design and Make" task (60% of total GCSE grade) - You will produce a high quality design folio, 2D and 3D products.
- (b) An examination at the end of the course (40% of total GCSE grade) - This tests your understanding of products, manufacturing techniques and knowledge of materials.

Examination Board - AQA Specification No. 4555

BTEC FIRST IN PUBLIC SERVICES

The BTEC First in Public Services is designed to equip pupils with skills that will enable them to meet changing circumstances, whether they arise from a shift in their own sphere of employment, promotion to supervisory roles or from general changes in the public services environment.

Pupils will develop key skills which are essential in uniformed or non-uniformed public services.

This is a two year course equivalent to two GCSE grades A*-C. Pupils will be required to study three units of work:

- **Uniformed Public Service Fitness**
This unit is based on understanding the fitness requirements of the Public Services as well as developing, completing and evaluating a fitness training test. There is a large physical activity element to this part of the course.
- **Adventurous Activities and Teamwork for the Public Services**
The opportunity to take part in a week of adventurous activities is an excellent way of achieving the evidence required. The benefits of outdoor pursuit are covered in this part of the course and how the uniformed public services may be involved in youth and community projects is
- **Community and Cultural Awareness**
This unit asks learners to consider the costs and benefits of living in a community. The pupils will also learn about cultural and social problems that exist in local communities and those which exist nationally.

This is an ideal course for anyone considering a career in the Police, Fire Service, Ambulance Service, Health Service, Armed Forces or Local Government.

TEXTILES TECHNOLOGY

This course is a suitable foundation for students who would like to pursue a career in textiles technology, manufacturing or fashion design.

The design and manufacture of textiles based products is continually evolving as fashions change, new technologies, production methods and manufacturing techniques are developed.

The aim of this course is to develop your skills and knowledge by helping you understand and appreciate the design and manufacture of fabrics, making you a more discriminating user and purchaser. It will help you to be creative in your approach to design assignments and you will use modern industrial techniques and materials as well as traditional methods to help with your design ideas and in creating high quality products.

As with all areas of Design and Technology this is a very enjoyable but intensive course. The workload is considerable and to be successful you must be prepared to spend a great deal of time working on your coursework and homework tasks outside normal lesson time by attending after school sessions. No special equipment is required but, you will be expected to purchase some of the fabric for project work and have your own basic equipment including an A3 Folder, drawing instruments, coloured pencils and pens. These items can be obtained through the school at a discounted rate if needed.

Success at GCSE level would give you the opportunity to join Valentine's very successful Textiles-Product Design "A" level course.

The GCSE course assessment has two components.

- (a) "Design and Make" task (60% of total GCSE grade) - You will produce a high quality design folio and 3D textiles based products.
- (b) An examination at the end of the course (40% of total GCSE grade) - This tests your understanding of products, manufacturing techniques and knowledge of materials.

Examination Board - NEAB (AQA) Specification No. 4570

BTEC FIRST IN TRAVEL AND TOURISM

This course aims to develop an understanding of the leisure, recreation, travel and tourism industries, to look at the sorts of jobs that are done and their importance to the UK economy. We investigate how leisure and tourism organisations operate as businesses, and how they attract and look after customers.

The course is divided up into three units:

- 1 Investigating Leisure and Tourism which investigates the features of the industries and how they are linked to offer users a good service. This unit is externally assessed.
- 2 Marketing in Leisure and Tourism which covers various aspects of marketing within the industry and allows you to investigate one particular organisation. This section of work is assessed as a coursework assignment.
- 3 Customer Service in Leisure and Tourism. Here the provision of customer service within an organisation is investigated and students carry out a variety of role plays to illustrate customer service provision. This is also assessed as a coursework assignment.

The qualification gained will allow for the study of VCE Travel and Tourism or NVQ's in Travel Services and Sport and Recreation. The travel and leisure industry offers a very wide range of job opportunities.

BTEC WORK SKILLS

Why is Valentines' EAL Department offering WorkSkills?

WorkSkills is an excellent qualification for students with English as an Additional Language who are still developing their **English language skills**. It not only enable students to learn about and prepare for the world of work but also gives opportunities to develop their **English language skills** through the course units.

What is BTEC WorkSkills?

BTEC WorkSkills is a suite of units typically 10 hours each. Some of the units that you will be working on are:

- Interview skills
- Working in a team
- Learning from Work Experience
- Running an Enterprise Activity
- Producing a Product
- Career Progression

What qualifications are available?

- There are three main qualifications: Entry Level 3 (below GCSE) Level 1 (GCSE D-G) and Level 2 (GCSE A*-C). Most students take BTEC Level 2 certificate which is equivalent to one GCSE A*-C.

Is there a final examination?

No. All units require coursework which takes place in lesson time and in homework time. This course has had a 100% pass rate so far as students have worked hard to keep up to date with their coursework.

Should you take WorkSkills?

If you are aware that you need to develop English language skills and also want to find out about the world of work this course will suit you.

Those students who have not been learning English for many years **must** take this course in order to improve their **English language skills**.



Option Choice Sheet 2010 - 2011

Name _____

Form _____

Please select **TWO** subjects from the block below in order of preference. Your choices should be numbered 1 and 2

Electronic Products
Food Technology
Graphical Products
Product Design
Textiles

Select **FOUR** subjects from the block below in order of preference. Your choices should be numbered 1 to 4.

Art
Business Communication & Technology
Business Studies
Drama
French
Geography
History
ICT
Media Studies
Music
Physical Education
Public Services
Spanish
Travel & Tourism
