

**2025 to 2027**



# **YEAR 9 OPTIONS BOOKLET**



**Information for parents and students**



**Learn, Respect and Succeed = LRS**

Dear Parents/Carers

This is a very important time in your child's education. The courses they choose now will map out the route that they are likely to follow post-16 and beyond. Their future destinations; whether in work, training, vocation, further or higher education, will depend on the results they achieve over the next two years.

Our curriculum is designed to allow greater choice for all students. It is important for you as parents to understand the choices available and what they mean for your child. Keeping the dialogue open between school and home is vital as this is a time that many students find stressful.

I urge you to read the enclosed information and course details carefully and; in discussion with staff, older students and your child, work out the right route to ensure their success and achievement wherever possible.

We will make every effort to accommodate your child's preferences. Courses can only run if sufficient numbers choose them, and some timetable options may be incompatible. If there is a difficulty then we will discuss the solutions and, where possible, resolve the situation to everyone's agreement.

We are very proud of the curriculum we have at Le Rocquier School as it represents real choice and opportunity for students of all abilities, caters for their interests and better meets the needs of employers and higher education. We try to create a bespoke curriculum for all students, allowing them to choose a combination of options that best suits their future needs. Students will be given options guidance and careers advice from a senior member of staff if they need this.

I wish you all the best in helping your child choose their route to success.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S Baglin', enclosed within a faint, hand-drawn oval.

Mrs Sam Baglin.

Deputy Head Teacher.

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## **Core Curriculum**

All students will automatically study certain subjects. This is their 'core curriculum'.

English	2 x GCSEs for Language and Literature
Mathematics	1 x GCSE
Combined Science	2 x GCSEs covering content for Biology, Chemistry and Physics
Personal, Social and Health Education	Non-examined core subject
Physical Education	Non-examined core subject

In addition, students will choose 4 option subjects.

Please take the time to read through the booklet carefully and note down any queries in the back of the booklet.

Students have time to research each option that they are interested in, in order to make their final choices. Therefore, they need to use this time wisely and choose carefully. Students will start their GCSE courses in July, before the summer holidays. This gives them a chance to try the courses before starting Year 10. Students will not be able to change their options in Year 10, so they need to make sure that their choices are the right ones.

If your child has specific learning needs that may limit their chances of success with a full curriculum, a bespoke timetable will be discussed with you.

Advice can be given by any of the following:

- \* Your child's form tutor
- \* Mr Hadjam (Head of Year)
- \* Mr Adkin (Headteacher)
- \* Mrs Stier (Senior Teacher)
- \* Mrs Baglin (Senior Teacher)
- \* Mrs Shipton-Taylor (Senior Teacher)
- \* Mr Russell or Mr Thomas (Careers Teachers)

## **ASDAN**

### **What are the key features?**

ASDAN is an award that allows students to develop and recognise a range of skills that will be invaluable when they start work and begin living independent lives: teamwork, independent learning, coping with problems and using Maths, English and ICT. Most students will study and gain the Bronze Challenge Award, but students can also progress onto studying for their Silver Award and Gold Award.

### **How is it assessed?**

ASDAN requires students to keep a portfolio of the work they do which is then assessed at the end of the course. The course does not achieve a GCSE grade but students will gain a Bronze, Silver or Gold award certificate for their Record of Achievement depending on how much of the portfolio they complete. There are no exams for these qualifications.

### **What particular skills are required to succeed?**

You need to want to do this course and be prepared to have a go at new things. You need to be prepared to work as part of a team and learn to meet new people.

### **Why study this course?**

If you feel you will struggle with the academic pressures of 7 GCSE subjects, the ASDAN course may help. It is specifically for those who want to study a subject that will help them mature academically and will instil life skills. The course is aimed at students who may have required support in their studies in the past for organisation.

This course provides the opportunity to explore new ways of learning. It is a very practical course that helps you by improving confidence, communication and employability skills.

### **What equipment is required?**

No equipment beyond the basic classroom equipment is required.

### **If I have any questions which teacher(s) do I ask?**

Miss Eastham (n.eastham@lrs.sch.je)

## **ART**

### **What are the key features?**

Art is an interesting and demanding subject that allows students to explore and express their own creativity. Students will build on the skills they have learnt at Key Stage 3 and experiment with a wide range of new materials and processes to extend and explore their visual language. Art GCSE requires open-mindedness, hard work and dedication. A real passion for the visual world and a curiosity about art and artists is also very important. It helps if drawing skills are good, and pupils should have a creative mind and be prepared to experiment with imagery, materials and ideas to produce ambitious and exciting works of art.

Students will develop the skills, knowledge and understanding of local, national and international artists to aid the development of their own work, but also be encouraged to find their own style and make personal responses to project titles.

### **How is it assessed?**

Art is made up of two units. Unit 1 is a portfolio of work which will consist of 2/3 projects and is worth 60% of their final grade. Unit 2 is an externally set task (exam) and is worth 40% of their grade.

Each project is further divided into four assessment objectives: developing ideas, using resources, recording ideas and making a personal response.

Work is marked in school and moderated by the examining board.

### **What particular skills are required to succeed?**

Students will need to be creative, enthusiastic and hard-working with strong observation, co-ordination and have good presentation skills.

Students are required to spend at least an hour and a half week on Art homework whether that be in school at lunch and after school clubs or at home.

### **Why study this course?**

Students should study Art if they are committed to developing their creative skills and have a natural flair for drawing and painting.

### **What equipment is required?**

Other than the usual stationery that is expected in lessons, students will need: a set of shading pencils, a set of acrylic paints, (with a large tube of black and white paint), a good set of coloured pencils, a set of 5 different sized brushes for acrylic paint, an A1 plastic folder and the use of a digital camera or a phone.

### **If I have any questions which teacher(s) do I ask?**

Miss O'Haire (k.ohaire@lrs.sch.je)

## **BUSINESS STUDIES**

### **What are the key features?**

The GCSE Business Studies course covers a broad range of business areas, from marketing and enterprise, business and the people, production and finance. A GCSE in Business equips students with the skills and confidence to explore how different business situations affect decision-making. Students develop their understanding of concepts, objectives and terminology, and will investigate and analyse the impact of current, real-life situations on business operations.

### **How is it assessed?**

There are two exams worth 50% each. Each exam is divided into 2 sections: section A consists of multiple-choice questions and section B contains three case studies which require analysis and longer written answers.

#### **Paper 1:**

- \* Business activity
- \* Marketing
- \* People

#### **Paper 2:**

- \* Operations
- \* Finance
- \* Influence on business
- \* The interdependent nature of business

### **What particular skills are required to succeed?**

1. A willingness to learn a wide range of business terminology and financial formulae
2. Develop an interest in the world of business by independently reading news articles and watching TV news programmes and documentaries
3. To be independent and reflective in their learning
4. Self-motivated and willing to work as a group, as well as participate in team-led discussions.

### **Why study this course?**

The qualification will encourage learners to make informed choices about several learning opportunities and career pathways, whilst developing key financial and enterprising skills.

Many university courses offer business-related degrees; GCSE Business will support learners wishing to go into further education or employment.

### **What equipment is required?**

Black pens, pencils, highlighters and a calculator.

### **If I have any questions which teacher(s) do I ask?**

Ms Morgan ([j.morgan@lrs.sch.je](mailto:j.morgan@lrs.sch.je))

## **CHILD DEVELOPMENT**

### **What are the key features?**

This Cambridge National Level 1/2 Certificate in Child Development concentrates on the development and care of babies and children under the age of 5.

Over the two years, students will study the following topics:

Unit 1: EXAM 'Health and well-being for child development': In this unit students will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

Unit 2: Coursework 'Creating a safe environment and understand the nutritional needs of children from birth to five years': In this unit students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

Unit 3: Coursework 'Understand the development of a child from one to five years': In this unit, students will learn the expected developmental norms for children from one to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Students will also learn the importance of creating plans and providing different play activities to support children in their development.

### **How is it assessed?**

The course is divided into three units:

There is one exam paper which students will sit at the end of the two year course.

There are two internally assessed coursework units comprising of multiple practical and written tasks.

### **Which particular skills are required to succeed?**

- Students have to be self-motivated and well-organised in order to complete the assessments thoroughly.
- Each student has to plan and organise materials, then arrange visits in order to complete their work.
- Common sense and personal experience also play a big part in this course and students who are willing to share their ideas and experiences are always welcome!
- A sound ability in written English is a must, as both assessments and exams are marked on quality of writing as well as content.
- An interest in babies and young children is vital.

### **Why study this course?**

This qualification is for students aged 14-16 who wish to develop applied knowledge and practical skills in child development.

Child Development Cambridge National is the equivalent of a full GCSE and provides a strong base for progression to Further Education, whether it is on to Level 3 (Advanced) Technical courses or A Levels, apprenticeship or work.

### **What equipment is required?**

Normal stationery is required in every lesson and the purchase of a new text book to last the two years.

Although not 'equipment' students MUST have regular access to a child under 5 in Year 11 for their child study. Students who do not have access to a child should not apply for this course.

### **If I have any questions, which teacher do I ask?**

Mrs Stier ([n.stier@lrs.sch.je](mailto:n.stier@lrs.sch.je)) or Mrs Balleine ([n.kearney@lrs.sch.je](mailto:n.kearney@lrs.sch.je))



# **COMPUTER SCIENCE**

## **What are the key features?**

OCR GCSE Computer Science: J277

In KS3 students have been exposed to computing principles, scripting and problem solving throughout Year 9. The GCSE enables learners to develop valuable thinking skills that are extremely attractive in the modern workplace. Students will deconstruct problems, learn to think abstractly and gain an understanding of computational logic, expressing their own ideas through writing programmes in the Python programming language.

## **How is it assessed?**

There are two equally weighted 1.5 hour examinations that students will take at the end of Year 11.

### **Paper 1: Computer systems**

Systems architecture, memory, storage, computer networks, connections and protocols, network topologies and network security, data representation (binary/Hexadecimal) systems security, system software, ethical and legal concerns and environmental impacts of digital technology.

### **Paper 2: Computational thinking, algorithms and programming**

Algorithms, programming techniques, producing robust programs, Boolean/computational logic, programming languages and integrated development environments.

The syllabus also stipulates that students must engage in programming as part of the course, but this element is not directly examined. They will need these programming skills to answer exam questions. The programming part of the subject will be taught using game-type scenarios, but students cannot expect to play games. The subject is theory based and requires students to read, learn and apply computing principles.

## **Which particular skills are required to succeed?**

- \* Problem-solving
- \* Logical thinking
- \* Resilience
- \* Self-motivation
- \* A good understanding of mathematics.

## **Why study this course?**

This qualification gives students essential skills that they need in an age of continuous technological development. Computer Science is changing everything, with software revolutionising the way we work and live. The course will prepare students for a digital future.

## **What equipment is required?**

A personal computer (Windows operating system) with Internet access to ensure that homework can be completed and for teacher resources to be shared and viewed. Students should download Python software (3.6 version or later) ready for programming at home. All other equipment will be provided.

## **If I have any questions, which teacher do I ask?**

Ms Morgan ([j.morgan@lrs.sch.je](mailto:j.morgan@lrs.sch.je))

## **CONSTRUCTION**

### **What are the key features?**

This is a City and Guilds qualification. Students will gain an internationally recognised qualification. Students will develop skills through modular units that are relevant to the construction industry which may include; painting & decorating, electrical installations, basic plumbing, carpentry and joinery. Students will also be examined on their Health & Safety knowledge and understanding of the Construction Industry. This course may also involve visits to local construction sites and businesses to see and experience how the industry works and to understand more about the career opportunities within it.

### **How is it assessed?**

Students have photographic records and log-books to produce a '*Portfolio of Competences*' for interviews and final course assessment submission.

Students **MUST PASS SEVERAL DIFFERENT ASSESSMENT UNITS** to gain the full certificate from this course. The different units will be assessed through practical activities that will take place under controlled conditions.

There is also a mandatory assessed unit on Health & Safety knowledge and best practice.

### **What particular skills are required to succeed?**

Students must be prepared to work hard and meet deadlines.

Students must have an ability to use workshop tools, machinery and materials independently and safely. Students must be prepared to make mistakes and not get everything right first time.

### **Why study this course?**

If you are seriously contemplating getting into the construction industry as a carpenter, joiner, electrician, plumber, painter & decorator, site manager, surveyor, etc or are intending to go on to do a construction course at Highlands College, this is the course for you.

If you are serious about developing your skills in workshop type activities and have been successful in producing work in the workshops already this is appropriate as an area for study.

### **What equipment is required?**

All construction equipment necessary to undertake the practical parts of the course will be provided. Folders and necessary text books will be available from the Technical Skills Faculty at additional cost if students require them.

Writing and drawing equipment must be provided by the student.

### **If I have any questions which teacher(s) do I ask?**

Mr Elston ([s.elston@lrs.sch.je](mailto:s.elston@lrs.sch.je)) or Mr Horton ([j.horton@lrs.sch.je](mailto:j.horton@lrs.sch.je))

## **DANCE**

### **What are the key features?**

Over two years, pupils will complete the BTEC Level 2 Tech Award in Performing Arts (Dance pathway). This level 2 qualification is the equivalent of a GCSE on the 1-9 grading scale. The first year of the course involves pupils developing their understanding of the performing arts sector, performance skills and techniques by examining professionals and the processes used to create performance. The second year of the course involves pupils working as part of a group to produce a performance from a set stimulus and allows pupils to devise their own performance work.

### **How is it assessed?**

There are three components in the course: the first component, *Exploring the Performing Arts*, is taught throughout Year 10 and assessed internally in the second and third terms. The assessment for the component involves two tasks evidenced through a portfolio of work. The pupils will have added to and developed this across the year, then submit it electronically.

The second component, *Developing Skills and Techniques in the Performing Arts*, is taught in the third term in Year 10 and the first term of Year 11 and is internally assessed. Pupils are required to complete three tasks which involve submitting both practical work and a written presentation.

The third component, *Responding to a Brief*, is taught throughout Year 11 and is externally assessed. The component again comprises of both recorded live performance as well as rehearsal notes and evaluations which will be submitted in written format.

### **What particular skills are required to succeed?**

Passion and interest for the subject are key aspects to success for this course. The pupils are required to be determined, committed and proactive in their approach towards both independent and group work during rehearsals. Pupils must be prepared to share and practically explore their creative ideas to generate abstract choreography and develop their movement vocabulary. Pupils must be confident and willing to perform in front of others, and at key school events such as the dance shows. Pupils must also be receptive to constructive feedback and committed to implementing improvements.

### **Why study this course?**

*"Dance is the hidden language of the soul of the body"*

Martha Graham

Dance is more than the exploring of different ways to make a shape or learning a series of steps to music; it is a way of moving that uses the body as an instrument of expression and communication. Through dance, pupils learn teamwork, focus, and improvisational skills. Dance awakens new perceptions in pupils which help them learn and think creatively, which is arguably the highest form of intelligence in education.

### **What equipment is required?**

A Performing Arts polo-shirt is recommended for practical work and can be purchased through the following link: <https://getmekitted.com/le-rocquier-school-114-c.asp>

### **If I have any questions which teacher(s) do I ask?**

Miss S Pearson ( [s.pearson@lrs.sch.je](mailto:s.pearson@lrs.sch.je) )

## **DEC!: DESIGN, ENGINEER, CONSTRUCT!**

### **What are the key features?**

Design Engineer Construct! (DEC!) is an expertly developed course designed to create and inspire the next generation of Built Environment professionals, such as Project Managers, Quantity Surveyors, Architects and Site Managers. DEC! is a professional Level 2 qualification equivalent to the top GCSE grades and offers a new and innovative approach to learning that is both challenging and rewarding.

By working your way through an **online workbook**, students will develop knowledge and skills by undertaking a sustainable building design project. Students gain a variety of experiences through site visits, research, and through creating their own building designs with the aid of visiting industry professionals in school. In this they will complete CAD models using industry software and gaining the relevant knowledge and experience of the built environment in-between.

DEC! applies pure academic subjects to the latest construction industry practices. Students will learn about the built environment not only through lessons but through input from industry professionals, site visits and enrichment trips to the UK (where possible).

### **Key features of the course Assessments**

Two Assessed modules:

1. Non-Examined Assessment (NEA) – students create an online workbook in which they work their way through four Units that reflect the stages of building process. This accounts for 50% of their final grade.
2. Final external examination – that will examine the student's ability to apply the course learning in a formal written exam paper format. This accounts for 50% of their final grade.

### **Which particular skills are required to succeed?**

Have a passion and interest in the built environment are vital to succeed on this course. Students must be committed, self-motivated and well-organised to complete their workbooks thoroughly. Each student must plan and organise their own building development, ensuring they communicate with their client to reach the best outcome possible. Students will need to have a good grasp of both maths and literacy as well as being creative and be prepared to present to external groups as well as their peers.

### **Why study this course?**

DEC offers students the opportunity to develop skills that are essential in the Construction & Built Environment. The result is young people with real-world practical experience and employability skills for this ever changing industry. Thanks to support of industry leaders, professional bodies and progressive universities, DEC! delivers an inspiring programme that is up to date and in demand by the very people who will employ our children. DEC! offers a wide variety of career routes in the Construction & Built Environment ranging from;

- Spatial Design; Architect, Landscape Architect.
- Engineering; Civil Engineer, Structural Engineer.
- Surveying; Land Surveyor, Quantity Surveyor, Building Surveyor
- Management; Project Manager, Construction Manager, Facilities Manager.

### **What equipment is required?**

Normal stationery is required in every lesson.

### **If I have any questions which teacher(s) do I ask?**

Mr Elston ([s.elston@lrs.sch.je](mailto:s.elston@lrs.sch.je)) or Mr Smyth ([e.smyth@lrs.sch.je](mailto:e.smyth@lrs.sch.je))

## **DESIGN AND TECHNOLOGY**

### **What are the key features?**

Examination (50% of GCSE)

1 exam paper (2 hours).

Theory on paper covers:

- Core technical principles  
*20 marks- multiple choice and short answer questions*
- Specialist technical principles  
*30 marks- short answer questions and one extended.*
- Designing & making principles  
*50 marks- short and extended answer questions and a 12 mark design question.*

Non-exam Assessment (50% of GCSE)

30-35 hours.

The tasks will be released by AQA on 1<sup>st</sup> June in year 10 and submitted in May the following year.

A design and make task will include:

- Investigation
- Designing
- Making
- Analysing & Evaluating

(In the spirit of iterative design- it means that work does not need to be done in this order)

Students will produce a working prototype and

As the non-exam assessment tasks are released in the June of Year 10, from September to June in Year 10 there will be a focus on learning the theory knowledge for the examination and a focus on the non-exam assessment in Year 11. Having said this there will however still be preparation for both sections in both Year 10 and 11.

### **What particular skills are required to succeed?**

You need to be prepared to work hard and meet deadlines.

You have to have an ability to use workshop tools, machinery and materials independently and safely.

You should have a good level of design skills (hand drawings and CAD design) and enjoy generating and developing design ideas.

### **Why study this course?**

This AQA GCSE course allows a real-life application of Mathematics and Science skills and knowledge. Everything around you and everything that you use every single day has been designed and manufactured to make your life accessible and more comfortable. If you have a passion for designing and making things or solving problems this GCSE will challenge your creativity and engineering skills.

You might be interested in going on to become an architect, interior designer, furniture/ product designer, engineer or the next James Dyson or Steve Jobs.

### **If I have any questions which teacher(s) do I ask?**

Mr Elston ([s.elston@lrs.sch.je](mailto:s.elston@lrs.sch.je)) or Mr Smyth ([e.smyth@lrs.sch.je](mailto:e.smyth@lrs.sch.je))

# **DRAMA**

## **What are the key features?**

The GCSE Drama course builds on the skills students have acquired across KS3. Across two years, students will complete three components of work where they will practically explore scripts, devise their own original performances and review live professional theatre. The course is a mixture of practical and theory work.

## **How is it assessed?**

Component 1: Devising Theatre (40%) → In groups, students devise their own original performance and produce a short portfolio explaining their ideas and how these developed across rehearsals. Students also complete a written evaluation of their final performance. This component is internally assessed.

Component 2: Performing from a Text (20%) → In groups, students learn and perform two short extracts from a play of their choice. The scripted performance is assessed by a visitor from the exam board.

Component 3: Interpreting Theatre (40%) → One exam paper taken at the end of Year 11 and divided into Section A and B. In Section A, students answer questions about a text they will have practically studied in lessons. In Section B, students review a piece of live theatre they have previously watched and explored in lessons.

## **What particular skills are required to succeed?**

Ability to work with others in a group is essential. Whilst confidence is something we continue to build and develop in this course, students should ultimately understand that performance in front of others is a key element that is expected.

## **Why study this course?**

The creative industries are the fastest growing part of the UK's economy, one of the few sectors in which we are celebrated world leaders and in which there is huge employment growth. Even if students do not wish to become a part of this, Drama builds on numerous transferrable skills which will benefit students both in their studies and later careers. Ultimately, Drama encourages creative thinking and develops students' confidence as well as their intrapersonal and problem solving skills.

## **What equipment is required?**

Although not essential, a Performing Arts polo-shirt can be purchased and worn in lessons. Shirts are purchased through the following link: <https://getmekitted.com/le-rocquier-school-114-c.asp>

For Component 3, if students wish to annotate and make notes on the set text, they will need their **own copy** of the play. The set text will be chosen in Year 10.

## **If I have any questions which teacher(s) do I ask?**

Mrs Morlidge ([g.morlidge@lrs.sch.je](mailto:g.morlidge@lrs.sch.je) )

## **ENGLISH LANGUAGE & ENGLISH LITERATURE**

### **What are the key features?**

Over the two years, all pupils will sit both English Language and English Literature GCSE. In order to access the course successfully, students should be willing to work hard, focus in lessons and continue to read at home to improve their vocabulary and reading skills.

**The English Language GCSE** will focus on the study of a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. The texts studied will be a range of genres and types; including literature, extended non-fiction and other writing such as essays, reviews and journalism (both printed and online). Students will be expected to be able to read, retrieve, analyse and evaluate information from unseen and challenging texts.

**The English Literature iGCSE** focuses more on our literary heritage; studying and reading novels, plays and poetry and exploring their themes and contexts. Students are expected to cover:

- At least one play by Shakespeare (Macbeth)
- At least one contemporary novel (Of Mice and Men)
- A selection of poetry since 1789.
- Fiction or drama from the British Isles from 1914 onwards (An Inspector Calls)

### **How is it assessed?**

- 100% external, terminal assessment – no coursework or controlled conditions.
- No tiers (higher and foundation) and no modules.
- New 9 to 1 grading scale instead of the traditional A\*-U grading.
- Speaking and Listening (now called 'Spoken Language') is a separate qualification and must be completed by all students.

### **What particular skills are required to succeed?**

- **Reading:** the ability to read, understand, analyse and compare the techniques used in any text. Identify and interpret explicit and implicit information, themes and ideas. Evaluate texts critically with appropriate textual reference.
- **Writing:** Communicate clearly, effectively and imaginatively, adapting tone to audience and purpose. Use a range of sentences for clarity, purpose and effect, with accurate spelling and punctuation.
- **Spoken Language:** To be able to present in a formal situation using Standard English, as well as listen and respond appropriately to spoken language.

### **Why study this course?**

All students need an English qualification in order to go on to any further education. They also need basic literacy skills in order to communicate effectively in a job or in social situations.

### **What equipment is required?**

Basic school equipment is needed for all lessons. Pupils will need their **own copy** of the Literature texts being studied in class if they wish to annotate and make notes on the text.

### **If I have any questions which teacher(s) do I ask?**

Mrs Fitzgerald ([f.fitzgerald@lrs.sch.je](mailto:f.fitzgerald@lrs.sch.je))

## **FOOD PREPARATION and NUTRITION**

### **What are the key features?**

Unfortunately, this course is NOT a catering focused course and therefore not all lessons are cooking lessons. Students must have a love and understanding for Science as the course is theory-heavy with cookery only in place to bring the theory to life. Students will also be expected, at times, to work through their break, lunch or form time to complete practical work.

During the course, students *will* use a variety of practical cooking techniques to prepare and cook food. Through this, they will gain a proper understanding of the scientific principles behind food and nutrition. The course will allow (at times) the students to release their creative flair. This will be executed through the modification of recipes, to improve the nutritional profile for their dish.

This course allows students to develop vital life skills, as well as promoting independent thinking, forward planning and organisational skills.

The course is delivered through:

- Practical sessions to ensure a greater understanding of the working characteristics of food materials.
- Theory sessions and testing to help students develop their knowledge and understanding.
- Science-based investigations and responses to specific exam briefs.

Using current media information and various techniques, students will investigate and debate the relationship between diet, nutrition and health; as well as the physiological and psychological effects of poor diet.

Topics include:

- Food nutrition and health, food science, food safety, food choice, food provenance.

### **How is it assessed?**

There are two Non-Exam Assessments worth 50%. There is also a 1 hour and 45 minute written exam, which contributes to the final 50% of the final grade.

### **What particular skills are required to succeed?**

- A good understanding and enjoyment of Science (the course has a close link with Chemistry).
- Students must be prepared to work hard and meet deadlines.
- Students must be able to work safely and responsibly in the kitchen environment.

### **Why study this course?**

Students taking Food & Nutrition GCSE are able to develop their skills further in KS5 with courses in Sports Science, Health and Social Care, Childcare, Nursing and, of course, Culinary Arts. It also prepares students for study towards degrees with a focus on Food and Nutrition Science, Food Manufacturing or Food Biotechnology (a big growth area).

### **What equipment is required?**

All cooking equipment will be provided by school, except for dishes to take food home in. Food students will be expected to bring their own ingredients for practical-based lessons or investigations.

### **If I have any questions which teacher do I ask?**

Mr Williams ([an.williams@lrs.sch.je](mailto:an.williams@lrs.sch.je))



## **FRENCH**

### **What are the key features?**

- Holding a conversation in French on a variety of everyday topics, developing fluency and improving your accent.
- Reading and understanding texts and practical information ranging from brochures and tourist leaflets to information about young people and society in France.
- Building up vocabulary to be able to write about a variety of topics.
- Developing listening skills to understand announcements and people discussing and giving information about their daily lives.
- Translating from French into English and English to French.

This is a two year course building on prior knowledge of French from Key Stage 3.

### **How is it assessed?**

There are four final examinations at the end of the second year of the course in listening, reading, speaking and writing.

### **What particular skills are required to succeed?**

You will need to have a good memory and be able to think on your feet and respond to questions. You will also become a confident communicator which means being willing to speak up and join in. Being disciplined and developing strategies for learning new words is a must.

### **Why study this course?**

All employers are impressed by ability in another language and many careers are based purely on this. Whether you want to be a lawyer in Jersey, reading old laws and texts in French or have your own plumbing business and order material from France, then French is the subject for you. Most trust companies and banks have offices all over the world and another language will definitely make you stand out from the crowd when you apply for jobs.

### **What equipment is required?**

A dictionary and vocabulary guide are important.

### **If I have any questions which teachers do I ask?**

Miss Savill ([h.savill@lrs.sch.je](mailto:h.savill@lrs.sch.je))

## GEOGRAPHY

### What are the key features?

This course explores our world in three different themes, each of which is shown in the table below. We explore how rich and poor countries manage hazards, development, population pressures and growing cities. We also look more locally at the UK physical and urban issues that will have a direct impact on the world around us and includes field work opportunities. The skills are then considered in Paper 3, which includes fieldwork and a pre-release document that feeds into application of skills onto a Geographical issue.

This course allows a good understanding of the inter-connectedness of the world, as well as developing excellent analytical skills.

**Exam board:** AQA

<b>Paper 1: Living with the Physical Environment</b>	<b>Paper 2: Challenges in the Human Environment</b>	<b>Paper 3: Geographical Application</b>
<b>Challenges of natural hazards:</b> tectonics, weather and climate change. <b>The living world:</b> rainforests and deserts. <b>UK physical landscapes:</b> rivers and coasts.	<b>Urban issues and challenges:</b> NEE and UK city case studies. <b>The changing economic world:</b> Development factors and a LIC case study. <b>The challenge of resource management:</b> water supply.	<b>Pre-release:</b> An information booklet about a geographical issue is released 3 months before the exam. <b>Fieldwork:</b> Physical and human fieldwork investigations are carried out.
<b>1 hour 30 minutes written exam – 35% of GCSE (88 marks)</b>	<b>1 hour 30 minutes written exam – 35% of GCSE (88 marks)</b>	<b>1 hour 15 minutes written exam – 30% of GCSE (76 marks)</b>

Please note that students have to undertake 2 pieces of fieldwork (this will either be on island or in England), which will be assessed in paper 3.

### What particular skills are required to succeed?

- An interest in people and places.
- An open mind to explore and discuss the issues of the world we live in.
- Analytical skills for maps, graphs and statistical maths
- An aptitude for debate and discussion.
- An awareness of what is going on in the world around you.

### Why study this course?

Whatever your passion for the world – a fascination with landscapes or curious about our place in this world - Geography will provide you with knowledge and transferable skills that will reward you personally and advance you in your studies.

### If I have any questions which teacher do I ask?

Mrs King ([m.king@lrs.sch.je](mailto:m.king@lrs.sch.je))

## HISTORY

### What are the key features?

If you are interested in discovering more about the world and understanding your place in it, this is the GCSE for you. We will study European and world history from the end of World War One up to the year 2000. In this we will cover the Treaty of Versailles and its consequences, the Nazi's rise to power and life in Germany, as well as the Cold War and the fall of the USSR.

**Examining board:** Cambridge International

**How is it assessed:** Exams 70%, coursework 30%.

What do we study?	How is it assessed?	Percentage of grade
<b>Paper 1:</b> Structured Questions <ul style="list-style-type: none"><li>❖ Answer two questions on the core content (1918-39/1945-2000)</li><li>❖ One question on the depth study (Germany 1918-45)</li></ul>	Paper 1 2 hours	40%
<b>Paper 2:</b> Document Questions <ul style="list-style-type: none"><li>❖ You will be given a range of source materials relating to 1918-39/ 1945-2000 and Germany 1918-45.</li><li>❖ Answer one set of questions using the sources</li></ul>	Paper 2 1 hr 45m	30%
<b>Component 3:</b> Coursework <ul style="list-style-type: none"><li>❖ Candidates write one piece of extended writing based on the depth study (Germany 1918-45).</li><li>❖ Up to 2,000 words</li></ul>	Internally assessed, externally moderated	30%

### What particular skills are required to succeed?

You should consider studying History for GCSE if you:

- ✓ are naturally inquisitive and interested in learning about how the world has changed from World War One to the current day.
- ✓ enjoy reading and writing essays
- ✓ enjoy debating and having an opinion!

### Why study this course?

The course is thought-provoking and academically challenging. Pupils will gain a broader understanding of the world and their place in it. Pupils will gain skills in research and analysis and learn how to form an argument and write persuasive essays. As such, the skills covered in History are highly regarded by employers and higher education. GCSE History is excellent for those considering careers in law, management, finance and the media.

### If I have any questions which teacher(s) do I ask?

Mr M. Morris ([m.morris@lrs.sch.je](mailto:m.morris@lrs.sch.je))

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

### **What are the key features?**

Exam specification: **IGCSE 0983 (9-1)**

Examining board: **Cambridge International**

The course gives students **hands on experience of the practical applications** of Information Communication Technology, from website creation and graphic design to the manipulation and analysis of data using spreadsheets and databases.

The course also teaches students the theoretical aspects of ICT. This includes, applications of ICT, system development and the exponential growth of the internet and its social implications.

Students will develop essential soft skills such as teamwork, collaborative working, time management and communication using Microsoft Office 365 to prepare them for employment or further study.

**Content Overview:** These are the topics and skills studied at Level 2.

*Cybersecurity	*Networks	*Components of a computer system
*The effects of using IT	*The systems design life cycle	
*Communication	*File management	*Website authoring
*Image manipulation,		
*Layout and Styles	*Proof reading	*Data analysis using Spreadsheets
*Document production	*Databases	*Presentations.

**How is the course assessed?**-There are three examinations.

Paper	Duration	Content	Main Software used	Percentage of grade	Marks Available
Paper 1	1 hours 30 mins	Theory	Handwritten Paper	40%	80 Marks
Paper 2	2 hours 15mins	Practical – Document Production Databases Presentations	Microsoft Word Microsoft Access Microsoft PowerPoint	30%	70 Marks
Paper 3	2 hours 15mins	Practical- Data Analysis Website Authoring	Microsoft Excel Adobe Dreamweaver and Adobe Photoshop	30%	70 Marks

### **What particular skills are required to succeed?**

You must be able to work independently, be self-motivated, meet deadlines and collaborate to find solutions to tasks set. You need to be interested in IT, having reviewed the content above.

### **Why study this course?**

This course provides successful candidates a digital skills portfolio. Students will be proficient in Microsoft applications skills. No matter what they decide to do when they leave school, ICT will be a relevant part of their life.

### **What equipment is required?**

Internet access at home and a personal computer with a Windows operating system is needed to allow for home learning. We provide access to the required textbooks, web-based resources and in-house produced multimedia resources.

### **If I have any questions which teacher(s) do I ask?**

Mr Lewis ([m.lewis@lrs.sch.je](mailto:m.lewis@lrs.sch.je))

## **LEARNING SUPPORT (BY INVITATION ONLY)**

### **What are the key features?**

This option is only available at the discretion of the Inclusion Team and Head of Year, in discussion with parents.

It allows students to receive extended learning opportunities for Key Stage 4 subjects, targeted support in the completion of coursework and specific interventions with regards to core subject requirements. This is staffed and delivered by teaching assistants.

Students need to bring work with them whilst in support. They will be helped by a member of staff, with ongoing targets monitored and evaluated.

### **How is it assessed?**

There is no qualification at the end of the two years, although ongoing, subject-specific targets will be used to support students during these timetabled sessions.

### **What particular skills are required to succeed?**

Students must accept that they are here to work and to achieve the very best grades in their KS4 subjects with this extra input. They will be expected to bring any outstanding pieces of work to the lesson themselves and return it to subject teachers for marking and feedback. When work is up-to-date, students will be supported to develop revision skills and consolidate previous learning.

### **Why study this course?**

We would recommend this option for those students who would struggle with four KS4 options alongside the three core subjects of English, Maths and Science due to a Special Educational Need. These students would normally have had support in Key Stage 3 with literacy or intervention groups.

It is the aim for any student choosing this option to demonstrate expected progress or exceed target grades in all other subjects.

### **What equipment is required?**

The usual stationery that is expected in lessons such as pens, pencils and rulers.

### **If I have any questions which teacher(s) do I ask?**

Mr Nerac ([i.nerac@lrs.sch.je](mailto:i.nerac@lrs.sch.je))

## **MATHEMATICS**

### **What are the key features?**

Students will:

- Develop knowledge, skills and understanding of mathematical methods & concepts.
- Acquire and use problem solving strategies.
- Select and apply mathematical techniques and methods in everyday and real-life situations.

### **How is it assessed?**

The students will be assessed during Year 11. There will be two examinations; both of which allow the students to use a calculator.

Students will be entered for either the foundation or higher tier, depending on their achievement levels in lessons and their potential. The Foundation tier covers Grades 1 to 5. The Higher tier will now cover Grades 4 to 9. The most able students will be given the opportunity to sit the Further GCSE in Mathematics.

### **What particular skills are required to succeed?**

Success with GCSE Mathematics is dependent on excellent effort in lessons, good self-motivation skills, the ability to work hard and good problem-solving skills. Students will be expected to study independently. Support lessons are provided on a regular basis after school by members of the department.

### **Why study this course?**

GCSE Mathematics prepares students to function mathematically in the world and provides a thorough grounding for further study in Mathematics at A level and beyond.

### **What equipment is required?**

A scientific calculator is essential for every lesson, as well as basic equipment.

### **If I have any questions which teacher do I ask?**

Mr Davies ([g.davies@lrs.sch.je](mailto:g.davies@lrs.sch.je))

## **MUSIC**

### **What are the key features?**

The three main elements of the OCR GCSE in Music course are performing, composing and appraising (listening and answering questions). Underpinning these elements are five Areas of Study that cover a wide range of musical styles including Classical, Pop, Film and World music.

Students will perform regularly on their chosen instrument/voice, both individually and in groups. It is expected that students will practise regularly outside of lesson time as part of their homework. Composition work can be in any style and will be completed using music ICT (e.g. GarageBand).

### **How is it assessed?**

Students will submit recordings of two performances. These will include solo and ensemble work. They will also submit two compositions that have been completed throughout the course. There is one written exam at the end of the course. This is a ninety minute listening exam which tests knowledge of the five Areas of Study gained over the two years.

Performing 30%

Composing 30%

Listening exam 40%

### **What particular skills are required to succeed?**

Students must be interested in Music and have the desire to improve their performance skills on at least one instrument or voice. Studying an instrument out of school, such as through the Jersey Music Service or Chordz, would be an advantage, but is not a necessity. An interest in using Music Technology (such as GarageBand) would also be an advantage.

### **Why study this course?**

Music is a highly creative subject and students should study this course if they have a love of music and enjoy performing and composing. Music is also very academic and theory/analysis skills make up 40% of the course. It is an opportunity to improve instrumental skills as well as learn about a diverse range of musical styles and genres. The listening paper enables learners to develop their listening, analysis and critical evaluation skills.

### **What equipment is required?**

Students should ideally have access to necessary resources, outside of school, to enable them practise their chosen instrument or voice. Depending on the instrument they may also need to bring it to lessons. Guitars, keyboards and drum kits are available in school and can be used at lunchtimes and after school by arrangement.

### **If I have any questions which teacher do I ask?**

Mr Andy Hiles ([a.hiles@lrs.sch.je](mailto:a.hiles@lrs.sch.je))

## **PHOTOGRAPHY**

### **What are the key features?**

Photography is an interesting and demanding subject that allows students to explore and express their own creativity. Students will experiment with a wide range of new materials and processes to extend and explore their visual language. Students will learn how to take quality photographs, analyse their own work and that of others, manipulate their images using industry standard software (Photoshop) and produce personal responses to project titles. Students will cover a range of topics this may include; Disguise, Architecture, Street, Colour, Landscape and new media practice, such as computer manipulated photography.

### **How is it assessed?**

Photography is made up of two units. Unit 1 (Coursework worth 60%) is a portfolio of work which will consist of 3 projects, and additional mini sheets on various topics. Unit 2 is an externally set task (Exam worth 40%). The coursework is divided into three projects. Each project is further divided into four assessment objectives: Developing ideas, Using resources, Recording ideas and Making a response. Work is marked in school and moderated by the examining board.

### **What particular skills are required to succeed?**

Students will need to be a creative, enthusiastic and hardworking with strong observation, co-ordination and presentation skills. Students are also expected to analyse the work of photographers and artists. This requires students to use written skills to record their observations and express their own opinions. Students must be prepared to write in detail, as well as complete the practical work.

### **Why study this course?**

Students should study Photography if they are committed to developing their creative skills, have a natural interest for taking photographs and like researching the work of artists.

### **What equipment is required?**

Other than the usual stationery that is expected in lessons, students will need: use of a digital camera, a card reader and a USB, double sided tape, a pack of A4 and A3 Photo paper, spray mount, 10 Pritt Sticks and an A1 plastic folder.

### **If I have any questions which teacher(s) do I ask?**

Mrs Mansfield ([c.mansfield@lrs.sch.je](mailto:c.mansfield@lrs.sch.je)) or Mrs Langton ([e.langton@lrs.sch.je](mailto:e.langton@lrs.sch.je) )



## **PHYSICAL EDUCATION iGCSE**

### **What are the key features?**

This is a course for those who pursue a variety of sporting activities both in and outside of school. The standard of sporting ability required is high and is only suitable for those in top group for PE.

The course entails three theory lessons a week. The examination at the end accounts for 50% of the final grade.

The practical performance is worth 50%; students require 4 sports, of which must come from two different categories. Students must obtain video analysis of themselves performing these sports which is then submitted to the exam board.

### **How is it assessed?**

Theory Assessment: There is one written exam papers each worth 50% of the final grade. The paper is an hour and forty-five minutes long, with a total of 100 marks. The exam is sat at the end of Year 11.

### **Practical Assessments**

Practical assessments take place as controlled assessments mainly outside of lessons throughout the two years either through extra-curricular clubs or in the students own personal time.

Students are assessed in four sports; of which must come from 2 different categories.

### **What particular skills are required to succeed?**

You will need to be motivated, hard-working, organised and be working towards at least a level 4 in Science.

### **Why study this course?**

The course can assist you in making informed choices about health and exercise, as well as providing careers in the leisure industry, health sector, coaching or teaching.

### **What equipment is required?**

For the theory lessons, students will require the usual stationery that is expected in lessons.

For the practical lessons, students will require their PE kit:

Red reversible shirt/ sweatshirt, red shorts/ skort, red football socks with white tops, football boots and trainers, shin pads, plain white polo shirt and mouth guard.

### **If I have any questions which teacher(s) do I ask?**

Mrs Espana ([n.espana@lrs.sch.je](mailto:n.espana@lrs.sch.je))

## **PSYCHOLOGY**

### **What are the key features?**

The Psychology GCSE follows the AQA specification which covers 8 units of work over the two year course. Each unit includes numerous definitions, key theories and explanations as well as supporting psychological research. Students are taught deep understanding of knowledge about the human mind and behaviour as well as the biology and structure of the brain. The mental processes and behaviours that are studied are then applied to real life situations and students are required to analyse the cause and effect whilst referring to the nature or nurture debate.

The 8 units that are studied are:

<b>Unit 1: Cognition and behaviour</b>	<b>Unit 2: Social context and behaviour</b>
1. Memory	1. Social influence
2. Perception	2. Language, thought and communication
3. Development ( <b>includes GCSE Biology</b> )	3. Brain and neuropsychology ( <b>includes GCSE Biology</b> )
4. Research methods ( <b>includes GCSE Maths</b> )	4. Psychological problems

### **How is it assessed?**

This course is 100% exam.

There are 2 papers (both 50% each) with 4 sections in each paper.

These written papers are 1 hr 45 minutes in duration.

In each paper you will be required to answer the following style of questions: Multiple choice, short answers and extended writing.

### **What particular skills are required to succeed?**

- ✓ Excellent writing skills in comprehension and ability to make scientific notes.
- ✓ Analysis and dissection of psychological theories and scientific evidence.
- ✓ Excellent literacy skills as the course requires a lot of reading, own research and essay style classwork.
- ✓ Excellent ability in **Maths (working at grade 5 or above in Maths)**
- ✓ High level of interest in **Biology (working at grade 5 or above in Science)**

### **Why study this course?**

- ✓ If you have a passion for a greater understanding of human cognition, mental processes and behaviours
- ✓ It provides a strong foundation to study A-Level Psychology
- ✓ If you are interested in a career in Psychology.

### **What equipment is required?**

- ✓ It is recommended that you purchase your own copy of the AQA Psychology for GCSE Illuminate Publishing textbook (2017, Flanagan et al) although they will be provided for class use.

### **If I have any questions which teacher do I ask?**

Mr Thomas ([h.thomas@lrs.sch.ie](mailto:h.thomas@lrs.sch.ie))

## **RELIGIOUS STUDIES**

### **What are the key features?**

The Religious Studies GCSE follows the **AQA Religious Studies A** specification. In **Year 10**, students will study the beliefs, teachings and practices of both **Christianity** and **Hinduism**, much like they have done in KS3:

- Beliefs about God
- God on Earth
- Life after death
- Sin and suffering
- Prayer and other types of worship
- Rites of passage
- Pilgrimage (holy journeys)
- Festivals
- How to help others in both the local and worldwide communities

In **Year 11**, students will study what **Christians, Hindus** and **non-religious** people in **Great Britain today** think about the following topics:

- Human sexuality and types of relationships
- Sex, contraception and sex before marriage
- Marriage, divorce and remarriage
- The purpose of families, and the roles of men and women
- How the world, humans and animals came to exist
- How we should treat the environment and animals
- Abortion and euthanasia
- Violent protest and terrorism
- War and nuclear weapons
- Victims of war, and how to work for peace
- The reasons for and different types of crime
- The aims of punishment: prison, fines and community service
- The death penalty.

### **How is it assessed?**

**100% exam** - 2 x 1hr 45min exams at the **end of Year 11**. Because the exam is entirely **essay-based**, it is strongly recommended that you are currently working at around a grade 4 in English if you are considering choosing RS GCSE. If you're not quite there yet, don't worry! Come and speak to us.

### **Why study this course?**

Because of its essay-based nature, a GCSE in RS is a great indicator to your next school, college or university that you're able to **write fluently, analyse** arguments and opinions, and form **coherent evaluations** based on evidence. This course is strongly recommended for students hoping to work in law, medicine, politics or the police.

### **If I have any questions which teacher(s) do I ask?**

Miss Peters (l.peters@lrs.sch.je ) and Mrs Leblanc ([f.allen@lrs.sch.je](mailto:f.allen@lrs.sch.je))

## **SCIENCE**

### **What are the key features?**

- AQA Combined Science Trilogy (8464) specification (Foundation and Higher)
- Covers all three sciences: Biology, Chemistry and Physics over 24 topics
- 2 GCSE qualifications
- 21 required practicals
- Suitable for progression to all further education science courses e.g. A-level/International Baccalaureate

### **How is it assessed?**

- Course examined at the end of Year 11
- 6 exam papers (70 marks and 1 hour 15 minutes each):
  - o 2x Biology
  - o 2x Chemistry
  - o 2x Physics
- Multiple choice, structured, closed short answer, and open response style questions
- Practical questions within each paper (15%)
- Regular tracking assessments and homework during the course using exam style questions

### **What particular skills are required to succeed?**

- |                        |                   |
|------------------------|-------------------|
| * Self-motivation      | * Independence    |
| * Enthusiasm           | * Perseverance    |
| * Resilience           | * Curiosity       |
| * Good time-management | * Problem solving |

### **Why study this course?**

The course helps to develop the inquisitive mind, critical thinking and problem-solving skills. This allows students to question their surroundings and apply understanding to what they observe. It gives the students a broad understanding of all three sciences and how they are interlinked. This also prepares students for studying individual Sciences at Key Stage 5 in A-levels if they are interested in a career in any one of the thousands of scientific disciplines.

### **What equipment is required?**

- Standard equipment, including a scientific calculator.
- All other equipment is provided for students.

### **If I have any questions which teacher(s) do I ask?**

Mrs Durrani-Jones ([n.durranijones@lrs.sch.je](mailto:n.durranijones@lrs.sch.je))

## **SPANISH**

### **What are the key features?**

- To be able to hold a conversation in Spanish on a variety of everyday topics, developing fluency and improving your accent
- To read and understand texts and practical information ranging from brochures and tourist leaflets to information about young people and society in Spanish speaking countries
- To build up vocabulary to be able to write about a variety of topics
- To develop listening skills to understand announcements and people discussing and giving information about their daily lives

This is a two year course building on prior knowledge of Spanish from Year 9.

### **How is it assessed?**

There are four exams in each skill area with equal weighting. These exams take place at the end of Year 11.

### **What particular skills are required to succeed?**

You will need to have a good memory and be able to pick the new language up quickly; be able to think on your feet and respond to questions. You will also be a confident communicator, which means being willing to speak up and join in. Being disciplined and developing strategies for learning new words is a must. You must also be disciplined in completing weekly homework and meeting the weekly deadline.

### **Why study this course?**

All employers are impressed by ability in another language and many careers are based purely on this. Spanish is the second most widely spoken language in the business world and in general language use. It goes without saying that it is also really useful for holidays in all Hispanic countries! Most trust companies and banks have offices all over the world and another language will definitely make you stand out from the crowd when you apply for jobs.

### **What equipment is required?**

Access to 'Word Reference' app is recommended.

### **If I have any questions which teacher(s) do I ask?**

Mrs Pinheiro ([c.pinheiro@lrs.sch.je](mailto:c.pinheiro@lrs.sch.je))

## **TEXTILES**

### **What are the key features?**

Textiles is an extremely creative course that will aim to teach the students a range of new techniques and skills relating to textile construction and material manipulation. Throughout the course the students will demonstrate the ability to choose from a range of processes such as felting, stitching, applique and garment construction to then develop their ideas and inspiration from a given topic. We will be drawing inspiration from Art, the environment and our local beaches to equip our students with a range of resources to develop their curiosity within the subject, to aid the development of their own work and sketchbooks.

### **How is it assessed?**

#### **Component 1:**

- A **portfolio** that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.
- This Portfolio counts towards **60%** of your mark.

#### **Component 2:**

- Students respond to their chosen starting point from an **externally set assignment** paper relating to their subject title, evidencing coverage of all four assessment objectives.
- A 10 hour supervised practical assessment.
- **40%** of your final mark.

### **What particular skills are required to succeed?**

Students who choose this subject will need to be creative and show an interest in the techniques and processes of Textiles. The student will need to show a level of commitment to the subject and the ability to reflect on their own work as well as the inspiration of cultural, environmental or historical factors effecting the design process.

We also expect a commitment to homework /home study at GCSE, this should be at least 1.5 hours per week.

### **Why study this course?**

This course is for you if you are creative and committed to studying the art of Textiles through developing and learning new skills and techniques, as well as having an interest in both fashion and textiles.

### **What equipment is required?**

In addition to the normal stationary expected in lessons, we will be providing the students with sewing machines and general equipment in school. However, at times we will expect the students to bring in their own fabrics (recycled clothing/fabric preferred) to aid with the project at hand. We will also expect the students to bring to the lessons a set of shading pencils, a set of acrylic paints, (with a large tube of black and white paint), a good set of coloured pencils, a set of 5 different sized brushes for acrylic paint

### **If I have any questions which teacher(s) do I ask?**

Mrs Langton ([e.langton@lrs.sch.ie](mailto:e.langton@lrs.sch.ie))

## **Notes**

### 1. Questions I need to ask staff about options:

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### 2. Notes from meetings with staff about options:

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