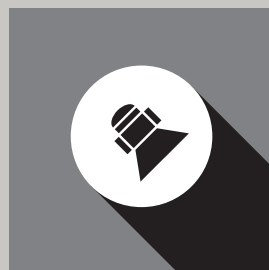
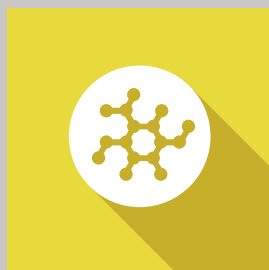
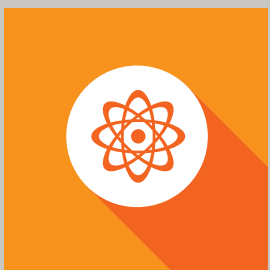
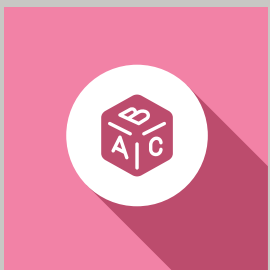
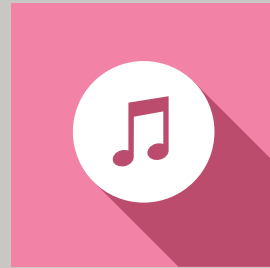


KEY STAGE 4

THE  
**GARIBALDI**  
SCHOOL

OPTIONS 2019



*“This school continues to be good.”*

*(Ofsted 2017)*

*Ofsted’s inspection in January 2017 reaffirms that Garibaldi remains a ‘Good’ school. This judgement backs up what the Head Teacher, Mr Ryan Hawley, has been saying to parents and the wider community:*

*“Students in our community deserve to go to good schools and it is great to have my judgement validated.”*

*“Excellent pastoral support is provided by the Support, Welfare and Attendance Team.”*

*“Progress in English is particularly strong and was in the top 10% of all schools nationally in 2016.”*



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## WELCOME

I am extremely proud to be the Head Teacher of The Garibaldi School. We believe that it is our duty to develop the aspirations of our students and we encourage students to set high standards for themselves. We deliver high quality teaching and a personalised approach to learning to support our students.

Our staff show genuine concern for every student in their charge. Strong, supportive and trusting relationships are a real strength of the school and ensure that the welfare of each student is catered for.

The words 'pride', 'respect' and 'achieve' summarise our school vision. We encourage our students to take pride in themselves, the school and their community. We believe that all members of the school should be happy, behave well and have respect for each other. Therefore, by the time our students leave, they will have achieved well and developed the skills and qualities that they will need for a successful future. Our exam results are evidence that our vision is working.

The Options Process is an important time for your children. For the first time they can make guided positive choices about some of the subjects that they will study. We believe

success comes from students taking the options that are right for them. The options evening and the follow up work that we can do together will support your children to make the right choices to enable them to be happy and successful.

I hope that you will find the evening and this booklet useful.

**Ryan Hawley**  
Head of School

### Confirming option choices

An options form is enclosed with the booklet and must be handed to your mentor by **Friday 15 March 2019** at the very latest. These choices will be confirmed to you in the summer term. Late submissions mean that places on courses are not guaranteed and students may have subjects allocated to them.

**PLEASE NOTE:** Although we endeavour to ensure you receive your Options, we reserve the right to remove options or make alterations to the blocks where required. If this is the case, we will communicate with those who are affected. Specifications are also subject to change.



## THE OPTIONS PROCESS: MAKING CHOICES

In Key Stage 4 all students will study English Language, English Literature, Maths, Combined Science, Physical Education and PSCHE/RE. To complement these subjects you must also study four other subjects. After reading through the booklet and attending the options evening, you will need to complete an options form to confirm your choices.

It is important to remember that these will be the final option choices and so the form must be completed carefully and signed by parents confirming their agreement with the choices made. Please refer to the option block sheet for more information about possible combinations of subject choices.

Use this booklet and the options evening to help you decide on four option subjects to study. Of your four choices, at least one must be from the following five subjects:

- GCSE Computer Science
- GCSE Geography
- GCSE History
- GCSE Spanish

- GCSE Triple Science—GCSE Biology/GCSE Chemistry/GCSE Physics

Additional subjects:

- GCSE Computer Science
- GCSE Design and Technology
- GCSE Geography
- GCSE History
- GCSE Spanish
- GCSE Triple Science: Biology, Chemistry and Physics
- BTEC Art and Design
- BTEC Music
- BTEC Performing Arts (Acting)
- Cambridge National Child Development and Care
- Cambridge National iMedia
- Cambridge National Sports Studies
- Cambridge National Enterprise and Marketing
- WJEC Level 1/2 Award in Hospitality and Catering



GCSE

# COMPUTER SCIENCE

Exam Board: OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

## Course overview

OCR's GCSE (9–1) in Computer Science will encourage:

- Understanding and application the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analysis of problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society apply mathematical skills relevant to Computer Science

To be successful in computer science, you need to have a genuine passion for the world of computers. You will want to teach yourself programming languages, want to know how a computer works and be confident with maths.

## Assessment details

50%: Computer systems exam paper  
50%: Computational thinking and programming exam paper

All marks for this qualification are exam-based. Concepts such as CPU architecture, binary, logic, hexadecimal conversion, programming, debugging are just a few of the concepts that will be covered. A firm grasp of maths is essential in computing.

## Where can this course lead?

If you want to work with computers, you will need to understand the world of computer science. Jobs like programmers, web developers, games developers, technicians and IT consultants would require a fundamental understanding of the elements covered on this course.

This course prepares you for Level 3 ICT/Computing-related qualifications, such as A-Levels. It can also lead to a career in ICT/Computing-related industries.



GCSE

# DESIGN AND TECHNOLOGY

Exam Board: AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

## Course overview

Our GCSE allows you to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

Design and Technology skills are integrated into the following core topics:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

## Assessment details

Written exam: 50% of the final GCSE grade. A two-hour exam worth 100 marks. The exam is broken down into three sections these are outlined below:

Section A: **Core technical principles** (20 marks)

Multiple-choice and short answer questions assess broad technical knowledge and understanding.

Section B: **Specialist technical principles** (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C: **Designing and making principles** (50 marks)

Short and extended response questions, includes a 12-mark design question.

Controlled assessment (coursework): 50% of the final GCSE grade. Non-exam assessment approximately 30–35 hours. The coursework is assessed out of 100 marks.

## Where can this course lead?

Upon completion of this course, you will be qualified to go on to further study, or embark on an apprenticeship or full time career in the world of design and technology. It could lead to one of the following careers—a trade (plumbing, electrician, builder, landscaping etc.), architecture, a mechanic, engineering, product design and many more.



## GCSE GEOGRAPHY

Exam Board: AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

### Course overview

This course covers both human and physical geography and builds on the knowledge developed at KS3. Alongside the knowledge-based learning a variety of wider skills are developed, such as:

- Enquiry-based learning both individually and as teams
- How to design and conduct fieldwork in both an urban and rural setting
- Skills in analysis, interpretation and evaluation through the use of maps, datasets, graphs, photographs, satellite images and GIS
- The ability to empathise with people facing real life global issues and consider issues from a variety of perspectives

### Assessment details

The qualification is divided into three externally examined components:

Paper 1: **Living with the physical environment** (1 hour 30 minutes—35% of the overall qualification)—Topics include ‘The Challenges of Living with Natural Hazards’, ‘The Living World’ and ‘Physical Landscapes of the UK’.

Paper 2: **Challenges of the human environment** (1 hour 30 minutes—35% of the overall qualification)—Topics include ‘Urban Issues and Challenges’, ‘The Changing Economic World’, ‘The Challenge of Resource Management’ pressures’ and ‘Geographical Skills’

Paper 3: **Geographical applications** (1 hour 15 minutes—30% of the overall qualification)—Topics include ‘Issue Evaluation’, ‘Fieldwork’ (the course involves you conducting both human and physical fieldwork) and ‘Geographical Skills’.

### Where can this course lead?

The study of GCSE Geography is desirable if you wish to progress to A-Level Geography and beyond. Geography, due to the diverse nature of its content, can also lead into a wide variety of jobs including teaching, tourism, recycling, environmental management and many more.



## GCSE HISTORY

Exam Board: AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

### Course overview

This course covers both British and international history and builds on the knowledge developed at KS3. Alongside the knowledge-based learning a variety of wider skills are developed.

### Assessment details

The course runs over three examined themes:

Paper 1: **Shaping the nation** (50%)—Thematic study and depth study.

- Thematic study: **Britain: Health and the People, c.1250 to present**—an exploration of the changing nature of health care and public health in Britain
- British Depth Study: **The Norman Conquest, 1065–1100**—this would build on what you have learned in Year 7

Paper 2: An international history paper with a period study and a depth study (50%).

- Conflict and tension between the East and West,

1945–1972—this is a study of the world post-World War Two including the Cold War and tensions between the USA and USSR

- Germany 1890–1945—which would build on your prior learning at KS3

### Where can this course lead?

The study of GCSE History is desirable if you wish to progress to A-Level History and beyond. History, due to the diverse set of skills involved in its study, can also lead into a wide variety of jobs including journalism, the police service, the legal profession (barrister or solicitor), accountancy, business management, financial services, creative industries such as marketing, public relations, the teaching profession, genealogy, archaeology, museum curating, heritage tourism, heritage management.

In this day and age, employers are looking for skills such as critical thinking as well as good communication skills, both written and verbal. Due to the nature of the GCSE in History these skills form an important part of the course, making a GCSE in History an advantage in many fields.



## GCSE SPANISH

Exam Board: AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

### Course overview

You will study all of the following themes on which the assessments are based:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

You will have already met some of these areas in Key Stage 3. They will now be extended and developed to increase the range of expression and understanding in the skills of listening, speaking, reading and writing in the target language.

### Assessment details

There are no longer any controlled assessment tasks. All assessment will be through examination at the end of Year 11. All four examination papers must be taken at the same tier.

Higher Tier: Possible grades 4–9  
Foundation Tier: Possible grades 1–5

Paper 1: **Listening**—comprehension questions in target language and in English. Higher Tier: 45 minutes / 50 marks / 25% of GCSE.

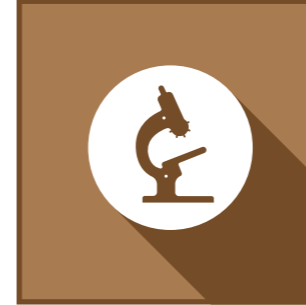
Paper 2: **Speaking**—role play, photo card and general conversation. Higher Tier: 10–12 minutes 60 marks 25% of GCSE.

Paper 3: **Reading**—comprehension questions in target language and in English, translation from target language into English. Higher Tier: 1 hour 60 marks 25% of GCSE.

Paper 4: **Writing**—structured writing task, open-ended writing task, translation from English into target language. Higher Tier: 1 hour 15 minutes 60 marks 25% of GCSE.

### Where can this course lead?

This course can lead to progression onto A-Level study. It can also prepare you for a career in business or translation.



## GCSE TRIPLE SCIENCE: BIOLOGY, CHEMISTRY AND PHYSICS

Exam Board: AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

### Course overview

This course allows you to study for three GCSEs in Biology, Chemistry and Physics.

Science is the means to understanding our surroundings. Studying this course will provide an insight into and experience of how science works. It will stimulate your curiosity and encourage you to engage with science in your everyday life. You will develop your understanding of the nature of science, its applications and the interrelationships between science and society.

### Assessment details

For each GCSE there will be two externally set and marked exams each covering 50% of the course. All exams will be taken at the end of Year 11.

Unit 1: 1 hour 45 minute exam, consisting of multiple-choice, structured, closed short answer and open response questions covering the first half of the course.

Unit 2: 1 hour 45 minute exam, consisting of multiple-choice, structured, closed short answer and open response

questions covering the second half of the course.

There will also be a practical requirement. You will have to carry out a minimum of ten practicals for each GCSE. They will be completed throughout the course and questions on the practical will be assessed in the exams. These questions will make up 15% of your final exam. This will give you a practical endorsement for each GCSE.

### Where can this course lead?

This course is ideally suited to you if you are wishing to pursue a career in science or have an active interest in the sciences. After completing these courses you will be ideally placed to further progress to study A-Level sciences.

Science careers are varied and wide ranging and include medicine, sports science, a chemical technician, teaching, environmental science, veterinary medicine, industrial engineering, nuclear power, an electrician, nursing and many more.



## BTEC ART AND DESIGN

Exam Board: Edexcel ([qualifications.pearson.com](https://www.pearson.com/qualifications/edexcel))

### Course overview

BTEC Art and Design gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Knowledge that underpins effective use of skills, processes and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes.
- Development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs
- Process that underpins effective ways of working in art and design practice, such as generating ideas, prototyping, development, review and refinement
- Attitudes that are considered most important in art and design practice, including planning, organisation and communication.

### Assessment details

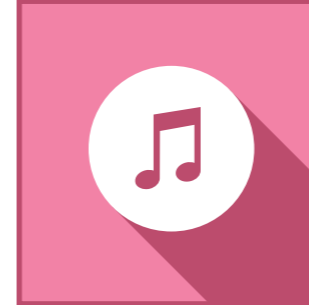
Component 1: **Generating ideas in art and design** (30% of the qualification / 36 GLH)

Component 2: **Develop practical skills in art and design** (30% of the qualification / 36 GLH)

Component 3: **Responding to a client brief** (40% of the qualification / 48 GLH)

### Where can this course lead?

After completing the course, you can continue on to further vocational and academic study at Level 2 and Level 3, as well as apprenticeships and traineeships. The transferable skills you will master during your studies such as self-reflection, communication, teamwork and problem-solving will also support your progress.



## BTEC MUSIC

Exam Board: Edexcel ([qualifications.pearson.com](https://www.pearson.com/qualifications/edexcel))

### Course overview

BTEC Music gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills
- Processes that underpin effective ways of working in the music industry,
- Attitudes that are considered most important in the music industry
- Knowledge that underpins effective use of skills

### Assessment details

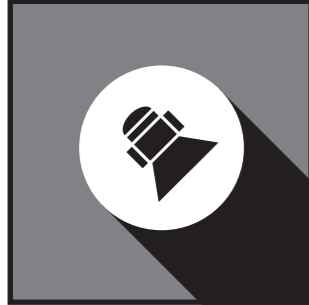
Component 1: **Exploring music products and styles** (30% of the qualification / 36 GLH)

Component 2: **Music skills development** (30% of the qualification / 36 GLH)

Component 3: **Responding to a commercial music brief** (40% of the qualification / 48 GLH)

### Where can this course lead?

After completing the course, you can continue on to further vocational and academic study at Level 2 and Level 3, as well as apprenticeships and traineeships. The transferable skills you will master during your studies such as self-reflection, communication, teamwork and problem-solving will also support your progress.



BTEC

## PERFORMING ARTS (ACTING)

Exam Board: Pearson ([qualifications.pearson.com](https://www.pearson.com))

### Course overview

The award gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas of equal importance, which cover the following:

- Development of key skills that prove your aptitude in performing arts such as reproducing repertoire or responding to stimuli
- Process that underpins effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- Attitudes that are considered most important in the performing arts, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

This is the right subject for you if you enjoy expressing yourself in an active and exciting way, working in a group, exploring ideas by putting yourself in other people's shoes,

playing many parts in different imaginary situations and looking at plays written by other people.

### Assessment details

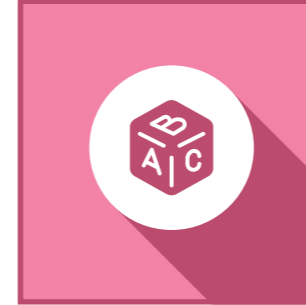
Component 1: **Exploring the performing arts** (30% of the qualification / 36 GLH)

Component 2: **Developing skills and techniques in the performing arts** (30% of the qualification / 36 GLH)

Component 3: **Performing to a brief** (40% of the qualification / 48 GLH)

### Where can this course lead?

The course prepares you for Level 3 drama related qualifications such as A-Levels and BTEC Level 3. It can also lead to a career in drama and theatre related industries. Skills developed through this course are relevant to many different academic and professional areas such as English, PE, and Music.



Cambridge National

## CHILD DEVELOPMENT

Exam Board: OCR ([www.ocr.org.uk](https://www.ocr.org.uk))

### Course overview

#### RO18: Health and well-being for child development

You will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

#### RO19: Understand the equipment and nutritional needs of children from birth to five years

You will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and you will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating outcomes.

#### RO20: Understanding the development of a child from birth to five years

You will gain an understanding of the development norms from birth to five years and the stages and benefits of

play. You will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

### Assessment details

R018: Written paper (1 hour and 15 minutes) 80 marks

R019: Centre-assessed task (approx. 7–10 hours) 60 marks

R020: Centre-assessed task (approx. 7–10 hours) 60 marks

### Where can this course lead?

This qualification will support you to work with children. It will prepare you for further learning or training in the area of child care. It provides progression to other Level 3 qualifications and can lead to careers such as an early years teacher, a family support worker, a primary/secondary school teacher, a special educational needs teacher, a social worker, a teaching assistant, a youth worker and more.





Cambridge National

# ENTERPRISE AND MARKETING

Exam Board: OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

## Course overview

This qualification is for students who wish to develop applied knowledge and practical skills in business. It is designed with both practical and theoretical elements.

The main purpose of the course is to help you develop skills in Business Marketing and Enterprise Skills: You will study three mandatory topics as follows:

Unit 1 (RO64): **Enterprise and marketing concepts**

Unit 2 (RO65): **Design a business proposal**

Unit 3 (RO66) **Market and pitch a business proposal**

## Assessment details

The course is 120 hours guided learning and is assessed in three parts.

Unit 1 (RO64): **Enterprise and marketing concepts**

This unit is assessed by an externally set and marked examination (80 marks).

Unit 2 (RO65): **Design a business proposal**

This unit will be assessed via an exam board set assignment (60 marks).

Unit 2 (RO66): **Market and pitch a business proposal**

This unit will be assessed via an exam board set assignment (60 marks).

## Where can this course lead?

The course prepares you for Level 3 study and is particularly useful for Business related qualifications and A-Levels. It would also prepare you to work in a variety of fields such as accountancy, banking, in human resources, management, public services and in marketing.



Cambridge National

# iMEDIA

Exam Board: OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

## Course overview

This qualification will assess the application of graphic and multimedia skills through practical use. It will provide an insight into the exciting world of graphic design and multimedia. You will learn how to use professional design tools to create products such as posters, websites and interactive media products.

The Cambridge Nationals in iMedia will equip you with sound design skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research, working with others or communicating technical concepts effectively. This course encourages independence and creativity.

Good written communication is essential in the evidencing part of this course.

## Assessment details

25% Unit R081: External exam

25% Unit R082: Graphic Design—Image editing skills

25% Unit R085: Web Design—Creating a multi-page website

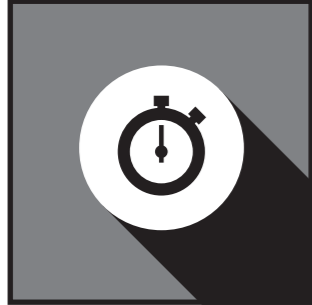
25% Unit R087: Interactive Multimedia—Creating multimedia products

## Where can this course lead?

This course contains a lot of transposable skills and will benefit any other GCSE choices.

This course would be ideal if you have an interest in art and design.

This course would be a great choice if you are seeking a career in graphic design, media, web design, marketing, or any job with a high level of creativity.



## Cambridge National SPORTS STUDIES

Exam Board: OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

### Course overview

You will have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership to your own and others' practical performance.

You will develop an appreciation of the importance of sport locally and nationally, the different ways of being involved in sport and of how this shapes the sports industry.

This course will allow you to develop your skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing your employability within the sport sector.

Unit 1: **Contemporary issues in sport**

Unit 2: **Developing sports skills**

Unit 3: **Sports leadership**

Unit 4: **Developing knowledge and skills in outdoor activities**

A high percentage of this work is assessed through written coursework tasks

### Assessment details

There are four units to complete; one is externally assessed by an exam, a written paper lasting 60 minutes. The other three units are assessed by The Garibaldi School staff and then externally moderated by OCR, based upon portfolio work. Each unit's portfolio can be based upon written tasks, project work, observations and practical work.

### Where can this course lead?

Sport is a high-profile and expanding industry and, as such, there is a growing need for qualified professionals and capable volunteers. This can be anything from sport scientists assessing how nutrition, environment and training programmes can optimise performance, through to a sports coach having to develop the skills, tactics and strategies of a team or an individual. Cambridge Nationals in Sports Studies offer you the solid foundation required for further progression into the industry including further educational courses, at Level 3, related to sport, fitness and coaching.



WJEC Level 1/2

## HOSPITALITY AND CATERING

Exam Board: WJEC ([www.wjec.co.uk](http://www.wjec.co.uk))

### Course overview

Unit 1: **The hospitality and catering industry**

In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Unit 2: **Hospitality and catering in action**

In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

### Assessment details

Unit 1: Externally-assessed (90 minutes) 90 marks

Unit 2: Internally-assessed (9 hours) Level 1 Pass/Level 2 Distinction

### Where can this course lead?

This qualification can lead to a career as a dietitian, head chef, kitchen porter, restaurant manager, sous chef, waiting/bar staff, barista, butcher, baker, pastry chef, chef de partie and many more.



THE  
**GARIBALDI**  
SCHOOL

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**Christopher James** BA (Hons), PGCE, NPQH

Head of School:

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