

## Purple / Yellow Flightpath Key Stage 4 Options Form

Thank you for taking the time to read the curriculum options booklet. A **full** copy of the document, where course details and levels of accreditation are provided can be found on the eschools website.

<https://greenbank.eschools.co.uk>

Using the table below you will see **Blocks A** and **B**.

1. Tick **ONE** first choice (**1<sup>st</sup>**) and **ONE** reserve (**R**) subject from **Block A**
2. Tick **ONE** first choice (**1<sup>st</sup>**) and **ONE** reserve (**R**) subject from **Block B**

Block A	1st	R	Block B	1st	R
Design Technology			Geography		
Food Technology			History		
Art & Design			Non-accredited: Combined Humanities		
Non-accredited: Combined Art/ Technologies					

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

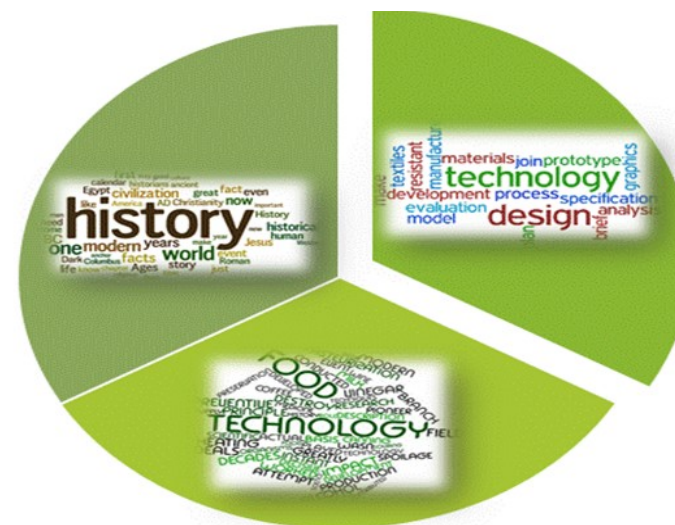
Parent Signature: \_\_\_\_\_

**PLEASE RETURN TO SCHOOL BY**

**FRIDAY 25th MARCH 2022**



## Key Stage 4 Options 2022 - 2023



**Headteacher: Mr McCann**

**Deputy Headteachers: Mrs Scott & Mrs Langford**

**Key Stage 4 Manager: Mr Hamilton**

Dear Year 9 Students and Parents/Carers

At Greenbank School we recognise the importance of the decisions that students need to make in their transition from Year 9 into Key Stage 4. In this important phase of students' education, it is crucial that we give you clear and informed guidance as to the choices available and how these are matched to individual needs, interests and abilities.

Opportunities such as Annual Review meetings, Parents' Evenings and guidance for students is designed to ensure that parents and students are fully informed of the issues involved in choosing courses for Years 10 and 11.

Qualifications gained at the end of Key Stage 4 are an essential springboard for students' development and play a large part in shaping future educational opportunities.

We also see this as a time to reinforce the partnership that exists between the school, parents and students. We value this partnership as we feel that it is instrumental in ensuring that students commit themselves, wholeheartedly, to the work that will enable them to successfully meet the challenges of new courses in Years 10, 11, Sixth Form and beyond.

Whilst we place great importance on the academic pathways students follow and the progress they make we do not lose sight of the fact that students also need to develop social, communication, emotional, thinking and independent living skills to equip them for life as a young adult. Our curriculum and residential provision provides outstanding support in these areas.

Yours faithfully,



Mr M. McCann

Head teacher

## **Non-Accredited Curriculum**

### **Combined Humanities: Geography and History**

Subject Leader: Miss Badzire



Geography is a key part of the National Curriculum and has a natural relationship to History. Each group learns the subjects through topic work, making meaningful connections across the curriculum. A lot of time is put in to make sure that this subject is fun and engaging. Children's innate 'what' 'when' 'how' 'where' and 'why' questions are highly encouraged through this subject.

In Geography, the subject is organised into key skills that are taught throughout the year.

- ◆ Enquiry and Skills
- ◆ Geographical Language
- ◆ Knowledge and Understanding of Places; Patterns and Processes; and of Environmental Change and Sustainable Development.

Map and Atlas Skills

Within History, skills develop knowledge and understanding that the children need as they develop their perceptions. The skills are divided into 5 sub areas:



- ◆ Chronological understanding
- ◆ Knowledge and understanding of events, people and changes in the past
- ◆ Historical Understanding
- ◆ Historical Investigation

Organisation and Communication

The non-accredited Humanities course will be delivered through a series of topics, such as chocolate, transport, past civilizations, and can be adapted to meet the interests of the students within the group.

## History

Subject Leader: Miss Badzire



Qualification: OCR Entry Level Certificate, History R435

Grades: Entry Level 1, 2 or 3 (3 being the highest level)

The Entry Level Certificate is made up of 100% internally assessed tasks and tests that can be taken at any point during the course.

Learners will be expected to complete **three** tasks:

- ◆ Thematic study (content areas provided by the exam board OCR) forms 40% of the total mark.
- ◆ Depth study (content areas provided by OCR) forms 30% of the total mark.
- ◆ Study of a site or individual (2 pieces of work – a biography or guide, and an explanation of the importance of the site or individual) forms 30% of the mark.

These can be tailored to suit interests and needs of the learners.

## Introduction

Year 9 students will complete their Key Stage 3 curriculum in July and will move on into Key Stage 4 / Year 10 in September 2022. To help students prepare for this change, your child will be making their choices for their Key Stage 4 courses over the coming weeks. This is a very important decision which will impact on your child's future. We also recognise that it can be a difficult decision to make which is why we place emphasis on advice, support and guidance so that the process can be as straight-forward as possible.

As well as this book, your child will:

- ◆ Be able to talk to their tutor and Key Stage Manager.
- ◆ Be able to see the course content of each course on the school website.
- ◆ Take part in group work as part of their careers lessons.
- ◆ Have talks from an external Careers advisor.
- ◆ Be able to talk to a range of prospective post school providers.

## The Core Curriculum

The curriculum is designed to ensure that students have a broad and balanced education to allow them to have a wide choice of pathways. The Key Stage 4 curriculum is made up of subjects which students are required to study (this is called Core Curriculum) and subjects that they can select to study (this is called Options). The Core Curriculum occupies around 80% (16 out of 20 lessons) of your child's timetable in Year 10 and 11.

The Core Curriculum	
<u>Subject</u>	<u>Lessons per week</u>
English	4
Mathematics	4
Science	2
Computing	1
CEIAG (Careers)	1
Physical Education (not examined)	2
Citizenship (not examined)	1
RE (not examined)	1

## The Options

In addition to studying the Core Curriculum, your child will also be able to select 2 Option subjects. Your child will be guided to which options will be most appropriate for them to enable them to achieve the best possible outcomes. This is based on their Key Stage 3 progress. The Options occupy 20% (4 out of 20 lessons) of your child's timetable in Year 10 and 11.

Students will have the opportunity of selecting 1 option from Block A and 1 from Block B.

Block A	Block B
Food Technology	Geography
Design Technology	History
Art and Craft	Non-Accredited: Combined Humanities
Non-Accredited: Combined Art/Technologies	

### The Non-Accredited Curriculum

Students can also participate in a less intensive curriculum which will support their physical and emotional health and wellbeing, whilst providing them with a range of engaging projects to develop their skills and knowledge.

The lessons will consist of the main options choices without the stresses of achieving accreditation.

For example, in Block A, they will study parts of the Food Technology, Design Technology and Art programs, in Block B Geography and History, but for educational enrichment purposes only.

This enables students to learn in a relaxed environment whilst still learning the relevant Key Stage curriculum. The timetable is more flexible and able to change to suit individual needs and interests. In turn, this will allow increased time for students' learning, development and growth.

## Purple and Yellow Flightpath Options - Block B

view presentations online at <https://greenbank.eschools.co.uk>

### Accredited Courses:

- Geography
- History

### Non-accredited Courses:

- Combined Humanities (Geography and History)

## Geography

Subject Leader: Miss Badzire



Qualification: OCR Entry Level Certificate, Geography R407

Grades: Entry Level - Entry 1, 2 or 3 (3 being the highest level)

The Entry Level Certificate is made up of 100% internally assessed tasks and tests that can be taken at any point during the course. Learners will be expected to complete three tasks:

- ♦ Dynamic world (Our World, Destructive World, and Resourceful World) forms 30% of the total mark.
- ♦ Fieldwork notebook (Practical experience of fieldwork) forms 30% of the total mark.
- ♦ Personal Project (a project based on any part of the specification) forms 40% of the total mark.

These can be tailored to suit interests and needs of the learners.

## Non-Accredited Curriculum:

### Art and Craft, Food Technology, and Design Technology



Art Subject Leader: Mr Burrage

Learners produce work developed from personal and/or centre-devised starting points, or centre devised projects e.g. plants. The lessons help students develop and refine their ideas, as well as record their ideas and present a response. Learners create their art or craft products both individually and collaboratively.

Food Technology Subject Leader: Mrs Meadows

Food Technology offers exciting and rewarding activities to develop skills and knowledge through cooking and food preparation. This helps learners develop practical cooking skills, as well as personal, social and work-related skills.

The Food Technology course will enable learners to:

- ◆ learn what is meant by healthy eating and wellbeing
- ◆ learn and demonstrate the skills and techniques needed to cook
- ◆ gain an understanding of the importance of sustainability and cooking on a budget

Design Technology Subject Leader: Mrs Meadows

In Design Technology, students use creativity and imagination to design and make a range of products, considering their own and others' needs, wants and values.

Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

## Flightpaths at Greenbank– Purple

<b>Criteria</b>	Traditionally students would be NC Levels 2a—4c academically. Students must apply to Greenbank Sixth Form, after discussion at the Year 11 Annual Review.
<b>Curriculum</b>	Access to enrichment activities and a formal approach to learning with qualifications. Qualifications In KS4 & KS5 are at Entry Level 2—Entry Level 3.
<b>CEIAG</b>	Volunteering and a weeks work experience in KS4, with weekly work experience and employability lesson in KS5.
<b>Annual Reviews</b>	focus on support after Greenbank and future education - Social Care input considered— independent Travel Training (ITT) considered.

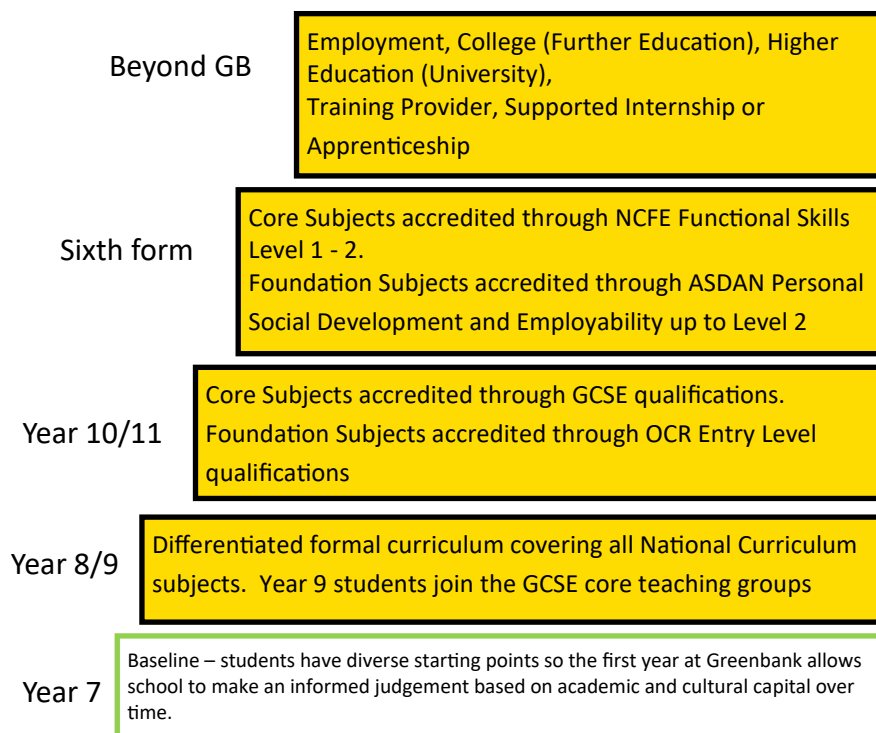
<b>Beyond GB</b>	Employment, College (Further Education), Training Provider, Supported Internship or Apprenticeship
<b>Sixth form</b>	Core subjects accredited through NCFE Functional Skills Entry Level 2-3. Foundation Subjects accredited through ASDAN Personal Social Development and Employability up to Entry Level 3.
<b>Year 10/11</b>	Core Subjects accredited through OCR Entry Level qualifications. Foundation Subjects accredited through OCR Entry Level and OCR Life & Living skills qualifications.
<b>Year 8/9</b>	Differentiated formal curriculum covering all National Curriculum subjects.
<b>Year 7</b>	Baseline – students have diverse starting points so the first year at Greenbank allows school to make an informed judgement based on academic and cultural capital over time.

There are four flightpaths at Greenbank **TEAL > CORAL > PURPLE > YELLOW**  
Movement between flightpaths can occur



## Flightpaths at Greenbank - Yellow

<b>Criteria</b>	Traditionally students would be NC Levels 3a – 5+ academically. Students must apply to Greenbank Sixth Form or College, after discussion at the Year 10 Annual Review
<b>Curriculum</b>	A formal approach to learning with qualifications. Qualifications in KS4 are GCSE's in English & Maths. KS5 qualifications are at Level 1 – Level 2
<b>CEIAG</b>	Volunteering and a weeks work experience in KS4, with weekly work experience and Employability lessons in KS5
<b>Annual Reviews</b>	Focus on support after Greenbank and future education – Independent Travel Training (ITT) essential – Social Care input considered



-There are four flightpaths at Greenbank **TEAL** > **CORAL** > **PURPLE** > **YELLOW**

- Movement between flightpaths can occur

## Design Technology

Subject Leader: Mrs Meadows

Qualification: NCFE Creative Crafts

Grades: Entry Level 1-3 (3 being the highest level)

In Design Technology, students use creativity and imagination to design and make products that solve real and relevant problems within a variety of situations, considering their own and others' needs, wants and values.

They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**Qualification purpose:**

This qualification is designed to support engagement in learning.

This qualification will:

- ◆ provide opportunities to acquire elementary practical skills in creative craft.

**Qualification objectives:**

The objectives of this qualification are to:

- ◆ introduce learners to craft and design materials
- ◆ allow learners to combine materials to create a craft item.

Students will work through the design process to research, analyse, plan, design, develop, make and evaluate a number of different practical products. Alongside the practical activities students will produce a portfolio of work to support their knowledge and understanding and document their learning journey.



## Food Technology

Subject Leader: Mrs Meadows

Qualification: NCFE Creative Crafts

Grades: Entry Level 1-3 (3 being the highest level)



The Food Technology Creative Crafts course offers exciting and rewarding activities to develop skills and knowledge through cooking and food preparation. This course helps learners develop practical cooking skills, as well as personal, social and work-related skills.

The Food Technology Creative Crafts course will enable learners to:

- ◆ learn what is meant by healthy eating and wellbeing
- ◆ learn and demonstrate the skills and techniques needed to cook
- ◆ gain an understanding of the importance of sustainability and cooking on a budget

Students will research, plan, develop, make and evaluate a number of different recipes and food products.

## Qualifications Explained

There are a wide variety of qualifications available to students and it is important that you and your child understand the difference between the qualifications so that they are able to make informed decisions about which style of learning is best for them.

Qualification	Description
<b>Purple Flight Path:</b>  <b>Entry Level</b> Maths English Science Geography History Art & Craft Food Technology Design Technology ASDAN- Citizenship.	<ul style="list-style-type: none"> <li>◆ Suitable for most students attending Greenbank School.</li> <li>◆ Coursework based with some short topic/ skills tests</li> <li>◆ 100% internally assessed then externally verified</li> <li>◆ Used as a stepping stone Functional Skills in Sixth Form.</li> <li>◆ Students will receive weekly own-learning (homework) for Literacy and Numeracy</li> </ul> <p><i>* Students aiming for a higher English Entry Level qualification, will be co-taught with the GCSE (9-1) group.</i></p>

<b>Yellow Flight Path:</b>  <b>GCSE</b> English Language (9-1) Maths Foundation (5-1) <b>Entry Level</b> Maths English Science Geography History Art & Craft Food Technology Design Technology	<ul style="list-style-type: none"> <li>◆ End of 3 year course examinations</li> <li>◆ (English: 2 x 120min; Maths 3 x 90min)</li> <li>◆ English is graded 9 (Highest) to 1 (lowest).</li> <li>◆ Maths Foundation Level is 5 to 1</li> <li>◆ Students need to be able to cope at a much higher pace of learning at this stage in their education and the academic demands without significant and detrimental impact to their wellbeing.</li> <li>◆ Students are expected to complete weekly own-learning (homework) to consolidate their understanding and independent thinking skills.</li> </ul>
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## **Information for Students:**

### **Introduction**

Selecting which subjects you study in Year 10 and Year 11 is a very important decision as it may affect:

- ◆ Your progress over the next 2 years,
- ◆ Your future pathway into Greenbank Sixth Form and beyond that College
- ◆ Your employment prospects in the future

This decision must be yours, but there are people in school who can help such as your tutor, Mrs Scott (Deputy Head), and Mr Hamilton (Key Stage 4 Manager). Remember that you will have to study the subjects you choose for 2 years so do not make your choices without finding out as much as you can about the courses you are interested in.

### **How to Choose a Course:**

You will still have to study and take tests and / or complete coursework in English, Mathematics, Science and Computing but you can select 2 courses that you would like to study in Year 10 and Year 11. You also have to study Core PE, RE and Citizenship but do not take examinations in these subjects.



#### **Do choose courses because**

- ◆ You enjoy the subject
- ◆ It will help you with your future
- ◆ You are willing to work hard during the entire course



#### **Do not choose courses because**

- ◆ Your friends have chosen it

## **Purple / Yellow Flightpath Options - Block A**

view presentations online at <https://greenbank.eschools.co.uk>

### **Accredited Courses:**

- Art
- Food Technology
- Design Technology

### **Non-accredited Course:**

- Combined Arts and Technologies

### **Art and Craft**

Subject Leader: Mr Burrage

Qualification: OCR Life and Living Skills Art and Craft

Grades: Entry Level 1-3 (3 being the highest level)



Learners produce a portfolio of work developed from personal and/or centre-devised starting points, or centre devised briefs/projects/assignments e.g. plants. The portfolios help students develop and refine their ideas, as well as record their ideas and present a response. This involves gathering relevant equipment, selecting and creating art or craft products and thinking about safety. Learners create their art or craft products both individually and collaboratively.

At the end of the year, learners are to create a display of their own work which is shared with the rest of the school community.



## Religious Education

Subject Leader: Mr Duncalf

Qualification: None



Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. All participants are encouraged to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

(Agreed CWAC Syllabus Sept. 2013)

Year 1	What's the difference? Students will look at aspects of the 6 main world religions, allowing them to compare, reflect and contrast.	World's best seller – the Bible Students will learn about the history and importance of the bible to believers.	Islam – beliefs/ teachings Students will explore the key beliefs and teachings of Islam.
Year 2	Christianity - values Students will examine the core Christian values and discuss how believers use them in everyday life.	Persecution Students will learn about the causes of persecution and why it takes place. Students will also examine historical examples of persecution.	Big Questions Students will develop their ability to discuss and answer big questions about the World.

## Some Questions You May Have:



### Who can help me make my decisions?

You will be able to find information in this book, but also:

- ♦ You can talk to your tutor
- ♦ Mrs Scott/Mr Hamilton may have already met with you, but you can always ask to see them again
- ♦ Your teachers can give you advice

### Will I get all my first choice subjects?

Most students are able to study the subjects they want, but it may not be possible if:

- ♦ Your choices do not match your Flightpath
- ♦ There are too many students who want to do that subject
- ♦ There are not enough students who want to do that subject so the subject is withdrawn
- ♦ It is felt that an alternative curriculum (i.e. the Foundations for Adulthood option) would be a more appropriate option and would support progression more effectively

## The Core Curriculum – for ALL students

### English

Subject Leader: Mr McManus

Qualification: Entry Level or GCSE

Grades: Entry Level – Entry 1-3 (3 being the highest level).  
GCSE – 9-1 (9 being the highest grade).

**Entry Level:** OCR Certificate in English (R393).

<http://www.ocr.org.uk/qualifications/entry-level-english-r393-from-2016/>

Entry Level Certificate in English will inspire and engage students by providing a broad, coherent, satisfying and worthwhile course of study. Student complete two Writing tasks, two Reading tasks and one Spoken Language task. The students, depending on their attainment, gain a level 1, level 2 or a level 3 Certificate.

**GCSE:** OCR English (J351)

<http://www.ocr.org.uk/qualifications/gcse-english-language-j351-from-2015/>

GCSE in English Language helps students develop the skills required to read fluently and critically in a wide variety of high-quality literary and non-fiction genres, and to use written and spoken English accurately and effectively in different styles and contexts.

Assessment is by two formal examinations; Communicating information and ideas (01) Exploring effects and impact (02) with an additional non-exam assessment in Spoken Language.



### Physical Education

Subject Leader: Mr Hamilton

Qualification: None



Students will participate in at least 2 hours of P.E. each week experiencing a wide range of sporting activities including racket sports, hockey, football, volleyball, handball, trampolining, cricket, rounders, basketball, tennis, athletics and fitness.

School invests heavily in its P.E. resources with the objective of providing opportunities for students to:

- ◆ Become more competent, confident and expert in their techniques and apply them across different sports and physical activities and learn to tackle complex and demanding physical activities.
- ◆ Develop their technique and improve their performance in other competitive sports e.g. athletics and gymnastics.
- ◆ To work in a team; building on trust; developing skills... either individually or as a group.
- ◆ Overcome opponents in direct competition through team and individual games.
- ◆ Take part in competitive sports and activities outside school through community links or sports clubs through team and individual games.
- ◆ Use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games).

## CEIAG (Careers, Education, Information, Advice and Guidance)

Subject Leader: Mrs Langford

Qualification: None



CEIAG is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

Greenbank School is committed to providing good quality, impartial information, advice and guidance to every student throughout their school career. We ensure that students come in to contact with employers to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire to.

Our CEIAG programme provides activities appropriate to age and need; it aims to provide students with the best possible foundation on which to base not only their post-16 choices following Year 11, but also their options choices for subjects in Year 9.

We aim to ensure that all our students:

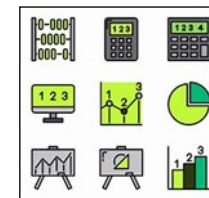
- ♦ are supported to make effective choices about their future study and career options
- ♦ are provided with experiences which inspire and motivate them to achieve highly
- ♦ are prepared for the transition process to life beyond secondary school (further and higher education and the world of work)
- ♦ develop self-knowledge and confidence in making decisions and career choices which are suitable and ambitious for them
- ♦ develop an understanding of the world of work and how to respond to changes in today's workplace
- ♦ develop research skills to seek out and utilise information, advice and guidance
- ♦ develop characteristics such as social skills, communication, resourcefulness, innovation and resilience

## Mathematics

Subject Leader: Miss Rosenburgh

Qualification: Entry Level or GCSE

Grades: Entry Level: Entry 1, 2 or 3 (3 being the highest level)  
GCSE: 9-1 Foundation level (5 being the highest grade).



Entry Level: OCR Certificate in Mathematics (R449)

<https://www.ocr.org.uk/qualifications/entry-level/mathematics-r449-from-2016/>

This course encourages learners to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society.

Assessment is by 2 written papers and 1 practical paper, marked internally and sent for external moderation to meet National assessment standards.

GCSE: OCR Mathematics (J560) Foundation Level

<https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/>

GCSE Mathematics encourages students to develop a positive attitude towards the subject and recognise the importance of mathematics in daily life. It allows students to develop mathematical independence built on a sound base of conceptual understanding.

Assessment is by 3 written papers equally weighted including calculator and non-calculator papers. All papers are sent to external examiners.

## Science

Subject Leader: Mr McManus

Qualification: Pre-Entry, Entry Level

Grades: Pre-Entry Level- Between 1 and 6 credits.  
Entry Level- Entry 1, 2 or 3 (3 being the highest level)



**Pre-Entry Level:** ASDAN Science Short Course

The Science Short Course is for a small number of Purple flightpath students to develop their personal and employability skills – as well as their science knowledge and understanding. Topics available for study include: Human Machine, Forces and Motion, Chemical Change, Biological Challenges, Space Physics and Performance in Sport. Coursework is internally marked and moderated within school.

**Entry Level:** OCR Science (R483)

OCR's Entry Level Certificate in Science provides an entry into the understanding of the physical, chemical and biological world. The qualification will encourage learners to; understand the use of conceptual models and theories to make sense of the observed diversity of natural phenomena; understand the assumption that every effect has one or more cause; understand that change is driven by differences between different objects and systems when they interact; understand that many such interactions occur over a distance and over time without direct contact; understand that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review; understand that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

Entry Level Certificate in Science is made up of 100% internally assessed tests and tasks split into 3 elements (End of Item tests, 'Can do task and Practical Tasks).

## Computing

Subject Leader: Mr Coward

Qualification: Entry Level

Grades: Entry Level 1, 2 or 3 (3 being the highest level).

The accreditation for Computing at Key Stage 4 is through: OCR Life and Living skills, focusing on the practical applications of Computing. The course will focus on developing Computing skills for the success in life & the workplace. In addition to this accreditation, students may receive tuition in a rounded suite of Computing skills, which will include Game design, Office skills, Coding and algorithm use. Also some fun stuff in the mix.



## Citizenship

Subject Leader: Miss Thelwell

Qualification: Pre-Entry, Entry Level.

Grades: ASDAN Personal Progress (Pre-Entry/Entry 1)

Citizenship is a mandatory subject which is delivered at Greenbank School to enable students to become caring and responsible young adults. Students will develop an awareness of the social, moral, spiritual and cultural values within diverse British and Global communities. It is delivered through a combination of weekly tutor based sessions and providing opportunities for students to participate in whole-school initiatives such as School Council, special events and competitions.

