

TRANSITION

Key Stage 3 → Key Stage 4

Moving On

The purpose of this booklet is to help our Year 9 students, guided by their parents and teachers, to choose their GCSE options. This is an extremely important process and, by working together, we can make it exciting and rewarding.

The STEP course is designed for those students who will achieve greater success by following a slightly reduced GCSE programme, whilst benefiting from a college placement for one afternoon per week.

If we have identified a student as somebody who could benefit from the STEP course, you will have been contacted. If so, please do consider this pathway very carefully.

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Thank you for your support in this process.

Keith Nancekievill

KEY STAGE 4 COURSES 2009-2011

Important dates in the process of consultation and course choice:

Monday 9 th February	Key Stage 4 Curriculum Booklet available
Tuesday 10 th February	Special Assembly for Year 9.
Thursday 26 th February	Subject Choices Parents' Evenings. The procedures will be explained and the implications discussed (Performing Arts Centre: 7.00pm). Subject workshops.
Tuesday 10 th March	Year 9 Parents' Evening – all subjects. All course planning sheets returned to Form Tutor

Please note there will be information meetings for students from 23 February-2 March 2009

Course Planning Sheets returned to Tutor by Friday 13th March

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The Key Stage 4 Curriculum

There is a statutory framework for the Key Stage 4 curriculum. This sets out what is compulsory and lists a wide range of optional qualifications. Students may choose three options.

Making choices

There are some simple “dos and do nots”.

- Do**
1. Choose the subject you like the best
 2. Choose the subjects where you know you are most likely to be successful
 3. Make your own choice
 4. Research the implications
 5. Remember that new subjects you have not encountered before are not necessarily more interesting than ones you have been studying in KS3

- Do not**
1. Choose the teacher, you will probably be taught by someone else
 2. Choose to be with friends, make your own choice
 3. Choose a new subject because you do not like your KS3 subjects

A final word of advice

Achievement in English, Mathematics and Science is usually more important than which subjects you have chosen.

..... and absolutely finally

We will do our best to accommodate your first choices but this may not always be possible. Do not become obsessed with one route to success.

Good luck!

OPTIONAL SUBJECTS AND COURSES AVAILABLE

Options (You should choose three of these subjects)

Art & Design: Fine Art	GCSE
Art & Design: Three Dimensional Design	GCSE
BTEC First Certificate in Sport	BTEC
Business Studies	GCSE
Catering	GCSE/NVQ
Child Development	GCSE
Dance	GCSE
Drama	GCSE
Geography	GCSE
History	GCSE
Modern Languages	GCSE
Music	GCSE
Resistant Materials	GCSE
Textiles	GCSE
WorkSkills Certificate	ASDAN
Youth Award	

Compulsory Subjects

English	GCSE
Information Technology	GCSE
Maths	GCSE
Personal Development	
Physical Education	
Religious Studies	GCSE
Science	GCSE
Careers Education	

THE OPTIONS

ART AND DESIGN

FINE ART (painting, drawing and printmaking)

Fine art may be defined as work, which is produced as an outcome of the students' personal experience, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief.

Work produced for this specification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

The course will involve students:

- Generating and developing ideas informed by primary and contextual sources.
- Refining their ideas through experimenting with media, and developing and applying skills.
- Researching, recording, analysing and reviewing their own and others' work.
- Selecting, creating, realising and presenting personally developed outcomes.

Students will be required to work in the following disciplines, painting, drawing, and printmaking.

The course is made up of two units.

Unit 1: Personal Portfolio in Art and Design.

This will be a body of practical research and development leading to final outcomes. This will follow two themes that are set by the department. This work will take place in years 10 and 11 and will take place under controlled classroom conditions. This unit is weighted at 60% of the qualification.

Unit 2: Externally Set Assignment in Art and Design

This unit represents the culmination of the course and is the equivalent to a final exam. This will be practical research and development based on a broad theme set by the exam board taking place over a period of ten weeks working under controlled conditions. At the end of this period a final outcome will be produced in ten hours over two days under exam conditions. This unit is weighted at 40% of the qualification.

What you can do after you have completed the course.

On completion of this course you could progress to further education courses at level 3.

Courses at level 3 include:

- BTEC Nationals in Art and Design
- Specialist Diploma in Creative and Media.
- GCE AS Art and Design.
- GCE AS Applied Art and Design.

If you choose to look for a job, you will have a portfolio of work that will evidence your abilities.

Further details are available from Miss Dyer on ext 5768 or email ed@hinchbk.cambs.sch.uk

ART AND DESIGN

THREE – DIMENSIONAL DESIGN (Ceramics, Scenography)

Three-Dimensional Design is primarily concerned with designing to meet need in a functional and aesthetic manner. Students should show an understanding of the appropriateness of the medium to function and of fitness for purpose. Students should be able to realise the full potential of their ideas through the technical process associated with three-dimensional design. A practical consideration of form, function, materials, and the ultimate destination and utilisation of the design or artefact in time and space, should also be evident.

The course will involve students:

- Generating and developing ideas informed by primary and contextual sources.
- Refining their ideas through experimenting with media, and developing and applying skills.
- Researching, recording, analysing and reviewing their own and others' work.
- Selecting, creating, realising and presenting personally developed outcomes.

Students will be required to work in the following disciplines, ceramics and scenography. Students will spend a greater percentage of the course studying ceramics.

Ceramics:

Students will develop knowledge and understanding of ceramics as a sculptural medium, studio ceramics, functional ceramics, ceramics as a craft and as a product. Students will learn a variety of techniques, and learn about the materials and processes involved.

Scenography:

Students will develop knowledge and understanding of developing ideas for sets, stage and theatre. Students will learn about performance spaces and the demands of a production, including the relationship between all the elements involved in a production.

The course is made up of two units.

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BTEC Sport

EDEXCEL LEVEL 2 BTEC FIRST CERTIFICATE IN SPORT

The BTEC first certificate in sport runs through years 10 and 11. The BTEC qualification is designed to provide specialist work-related qualifications in a range of sports based settings. They provide a suitable foundation for further study within the sector through progression onto further vocational subjects. Units of work have been developed to provide the knowledge, understanding and skills necessary to prepare learners for employment.

The course includes a young lifesavers award and also includes the Level 1 award in sports leadership as well as elements of practical sport.

The assessment of the BTEC allows learners to receive constant feedback on their progress throughout the course as they provide evidence towards their overall grade. This assessment evidence will be generated through a range of diverse activities including workplace assessment, role play and oral presentation. The assessments run throughout the course and each piece of coursework is issued with clear instructions and definite deadlines for submission. There is no end of course examinations associated with the BTEC first certificate in sport.

Structure of the Qualification

The first certificate consists of three units

Core Units (the course must include one of these)

- 1 The Body in Sport
- 2 Health, Safety and Injury in Sport *

Specialist Units

- 3 The Sports Industry
 - 4 Preparation for Sport
 - 5 Planning and Leading Sports Activities*
 - 6 Practical Sport*
 - 7 Practical Outdoor and Adventurous Activities
- (* the current units we deliver)

Grading

Students produce evidence throughout the course that goes towards the final grade of Pass, Merit or Distinction, equivalent to 2 GCSE's.

You may not choose GCSE PE alongside this course.

Further details are available from Mr Turnbull on ext 5785 or email jat@hinchbk.cambs.sch.uk

BUSINESS STUDIES

GCSE BUSINESS STUDIES (AQA 4130)

Why study Business Studies?

Business Studies involves the examination of “real world” issues. It examines the world that you already know from a business perspective.

It will involve investigating;

- what a business is
- how a business is run
- how a business is organised
- PEST analysis

What does GCSE Business Studies involve?

1. Setting Up a Business – this unit introduces issues involved with starting a business. Areas to be studied are;
 - a) Starting a Business
 - b) Marketing
 - c) Finance
 - d) People in Businesses
 - e) Operations Management

This unit is assessed by an external exam lasting 1 hour

2. Growing as a Business – this unit examines issues involved with expansion of a business. Areas to be studied are;
 - a) The Business Organisation
 - b) Marketing
 - c) Finance
 - d) People in Business
 - e) Operations Management

This unit is assessed by an external exam lasting 1 hour

3. Investigating Business – this unit involves producing a piece of written work under exam conditions

How is the course assessed?

Unit 1 is worth 40 % of the overall grade

Unit 2 is worth 35 % of the overall grade

Unit 3 is worth 25% of the overall grade

How will I be taught?

You will have one teacher and three lessons a week. A variety of teaching and learning methods are used.

The course content will be covered during lesson time, although you will be expected to do homework outside the classroom.

What skills will I develop?

An understanding of the business environment.

An ability to analyse graphs, statistics, written evidence, recorded information, pictures, opinions and other sources of information.

An ability to judge limitations, bias, reliability and significance of data.

The importance and benefits of teamwork

What courses or employment can I progress to at the end of my course?

You have a number of different pathways that you may wish to follow. You may wish to study an Advanced Subsidiary or Advanced GCE in Business Studies.

Should you wish to continue studying business in a vocational context, you may consider a Vocational A level in Business.

Alternatively, a GCSE in Business is an ideal qualification if you wish to go straight into employment, because it gives you an understanding of how businesses are organised and the importance of staff and customers.

Business Studies can be taken alongside any subject as it involves a wide variety of skills and topic areas.

Further details are available from Mr Kennedy on ext 5710 or email gpk@hinchbk.cambs.sch.uk

CATERING

GCSE CATERING WJEC/NVQ

Aim

Catering offers a unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills within catering in a vocational context. It will provide opportunities to develop skills, imagination, innovative thinking, creativity and independence.

It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.

The specification encourages the investigation and study of catering in a variety of contexts. In these contexts the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources.

Candidates from all cultures and both genders can develop their interest in, enjoyment of, and critical reflection about this vocational area.

ASSESSMENT

Assessment	Weighting
UNIT 1: Catering skills related to food preparation and service Controlled Task Two practical tasks selected from a bank of six WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated. 45 hours in total.	60%
UNIT 2: Catering, food and the customer Written Paper 1 ¼ hours One paper which will be externally set and marked. All questions compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the catering content. This examination will be available either as an electronic assessment or as a traditional written paper.	40%

Topics include:

- The industry – food and drink.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.
- Environmental considerations.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

Progression

This specification is intended to offer opportunities for progression through a variety of routes in further education (e.g. Advanced Level GCE, Diplomas), training (e.g. Modern Apprenticeships) or employment.

Further details are available from Mrs Crabtree on ext 5769 or email alc@hinchbk.cambs.sch.uk

CHILD DEVELOPMENT

GCSE CHILD DEVELOPMENT OCR J441

Our course provides the necessary knowledge about Child Care and Development to prepare for a future with children. The skills gained would be beneficial to those intending to take any one of the 16+ Child related course options.

During the two-year course the areas of study will include:

- * **Parenthood and pregnancy**
- * **Physical Development**
- * **Nutrition and Health**
- * **Intellectual, Social and Emotional Development**
- * **The Family and the Community**

Coursework Requirements

Individual Task: This will include the observation of a child or children.

Two Resource Task: These are short focused tasks with an emphasis on practical skills.

Coursework is set throughout Year 10 and 11 as an integral part of the course requirement.

Investigation: This will involve students investigating one aspect of Child Development. This task is set by the exam board.

Course Assessment

Coursework		Internally assessed and externally moderated
1 Individual Task	30%	
Two resource Tasks	20%	
1 Investigation	10%	
Examination	40%	Candidates will be entered for a final exam

Assessment Objectives

Candidates should be able to demonstrate the ability to:

- * Recall and apply the knowledge and understanding specified in the syllabus
- * Plan and carry out investigations and tasks using ICT where appropriate
- * Identify questions, examine evidence and issues
- * Hypothesise
- * Select and use a range of Home Economics skills
- * Gather, record, collate, interpret and evaluate evidence
- * Make decisions and evaluate investigations and tasks

Further details are available from Mrs Crabtree on ext 5769 or email alc@hinchbk.cambs.sch.uk

DANCE

DANCE GCSE AQA 4230

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects. As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team working skills. Effective performance requires physical effort and the determination to succeed and improve. As choreographers, students employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, students develop their interpersonal and communication skills. As critics, students make informed decisions about the dances they see. They articulate their knowledge, opinions and preferences. Viewing professional dances fulfils students' cultural entitlement and broadens their artistic experience.

The new dance specification follows a **unitised** structure.

Unit 1: Critical appreciation of dance

Written paper – 1 hour – 20% of the total marks

Students answer questions on two professional works, chosen from a list set by AQA.

Unit 2: Set dance

Practical exam – 30 marks – 20% of the total marks

Students perform one solo dance of approximately 1–1½ min set by AQA. The work is assessed externally.

Unit 3: Performance in a duo/group dance related to a set professional work

Controlled assessment – 30 marks – 20% of the total marks

Students perform in a dance for 2 - 5 dancers, lasting 3–3½ min. The dance relates to a professional work from the prescribed list and will be choreograph in collaboration with the teacher. The teacher assesses the work and marks are moderated by AQA.

Unit 4: Choreography

Controlled assessment - 40% of the total marks

Solo composition task

20 marks – 15% of the total marks

Each student selects three motifs from any one of the prescribed professional works and develops them into a dance of 1–1½ min. The student may perform in his/her own composition.

Choreography

40 marks – 25% of the total marks

Each student choreographs either a solo dance lasting 1½–2 min OR a group dance for 2 - 5 dancers, lasting 2½–3 min. The dance may be in any style, in response to an outline stimulus from AQA.

Will I enjoy the course?

You will enjoy the course if you are prepared to demonstrate equal commitment to the practical and written elements. Previous dance training outside of school and/or enjoyment in participating in movement and physical theatre aspects of lower school are a good example of the work you will be developing. If being part of a team and creating original performance work of your own sounds appealing then you'll enjoy this course. Alongside this you will need to demonstrate the potential to engage in a study of dance that is broadly based and the ability to develop knowledge, skills and understanding of dance performance, choreography and appreciation.

What could I do next with GCSE Dance?

This course will provide a strong foundation for progression to further Level 2 or Level 3 courses in dance and performing arts such as GCE, BTEC and Creative and Media Diplomas. Dance or Performing Arts Colleges will welcome your experience and broad background, for those wishing to pursue a more immediate professional career in dance as a performer/choreography. Many universities offer excellent dance degree courses where the world of dance is further revealed and you experience opportunities to work with well know choreographers and a wide range of mediums such as film, sound technology and live musicians.

Please Note: This is **not** a hip-hop, jazz or street jazz course. The style is contemporary dance, developed from ballet and modern techniques, incorporating floor work, contact work and physical theatre. You should only choose this course if you remain open minded and are willing to try different styles and techniques.

Further details are available from Miss Copley on ext 5605 or email lfc@hinchbk.cambs.sch.uk

DRAMA

EDEXCEL GCSE in DRAMA (2DR01)

What is GCSE Drama all about?

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at plays written by other people.

As part of the course you will be expected to see as much theatre as possible and your drama group will be taken to see at least one production over the course of the year. Naturally we would encourage you to see as many as possible in-school productions.

The course is in three parts:

- In one part of the course you will use drama to express your ideas and feelings about a range of issues.
- In part two of the course you will look at a play to see how a playwright expresses their ideas about a theme or topic and explore ways of making the play work on stage.
- In part three of the course you will have the choice of being involved in the performance of a play from the existing script or one you can create yourselves.

Will I enjoy the course?

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to try making a play, performing, making costumes, building a set or operating the lights but never had the chance. You will enjoy this subject if you enjoy working as part of a team as Drama involves a lot of group work.

How does it follow on from what I have learnt before?

GCSE Drama follows on from drama work that you will have done at Key Stage 3. You will develop your acting and improvisational skills to a higher level. You will also look at plays in more detail and look at different ways of bringing a script alive on stage.

What about exams?

The examination for GCSE Drama is a practical performance. It is worth 40% of the marks.

You will take part in a play that you have created as a group or rehearsed from a script. You can either be examined on your acting skills in the performance or on your design and technical skills. You will perform the play in front of an audience and the examiner will be present at one of the performances.

Is there any coursework?

The 60% coursework part of the GCSE Drama course consists of practical performance work and a written notebook of evidence which will become part of the controlled assessment for the students' coursework. During your course you will take part in two explorative workshops which will be marked by your teacher. In first series of workshops, Unit 1: Drama Exploration (30%), you will use all that you have learnt about Drama to explore and develop your responses to a range of material presented to you by your teacher. In the second series of workshops for Unit 2: Exploring Play Texts (30%), you will explore and develop a play for performance and show your understanding of Drama by taking part in a number of exercises based on the play. You will be assessed on your practical work and on the supporting notes which you will subsequently incorporate into your coursework as part of Unit 2's controlled assessment.

What other skills might I develop?

As well as acquiring the skills involved in exploring, creating and performing Drama you will also be able to acquire skills in working with others, problem solving and communicating. You will find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

What could I do next with GCSE Drama?

There are many things you can do with a GCSE in Drama. You might take the GCE AS Performing Arts where you could develop your interest in Drama and the theatre with a broader experience of performance (acting skills development; planning for events; staging a play) and performance support (stage management, costume design, lighting and sound).

You may wish to take a GCSE in Drama for its own sake, perhaps to form a basis of a future interest or as part of a range of different subjects. Or you might wish to go into a job where it is useful to have experience of Drama, or where you will need to use some of the skills developed during this course. These might include careers in such fields as retail, education, travel and tourism, sales and marketing or any career that involves meeting people face to face. The study of Drama can help you develop transferable skills that you can take into any career or job.

Further details are available from Ms. Dunn (vjd@hinchbk.cambs.sch.uk) or Miss Boulton (nlb@hinchbk.cambs.sch.uk) or by phone on 01480-375700 ext: 5605

GEOGRAPHY

GCSE OCR GEOGRAPHY B SYLLABUS (J385)

Why study Geography?

Geography matters. It matters because it is relevant. Geography's relevance stems from the fact that it can lay at the heart of government policy making, as well as affecting the way we live our everyday lives. It considers some of the most critical issues affecting the planet today, such as population growth, globalisation and environmental destruction. To understand geography is to understand your world. Geography's strength lies in its breadth. It draws together just about all other subjects and explains the link between them all. It is the link between science and the arts and looks at key issues such as sustainability, interdependence and global citizenship. Geography also provides you with many useful skills, including analytical, statistical, presentational and research skills, useful in so many disciplines. It also encourages students to develop their thinking skills.

What type of student will enjoy GCSE geography?

Geography appeals to people who:

- Have an interest in the world around them and how it 'works'.
- Want to investigate the ways in which humans use (and abuse) their environment.
- Are interested in how humans interact with each other around the world.
- Want to look at vital issues affecting us all, such as sustainability and the environment
- Enjoy investigating and analysing information.
- Want to develop a wide range of skills.
- Enjoy fieldwork and investigating issues.

What does GCSE geography involve?

There are four themes that are studied:

- Rivers and coasts – processes, landforms, flooding and management
- Population and settlement – growth, migration and urban management
- Natural hazards – earthquakes, volcanoes and tropical storms
- Economic development – employment, development, aid and globalisation

How is the course assessed?

The course has two tiers Foundation (grades C – G) and Higher (grades A* - C). There are three forms of assessment:

- One hour written exam (with pre-released material) assessing economic development
Exam taken in December Year 10

25% of grade
- One and a half hour written exam assessing; rivers and coasts, population and settlement and natural hazards
Exam taken June Year 11

50% of grade
- Controlled assessment (done completely within the classroom)
 - Fieldwork focus – *completed in Year 10 (Spring term)*
 - Geographical investigation – *first draft in Year 9, amendments in Year 10 (Spring term)*25% of grade

How will I be taught?

You will have one teacher for the course, with three lessons a week. A variety of teaching and learning methods are used; similar to the work you have been doing on development and population at the start of Year 9. The course content will be covered during lesson time, although homework is used to extend and develop further understanding of the content.

Fieldwork

There are three fieldtrips planned:

- Towards the end of Year 9 students who have opted for GCSE Geography undertake a one-day trip to the Norfolk coast to look at coastal geography.
- In the spring term of Year 10 there will be a trip to Cambridge to look at traffic management.
- At the end of Year 10 there is a five-day residential trip to Wales. Although not compulsory, students get a great deal from this work, helping their geographical understanding.

Finding out more

Further details are available from Mr Evans on ext. 5795 or e-mail bj@hinchbk.cambs.sch.uk.

HISTORY GCSE SCHOOLS HISTORY PROJECT (OCR)

As a historian trying to make sense of the past you are a bit like a detective investigating a crime: you have been left clues and signs, but it is up to you to make sense of them to decide **what** happened and **why** and then convince others you are right. To do this, like the detective, you need special skills of research and communication. These skills include detecting bias, understanding why events take place and presenting arguments clearly and effectively.

The School History Project has been specifically designed to develop these skills. Equally the topics have been chosen so they are relevant to young people in understanding the world we live in today. The course also aims to encourage you to challenge and question. As you study the various units you will come across many different points of view, which men and women have held. For example, the Plains Indians had a very different attitude towards land from that held by the European settlers in North America. Part of the value of the course is that it helps you to understand why people might have held different views to your own.

As part of the course you will have lots of opportunities to examine different types of source material such as letters, diaries, photographs and film. The course also includes a site investigation of Wimpole Hall as part of your coursework. Moreover, you will also conduct an in depth study of Hinchingsbrooke House. We are very lucky to have one of the great English country houses as part of our school. This course will provide a unique opportunity to use the house as evidence in telling us about change and continuity over the course of the 19th & 20th centuries.

Unit	Coursework/Exam	% of final mark	When Studied
1. <u>A study in Development</u> Medicine from pre-historic to modern times	Exam (paper 1)	22.5%	Year 10 (1½ terms)
	Exam (paper 2 – sources exam on one aspect of Medicine)	30%	
2. <u>Enquiry in Depth</u> The American West	Exam (paper 1)	22.5%	Year 11 (1½ terms)
3. <u>History around us</u> A local study on Country Houses, featuring Wimpole Hall and Hinchingsbrooke House	Coursework (1 piece)	25%	Year 10 (1 term)

You may not choose classical civilisation alongside this course.

Further details are available from Mr Fullard on ext 5761 or email rgf@hinchbk.cambs.sch.uk

MODERN LANGUAGES

FRENCH/GERMAN/SPANISH

A Modern Foreign Language is an extremely valuable qualification. In an increasingly global educational and business environment, universities, training organisations and employers all look favourably on people who have such a qualification.

It is challenging to pick up a language again if you have a break from it. For these reasons, we strongly recommend that you seriously consider French, German or Spanish (or two of them!) as GCSE options.

Pupils may choose either their second foreign language, which they began in Year 8, or the one they began in Year 7. Students will be entered for the examination tier appropriate to their level. Candidates may be entered for either the Foundation or Higher tier paper in each attainment target (listening, speaking, reading and writing).

GCSE FRENCH 1225, GCSE GERMAN 1230, GCSE SPANISH 1245 EDEXCEL

The topic areas taught as a context for language are:

*Business, Work & Employment

*Sport & Leisure

*Travel & Tourism

Assessment Objectives

What will I be tested on?	When?	How?
Writing 30%	Ongoing 2010-11	Controlled assessments 2 tasks
Speaking 30%	April / May 2011	Controlled assessments 2 tasks
Listening 20%	June 2011	Exam
Reading 20%	June 2011	Exam

All tests are taken at either Foundation or higher level. It is possible to do Foundation in one skill and Higher in others. The following grades are available.

Foundation	G	F	E	D	C			
Higher				D	C	B	A	A*

Candidates may be entered for either the Foundation or Higher tier paper in each attainment target.

A list of Internet sites useful for independent revision for GCSE can be obtained from your languages teacher. A CD – Rom and teachers' notes are provided for revision purposes prior to the GCSE examination.

Further details are available from Mrs Lawrance on ext 5796 or email rjl@hinchbk.cambs.sch.uk

MUSIC

GCSE MUSIC EDEXCEL

What is GCSE Music all about?

GCSE Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles – popular music, world music and classical music. There are opportunities to use music technology such as sequencing and recording.

Will I enjoy this course?

You will enjoy this course if you want to study a subject that

- involves performing
- involves listening to all kinds of music
- gives you the opportunity to play music with others in e.g., rock groups, bands, orchestras or choirs
- gives you the opportunity to learn more about music and use music technology

How does it follow on from what I have learned before?

You will improve your skills in performing and composing different types of music. You will listen to a wide variety of music and learn more about how and why it was written and/or performed.

What about exams?

There is one exam in the summer of year 11. You will listen to a CD and answer questions on the four Areas of Study which cover popular music, classical music and music from around the world. The pieces that you hear will be related to an Area of Study, to prepare for this exam we study key words and concepts in each Area of Study

Is there any coursework?

Yes. You will perform (play, sing or sequence) two pieces altogether. One of the pieces will be a solo in any style and on any instrument. The other performance will be with other players. These performances may take place in the classroom, in school music groups or outside school. They will be recorded and marked by your teacher.

You may offer sequencing as part of your solo performing, and sequencing and recording for performing during the course.

You will also compose two pieces according to a brief written by the teacher or yourself. These will be in a form or style that you have chosen from the Area of Study. As we study each Area of Study we will do composition projects in the same way we have done in KS3. The main difference in the GCSE is that for your coursework compositions you are not allowed to compose in groups.

If you are interested in music technology, you may use computer sequences, multi-track recorders, digital recording, and sampling in the preparation and presentation of compositions. You may also use technology to record work and to produce printed scores and extract parts.

What other skills might I develop?

As well as covering Music at GCSE level, the course will enable you to develop Key Skills in Communication and Information Technology, which could be useful to you in whatever you do afterwards. In particular, GCSE Music offers opportunities to develop the wider Key Skills in working with others (e.g. taking part in rehearsals, performing).

What could I do next with GCSE Music?

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as BTEC National Diplomas (in Music, Popular Music and Music Technology) and the new Vocational A Level in Performing Arts. You may wish to take a GCSE in Music for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, publishing, entertainment and teaching or any job, which involves communication and expressive skills.

Area of Study 1	Area of Study 2	Area of Study 3	Area of Study 4
Western Classical Music 1600 – 1899	Music in the 20 th Century	Popular music in context	World Music

Further details are available from Mr Hudson on ext 5783 or email jrh@hinchbk.cambs.sch.uk

RESISTANT MATERIALS

GCSE RESISTANT MATERIALS EDEXCEL 2RMO1

Design and Technology: Graphics

This is a single level examination, covering the grade range A* -G.

There are two examinations: A one hour written exam on Sustainable Design which requires the candidate to answer fifteen short-answer questions and three extended-answer questions.

The second exam lasts for one hour and fifteen minutes and contains five questions requiring written responses on technical and design aspects of the subject. There is no choice of questions. These exams combined, account for 40% of the final grade.

Coursework

This takes the form of two separate projects of around twenty hours duration each. The first one is a "Design only" project, where a student is required to design a graphic product for outside manufacture. The second project is "Design and Make" where the student has to manufacture their design proposal. Students will select a project area to study from a range subjects that are set by the Examining Board. Coursework counts for 60% of the final grade and both projects carry equal marks.

This is essentially a course of designing and making.

The course is ideally suited to students who enjoy designing but don't feel comfortable using resistant materials. The course encourages students to examine how their lives are influenced by the design and shape of graphic products such as packaging and "Point of Sales" Displays etc. The topics built into the course are wide ranging and cover product design, technical drawing, modelling and related industrial practices. This is a demanding course that is both analytical and creative. Students find it highly rewarding.

Students with a talent for drawing, modelling and design should seriously consider this course as a possible route into other design related areas.

Please note that only under exceptional circumstances will students be allowed to study both Graphics and Resistant Materials. Students wishing to do so should speak to Mr Dunkley before completing their options sheet.

Further details area available from Mr Dunkley on ext 5767 or email rwd@hinchbk.cambs.sch.uk

TEXTILES

GCSE Textiles Technology AQA

Exciting course for students who are interested in Fashion and Design. Good preparation for careers in Fashion, Textiles Design and Interior Design. This is a practical based course and includes many practical projects before completing the coursework.

The Course and Assessment

Component Title	Percentage of GCSE Grade	Duration
Coursework Internally Assessed	60%	40 hours June Year 10 – Jan Year 11
Examination Externally Assessed	40%	2 hours

Examination

The examination is taken in June of the second year of the course.

This has a preparation paper, which is completed by students in class before the date of their examination.

The paper reflects the theme of the examination, giving the students the opportunity to research the topic and prepare for the design question.

Coursework

This is an extended piece of work, which involves designing and developing a textiles product for a given situation. This usually involves making a fashion item or accessory to the student's design using a design brief set by the exam board

Textiles is essentially a practical course and examines the work of the wide variety of Textile Industries from making individual knitwear to fashion items. You will learn how to colour, design and make items from fabrics, understand production methods used and how the industry uses technology to aid designing and making.

Progression

Progression routes include fashion courses, interior design at college and AS/A2 Textiles

Further details are available from Mrs Crabtree on ext 5769 or email alc@hinchbk.cambs.sch.uk

BTEC CERTIFICATE IN WORKSKILLS

BTEC AWARD EDEXCEL

This is a course that will get you ready for work outside school.

If you have a lively and enquiring mind and like to put into practise the skills you are learning then this is the course for you. You will learn the everyday skills needed in the world of work.

What will I learn?

Units focus on the following areas:

- Learn about Health and Safety in the workplace
- Managing your own money
- Being responsible for other people's money
- Searching for a job
- Applying for a job
- Interview skills
- Managing your health at work
- Preparing for an interview
- Solving work related problems
- Preparing for work placement
- Learning from work placement

Who is this course suitable for?

This course will appeal to students who:

- Enjoy studying a subject that is relevant to their own lives and will be relevant in their future lives.
- Want the opportunity to carry out practical work
- Enjoy finding out for themselves - not just being taught.
- Want to keep their options open but yet be ready for when they leave school.
- Wish to build up a qualification by studying separate units.
- Want to study a course that is active and enjoyable.

This course will give you a BTEC Certificate in WorkSkills at Entry Level 3.

For further details contact Mrs. Howells on ext 5747 or email bh@hinchbk.cambs.sch.uk

Youth Award

ASDAN Certification

The ASDAN Awards enable students to develop their key skills in literacy, numeracy and ICT. They are also designed to develop students' skills in vitally important areas of life such as problem solving and working with others.

Students can achieve the Bronze Award, the Silver Challenge Award or the Silver Award.. Students can achieve the higher awards if they work more independently than those students who qualify for the Bronze award.

CORE (COMPULSORY) CURRICULUM

ENGLISH

GCSE ENGLISH EDEXCEL

GCSE ENGLISH LITERATURE EDEXCEL

English

By the end of the course, at Key stage 4, students will be expected to demonstrate these abilities:

Speaking and Listening (EN1)

- communicate clearly, structuring and organising their talk and adapting it to different situations
- use standard English
- listen to and understand varied speech
- participate in discussion, judging the nature and purposes of contributions and the roles of participants

Reading (EN2)

- read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
- distinguish between fact and opinion and evaluate how information is presented
- follow an argument, identifying implications and recognising inconsistencies
- select material appropriate to their purpose, collate material from different sources, and make cross references
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes

Writing (EN3)

- communicate clearly, adapting their writing for a wide range of purposes and audience
- use and adapt forms and genres for specific purposes and effects
- organise ideas into sentences, paragraphs and whole texts
- use accurate spelling and punctuation, and present work neatly and clearly
- use the grammatical structures of standard English and a wide vocabulary to express meanings with clarity and precision

Literature

Candidates entered also for GCSE literature must demonstrate their ability to

- respond to texts critically, sensitively and in detail, selecting suitable ways to convey their response, using textual evidence as appropriate
- explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations
- explore relationships and comparisons within and between texts, selecting and evaluating relevant material
- show their understanding of literary tradition and appreciation of social and historical influences and cultural contexts

Assessment

Coursework is a significant element in both courses-in literature it accounts for 30% of the final marks, in English it accounts for 20% of the final marks. Unless students have a completed coursework folder, they may not be entered for the examination. Final assessment is by written examination at the end of Year 11.

Further details are available from Mrs Fullard on ext 5759 or email hmf@hinchbk.cambs.sch.uk

INFORMATION TECHNOLOGY

All KS4 students follow a course in ICT that leads to GCSE or the equivalent.

The core course is the OCR National Level 2 course which is capable of providing the equivalent of one or two GCSE's at A* to C.

This is a new course which is 100% coursework based. The core module is ICT Skills for Business. In this module, students use their ICT skills in the context of an imaginary business. The second unit of the course can be selected from a combination of half-unit and full unit options and will be set in the context of interactive animation.

The successful completion of these two units leads to a qualification equivalent to a GCSE.

We anticipate that a number of students will be able to complete another full unit and a half unit which will give them a qualification equivalent to two GCSE's at A* to C.

In addition to the core course, we will offer an optional course which will aim from the outset to deliver three GCSE's or equivalent. This course would be of most interest to those who have a particular interest in ICT as it will reduce their option choices. As this course involves the use of higher level ICT skills and involves a great deal of independent study, you will need the recommendation of your ICT teacher.

Further details are available from Mr Prior on ext 5802 or email ip@hinchbk.cambs.sch.uk

MATHEMATICS

What is Mathematics about?

It is not just about getting "the answer"!

It is about being able to use "mathematical" skills to answer questions about a particular situation, to understand the way you did it, to be able to explain the method to someone else and convince them you are right. Put more simply it is about learning to think.

- ◆ You will be expected to do a lot of written work, presented so that others can understand clearly what you are trying to do.
- ◆ You will need to be able to think clearly, remember methods you have met and understood and be able to apply them to new situations.
- ◆ You will learn the meaning of Mathematical terms and the Mathematical meanings of some things you thought you knew!
- ◆ You will be expected to be able to talk about your work, with your friends and with your teacher and to do practical things like measuring and making models.
- ◆ You will need to understand about numbers, arithmetic, estimation, and patterns, be able to use a calculator sensibly and work things out in your head when necessary!

Subject Skills

Beside the mathematical aspect of the course we shall be assessing your progress in two personal skills relating to your work:

1. Communication

As outlined above it is vital to be able to communicate your ideas and thoughts. We shall be commenting upon:

- a) The clarity of your written work: is it easy for someone else to follow your method? Have you explained clearly the steps you have taken in answering questions? Have you explained what is meant by any unusual symbols you may have used?
- b) Your ability to talk about what you are doing: can you explain in words what your work is about to friends? Your teacher?
- c) Your willingness to ask questions either in a class lesson or individually with your teacher. Do you ask if you don't understand or do you just hope the problem will go away?

2. Independence and Organisation

- Can you organise your own work?
- Produce homework and assignments on time without being chased?

GCSE MATHEMATICS SYLLABUS B AQA MODULAR

Assessment

The course will be assessed in two ways:

1. Modular one (18%)
2. Module three (27%)
3. Final examinations (55%)

Modular examinations take place in November and June of Year 10 and the final examination in June of Year 11. Each module assesses different topics. Module 1 focuses on Handling Data and Statistics. Module 2 contains all the Number topics and some Algebra. The final module covers the remaining Algebra topics and all the Shape, Space and Measures material. Coursework is no longer a component of GCSE Mathematics.

The Final Examination will consist of two papers each worth 27.5% of the final grade. You will be entered for the two papers which best reflect your level of attainment throughout the course, either Foundation or Higher tier.

To assess your ability to use pencil and paper methods accurately, one of the papers will prohibit the use of calculators.

Tier	Grades Available
Foundation	G, F, E, D, C
Higher	D, C, B, A, A*

Further details are available from Mr Atkinson on ext 5789 or email pja@hinchbk.cambs.sch.uk

PERSONAL DEVELOPMENT

PD NON-EXAMINATION COURSE

The Personal Development Course builds upon the work you have been involved in as part of your PD course in Year 9.

The course is taught in 5 modules each module being taught by different teachers. During the course you will find that your teachers use a wide variety of different approaches to your learning. These activities might include sitting in circles, working in small groups, performing role plays, whole class discussions, playing games, watching videos, carrying out creative work and guest speakers.

Subject Skills

By the end of the course we hope you will have learnt to work effectively with other members of the class, developed a wide range of communication skills including talking and listening, and have a greater understanding of the world around you and your place in it.

Course Content

Modules include:

Health Education

Citizenship 1

Citizenship 2

Work Related Learning/Careers

Study Skills

The courses will cover the following areas:

- the world of work, and work experience preparation
- how to use effective study strategies
- how to cope with the transition from school to college and work
- what choices are available to your career post 16
- the importance of health and fitness education throughout your life
- an examination of current national and international problems and issues
- how to be an effective consumer
- aims and ambition - ideas of success
- responses to current personal, social and moral issues

Further details are available from Mrs Crabtree on ext 5769 or email alc@hinchbk.cambs.sch.uk

PHYSICAL EDUCATION

NON EXAMINATION

Physical Education is one of the core subjects specified in the National Curriculum, and is taught throughout all key stages.

Physical Education is seen to contribute to the overall education of young people by helping them to lead full and valuable lives through encouraging in purposeful physical activity. Through a broad and balanced programme students will be involved in the continuous process of planning, performing and evaluating, although the greatest emphasis will be placed upon the actual performance aspect of the subject.

During Key Stage 4 Physical Education the students may be taught in either single sex or mix gender groups. The mix will reflect the type of activity chosen by the students and upon ability levels.

To promote physical activity and healthy lifestyles students will be taught to be physically active, to adopt the best possible posture and the appropriate use of the body. They will be engaged in activities that develop cardiovascular health, flexibility, muscular strength and endurance. They will be taught how to develop and monitor their own training, exercise and activity programmes, as well as being taught the increasing need for personal hygiene in relation to these vigorous physical activities.

To help develop positive attitudes students will be taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. They will be guided in how to cope with success and limitations in performance, to try hard to consolidate their performances, and always to be mindful of others and the environment.

To ensure safe practice students will be taught how to respond readily to instructions, to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition. The safety risks of wearing inappropriate clothing, footwear or jewellery, whilst participating in physical activity, will play a central theme to the students learning. They will also be taught how to lift, carry, place and use equipment safely, plus how to warm up for, and recover from, exercise.

During the key stage 4 programme of study all students will be taught Physical Education through physical activities which fall into the categories outlined in the National Curriculum: Game type activities; Gymnastic type activities; Dance type activities; Athletic type activities; Outdoor and Adventurous type activities and Swimming.

In year 11 students are encouraged to choose a learning pathway personal to their own interests and reflecting what they may want to continue when they either leave school or go onto post 16 education.

Practical constraints caused by the timetable and limited indoor provision will not prevent the National Curriculum minimum guidance being achieved by all. The minimum outline states that students should study activities selected from two areas of activity.

Assessment will be made continuously throughout the units of work based against the programmes of study for the specific activity. Recording and reporting on students will be set against the prescribed attainment targets for physical education.

Further details are available from Mr Turnbull on ext 5785 or email jat@hinchbk.cambs.sch.uk

RELIGIOUS STUDIES

GCSE RELIGIOUS STUDIES – CORE COURSE

Students follow the OCR GCSE Religious Studies short course. This is taught during one lesson a week to all students. This is an exciting modern syllabus, which combines a knowledge and understanding of religious issues with a focus on Philosophy (which examines answers to life's "big questions") and Ethics (which helps us to explore what is right and what is wrong).

Specific areas of study include: religion and science; good and evil; death and afterlife; religion and medical ethics; the nature of God; religion; peace and justice, amongst others.

These topics are explored in an open minded and thoughtful way, with reference to Christianity and other religions, and do not require the students to be "believers".

The course allows plenty of opportunity for discussion, debate and written work about some of the most interesting areas of religion, philosophy and ethics, and will enable all students to develop their skills in research, analysis, evaluating evidence, constructing logical arguments, as well as developing and expressing personal viewpoints.

The course is assessed by written examination only. Students who wish to convert from the short course (half) GCSE to the full GCSE qualification may get the opportunity to do this during Year 11.

GCSE Religious Studies is a good general qualification with a broad relevance to the world of work. AS level Religious Studies is available in the Sixth Form involving a more detailed study of aspects of religion. AS Level Philosophy, including Philosophy of Religion, is also currently running in the Sixth Form for those who wish to pursue their studies of the philosophical aspects of religion further.

Further details are available from Mr Chester on ext 5798 or email pjc@hinchbk.cambs.sch.uk

SCIENCE

What will I be doing when I study Science in Years 10 and 11?

GCSE Double Science

You will be taking one GCSE during Year 10 and you will complete the second science GCSE in Year 11.

The course is of a modular nature with exams throughout Years 10 & 11. You will be carrying out experiments – sometimes from your own design. Practical work is designed to help you understand the important scientific theories you are studying. You will also learn by a variety of other means, including videos, multi-media presentations, comprehension exercises, observing demonstrations and project work. Homework will be set on a regular basis and should average out at 30-45 minutes per week per teacher. It is essential that you set aside quality time at home to do the best you can.

All candidates will be required to submit coursework in both years, which will be worth between 25% and 35% of your final grade.

GCSE Triple Science

Those who do particularly well at Key Stage 3 will be offered the chance to take separate Biology, Chemistry and Physics GCSEs.

The courses will be very similar in structure to the double science option with exams throughout the two years. However, there is more content and coursework for each subject. You will be doing three GCSEs in the time for two.

You will be carrying out experiments – sometimes from your own design. Practical work is designed to help you understand the important scientific theories you are studying. You will also learn by a variety of other means, including videos, multi-media presentations, comprehension exercises, observing demonstrations and project work. Homework will be set on a regular basis and should average out at 30-45 minutes per week per teacher. It is essential that you set aside quality time at home to do the best you can.

You will gain all three GCSEs at the end of Year 11 unlike the double science option.

GCSE Science Single Award

10 and your GCSE Science in Yr11.

Further details are available from Miss Horlock on ext 5774 or email vlh@hinchbk.cambs.sch.uk

CAREERS EDUCATION

Advice on Subject Choice

The world of work is constantly changing which means that to concentrate on only one career path or even one occupation would be unwise.

At this stage it can help if you investigate a range of occupations; be aware of the flexible nature of work patterns and start to develop skills, which will be transferable, and qualifications, which will offer you, progress.

Choice of subjects is best with the benefit of careful research. Higher education courses, some occupations and training schemes do have specific entry requirements, but it is difficult to make major mistakes at this choice stage. HOWEVER it is best that YOU make sure. The basic rule is to keep options open and to resist concentrating too heavily on one type of subject.

In years 7 -11 there is a Careers course which is delivered through the PSHE programme - this explores the need for reflective thought, own research and the development of skills needed for the world of work. Each student will use the Connexions Plan It programme to deliver the key aspects of the individual learning plan.

At Hinchingsbrooke, most students can choose one or two subjects in areas where they feel they are particularly strong or interested. It is also possible to select a programme at Key Stage 4 with academic, vocational and or occupational elements. It **may** be possible to pick up subjects in Humanities at Advanced level without having done them in Year 10/11, but in other subject areas it is much harder.

Individual learning Planning [ILP]

This is delivered through the PSHE and Tutorial programmes. ILP is a Connexions funded programme which aims to put young people in the "Driving seat" learning about themselves and the opportunities open to them. It helps in the development of planning and decision making skills. At Hinchingsbrooke this is delivered in PSHE lesson, Group and 1:1 interviews with their tutors.

Resources available:

Which Way Now: How to choose options compiled by Connexions, this helpful booklet is distributed to all pupils. Which Way Now and It's Your Choice magazine issued through tutors and now on shared resources.

The B-Live website: www.b-live.com is specifically for secondary school pupils and offers a range of services to help you in Key Stage 4 choices and in future career planning.

Via the Connexions section of the Resources Centre where you can find a range of literature arranged according to the Connexions Resource Centre Index. This includes general information (e.g. choices, education, work & training etc.) and occupational information, arranged in 23 main job families. For example:-

Careers 2009: A one-stop reference guide to over 750 careers. The headings include: - what the work involves, the type of person suited to this work, working conditions, qualifications and courses, advantages and disadvantages, earnings guide, the future outlook and other related opportunities.

Working In.....booklets: available for short term loan this series features people working in different jobs, professions and careers.

Clips leaflets (Top 50): bright orange "freeby" information leaflets produced by Connexions for the most popular occupations.

Prospectuses: for further education (the local colleges) and higher education (most universities).

Via the Student Intranet:-

EClips: this is the electronic version of the "freeby" orange clips leaflets (referred to above) but here you have access to hundreds of leaflets. Again you must use a **password - 574july03**. The leaflets appear in "summary" version. If you want the detailed version you must select this. You may not be able to print directly, so you may need to copy and paste to a word document.

Careerscape: this programme provides details for over 700 different careers, general information about education, training and employment, subject links (useful for researching careers based on subjects you enjoy), career families (an overview of an occupational area and brief details of the careers in that area) and H.E. course information. You need to apply a **username - 14957CSP and password aimsgain47**. Please be patient as it can be a bit slow to activate initially. [You may be able to access this information from home.](#)

Kudos: interactive, multi media soft ware available on the school Intranet. This will generate a list of job suggestions according to your responses to at least 50 internet based questions. It is a very useful tool but not a crystal ball! Some initial guidance and support can greatly enhance the benefits for the first time user. This can also be accessed through the Careerscape programme.

Jobs4u (a careers database from Connexion Direct).

Job Explorer Database 2008/09 – this has access to details of hundreds of jobs and what the job actually is.

Higher Ideas: this programme combines expert in-depth knowledge of current trends in education and employment with the latest information from colleges and universities re Higher Education (post 18) opportunities. (Use this in school and you can click on “Use at home” to access a code that will enable you to use the programme from home for up to 90 days).

Recommended websites

www.purplepigeon.net: This website is available to all students and is designed by Connexions for all students and covers all the key areas involved in Careers. This also advertises local employment opportunities.

www.cambscoursefinder.com: This website is available to all students and is full of information about courses and apprenticeships for young people in Cambridgeshire.

www.carrersbox.co.uk – short films showing a wide range of “working lives”

**Further details are available from Mrs Angie Bruce on ext 5757 or email
amb@hinchbk.cambs.sch.uk**