

Year 9

Your option choices

Which Way Now?



Turning Options in to Opportunities

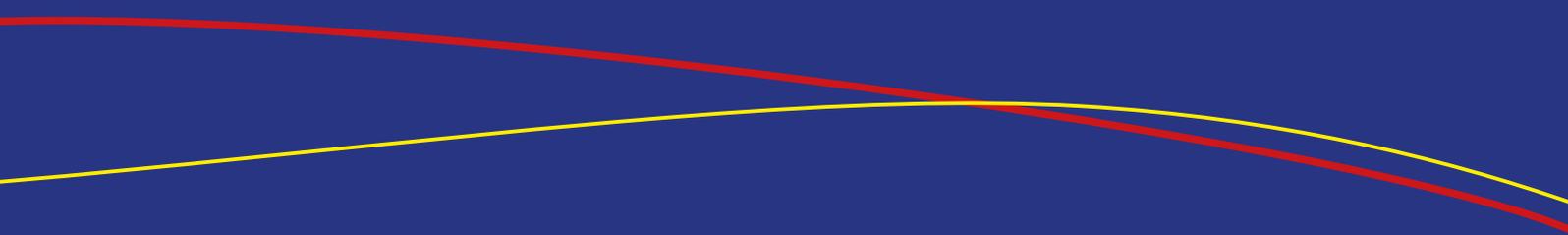


Next September you will be entering the Upper School here at Les Quennevais. You will embark upon a new and exciting, yet challenging, chapter of your school career.

The Options process marks the beginning of one of the most significant changes in your school life. For the first time, you are going to have a direct influence and say in the subjects you wish to pursue at a higher level. Make no mistake; this is an exciting and important milestone for you as a student. The choices you make at this stage can affect your Post-16 study, the University course you take and even your future career!

As a school we are committed to ensuring each and every one of you has the chance to achieve your personal best. We have designed a Key Stage 4 curriculum that has the widest variety and diversity of subjects offered by any school in the Island. We are proud to cater for the needs of a wide range of learners, each with different strengths, interests and passions for learning. In short, there is something for everyone and, therefore, huge opportunities for individual success in future examinations. Many of you are highly academic, gifted learners; others have great skill, interest and considerable ability in practical and creative subjects. Our curriculum at Key Stage 4 must challenge each and every one of you, drawing out and extending potential and inspiring further curiosity and interest.

I am committed as Headteacher to ensure we provide and deliver an educational experience rooted in excellence and enjoyment. I am ambitious for each of you as a learner and for what each of you has the potential to become and achieve. All staff at Les Quennevais take enormous pride in seeing you mature as young adults during your time in the Upper School as you begin to engage deeply with new subjects as well as with those you already love. You may be inspired by teachers and the learning that takes place to pursue a career or explore further pathways of learning in these subjects. This is the time when magic can happen; a real desire to learn, a thirst to enquire more deeply, a greater level of commitment and focus, forming aspirations and ambitions.



As you move through the Upper School, the relationships you develop with staff will be invaluable because you will need their support, advice and guidance on a whole range of issues; not just with your learning, but in dealing with the many complex issues that face young people in today's society. We recognise and value the importance of knowing you and your families well and we see the Options process as a time to reinforce and build on the partnership that exists between home and school. This partnership is instrumental in ensuring each of you fully commits to the hard work that lies ahead. With the right balance of support and challenge you will earn great success at the end of Year 11.

In addition to the academic curriculum at Key Stage 4, you will have huge opportunities to make a contribution to wider school life as our senior students. Student Leadership is a fundamental part of life as an Upper School student at Les Quennevais. We offer you experiences as diverse as Prefects, Sports Leaders, House Captains, Primary Liaison Leaders, Curriculum Leaders and Community Leaders. The skills you will develop in these roles will significantly enhance your overall development as a student and impress both Post -16 Institutions and future employers.

It is often the 'additional' experiences, the memorable moments, such as Red Nose Day, Activity Weeks, other educational visits, such as ski trips and theatre visits, and finally the Leavers Ceremony and Ball, which leave a lasting memory of your precious days at school. I believe these experiences are as important as offering a rich and challenging academic curriculum in shaping your future lives. Make the most of both and you will be set up for a lifetime of excellence and enjoyment; my greatest wish for each and every one of you.

Our school has a powerful sense of identity and purpose, with a unique atmosphere: happy, friendly, united, successful and forward thinking. Our role as a school is to ensure that you leave fully equipped with the skills, confidence and qualifications you need to succeed in the wider world and become global citizens of the twenty-first century.

Sarah Hague
Headteacher



Student Guidance

This booklet is produced to help you choose from the Options subjects available, together with providing information about the core subjects which will be studied namely English, Mathematics, Science, PE and PSE.

With regard to Options it is important that each student's curriculum is well balanced as future plans can change so it is imperative to keep the range of choices for later life open. However, in Key Stage 4 it is appropriate to begin to specialise in some subjects that match interest and ability, and possible future career and educational aspirations.

Please can you...

- READ THIS PROSPECTUS CAREFULLY
- SHOW IT TO PEOPLE AT HOME AND DISCUSS IT WITH THEM
- DISCUSS IT WITH SUBJECT TEACHERS

Over the next few weeks, you will need to think carefully about the Options subjects that you would like to choose to study in Year 10 and 11. You will receive guidance from the Head of Careers, Mrs Ashley who runs courses on decision-making which will help you make informed subject choices. Jersey Careers works closely with Upper School students providing information about subject choices and the links with opportunities at Post 16. Additionally you will be able to carry out your own research using our online careers programme "Kudos". If you require more information about the Options system or any of the subjects described in this prospectus, then you should speak to your Form Tutor, Mrs Burgess or Mrs Ashley.

Due to student choices, courses may require modification. Therefore it is possible that not all courses will run, particularly if student uptake is low. Every effort will be made to allocate the highest preferences, however, in any open system we cannot guarantee this. If it is necessary to discuss Options further, Mrs Ashley or other senior staff will see students individually.

*Start by asking yourself
two important questions...*

**Which subjects am I the
most successful in?**

**Which subjects do I enjoy
or like the sound of?**

Ask your teachers how well you are doing and
how you might do in that GCSE subject



Find out about those subjects you
have not studied at school yet



If you like the sound of these 'new'
subjects, talk to staff who teach them



**Do you have an idea about
a job or a career yet?**

YES

NO

Research your chosen
career and find out
what you need to study
now and in the future

Get advice from;

- Parents
- Teachers
- Head of Year
- Head of Careers
- Research

Read this Options Booklet
carefully and identify
subjects you might like to
study for two years



Choose Your Options Subjects



GCSE English & GCSE English Literature

The aims

- To develop the ability of our students to articulate their thoughts and feelings in a way that will allow them to take control of their lives
- To allow our students to explore their own moral and cultural standpoints and to grow through the exchange of ideas and beliefs
- To develop as critical readers, who are able to distinguish between fact and opinion, so that the decisions they make in life are informed and constructive
- To develop a love of reading and language that will last for a lifetime.

The course

Most of the students are entered for two separate GCSE's, English Language and English Literature. We tailor our courses to suit the students. In English Literature, for example, there is a wide range of set texts which can be studied, and this offers something stimulating and exciting for every student.

The GCSE English Language and Literature course are linear and assessed by terminal, externally assessed, examinations in Year 11. Throughout both courses, emphasis is placed upon learning core confidence as learners, equipping them to study the subject at A level and beyond.

Those students for whom two GCSE's would be inappropriate are offered a single GCSE in English Language. There is also an opportunity for some students to sit the IGCSE English Language exam. If it is believed that this pathway will offer them a better chance of securing a GCSE qualification.

GCSE Mathematics



The study of Mathematics goes far beyond numbers - mathematicians seek out patterns, propose new theories and pursue the truth using reasoning and skills of deduction ... they are not only interested in adopting a particular set of rules, but also what happens when you change the rules. Mathematics is a collection of extended and collaborative games of 'what if' which enhance and further thinking skills and understanding for personal enjoyment and successful careers.

The aims

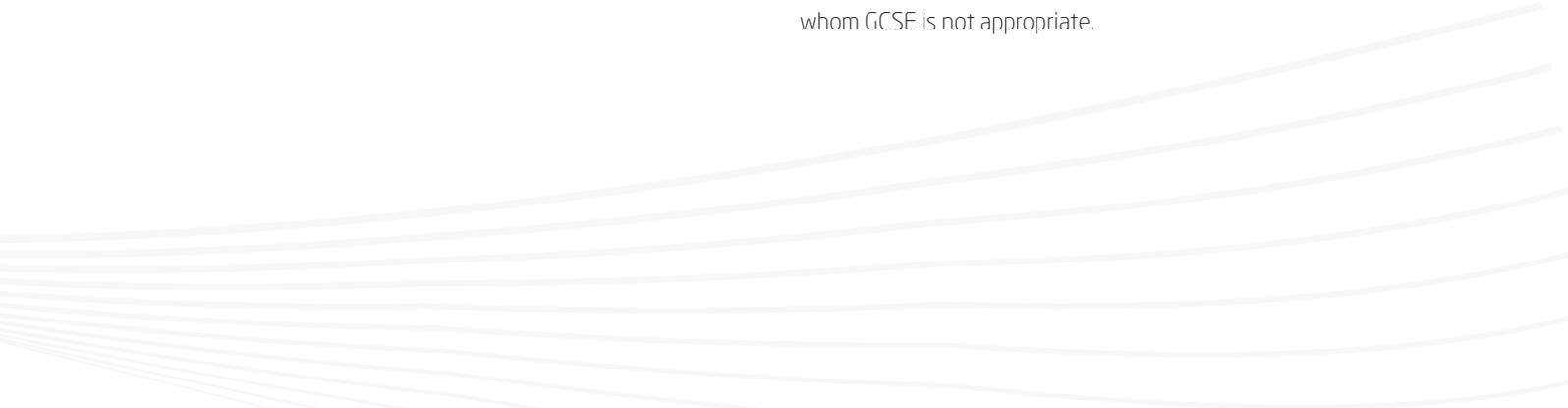
To develop your reasoning skills and your knowledge and understanding of key mathematical processes. Students have opportunities to attend enrichment sessions and revision classes with the purpose of furthering their potential in this core area.

Students will deepen their understanding of the traditional GCSE course and prepare themselves fully in terms of skills and understanding to pursue Mathematics academically beyond GCSE, and in their everyday lives.

The course

Students are studying for the Edexcel Linear GCSE course which they have started work for in Year 9. It consists of 3 exams in the June of Year 11, two Calculator and one Non-Calculator paper. There are two tiers of entry for the course, the Foundation (1-5) and the Higher (4-9). A decision as to which tier will be taken will be decided on an individual basis throughout the duration of the course.

There is also a possibility of an Entry Level course for students for whom GCSE is not appropriate.



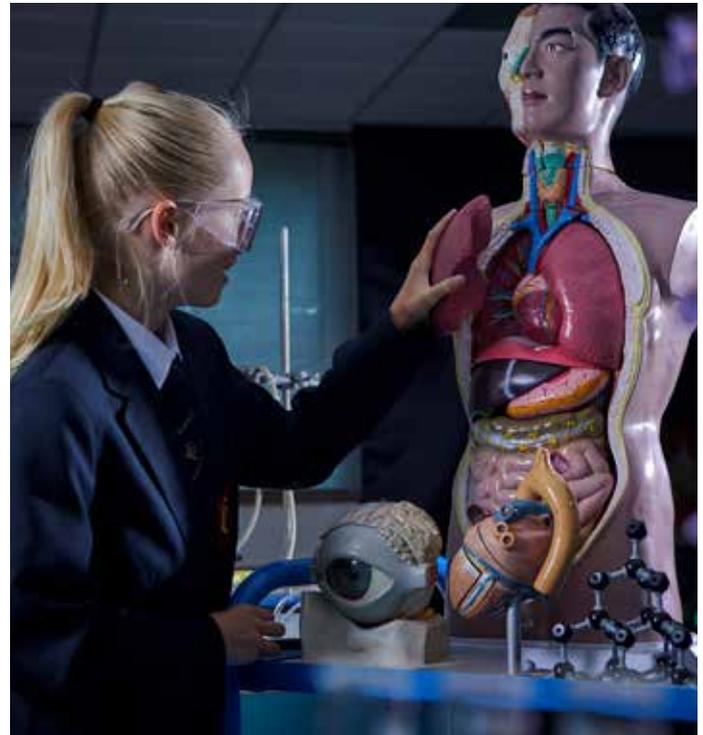
GCSE Science

The aims

The course aims to encourage students to:

- Develop their interest in, and enthusiasm for science
- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

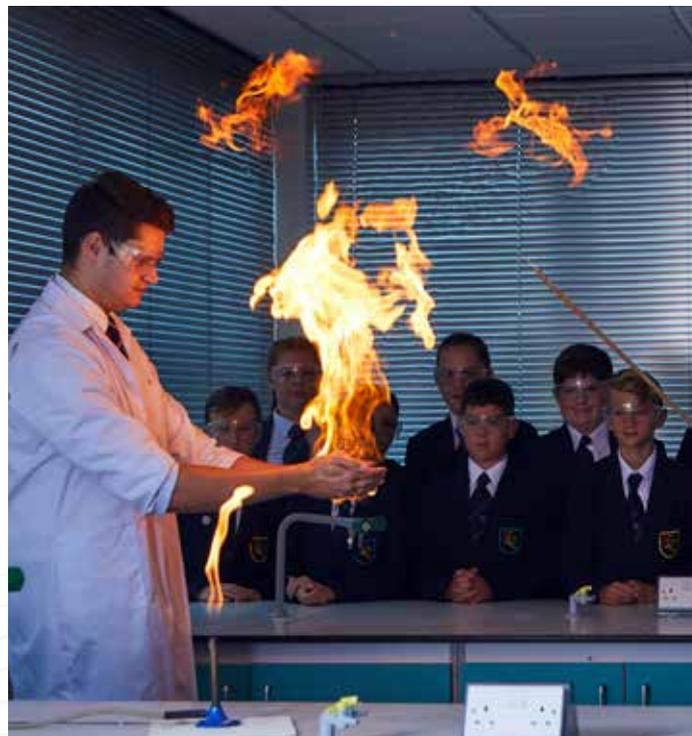
Students are encouraged to develop their ability to understand important scientific concepts and make informed decisions about scientific issues. They will be able to understand and reflect critically on the information presented in the media or other sources. Students will use ICT as well as more traditional sources of information to carry out their own research. They will have to select, organise and present information clearly and logically, using appropriate scientific terms and conventions, again using ICT skills when necessary.





GCSE Combined Science

Students will be studying the new AQA Combined Science GCSE. It is the equivalent of 2 GCSEs. Students will attend 6 periods of Science each week which will cover Biology, Chemistry and Physics in equal measure. The new course requires every student to complete a minimum of 21 directed practical investigations and their knowledge of these will now be assessed by a written examination. All of the Science examinations are now terminal and will take place at the end of Year 11. Completing the Combined Science GCSEs will allow access to AS/A level courses.



Personal, Social and Health Education

The aims

To help you develop and deepen your understanding of yourself and the society you live in. Moving through the teenage years, many crucial decisions have to be made about lifestyles and career paths. The courses you will follow with in PSHE will allow you to rehearse strategies for dealing with the challenging situations you will face in adult life, in areas such as sexuality, substance use, business enterprise and money management.

The course

In your weekly PSHE lesson, you will follow a series of courses, most lasting for half a term. There will be opportunities to share your own views on relevant issues, and to hear what others have to say. Whenever possible, you will be able to carry out practical tasks, such as setting up your own company with a loan from the PSHE Department during the "Enterprise" unit. You will be able to explore your rights, quizzing local politicians and others with responsibilities in our community. You will be able to learn what it would be like to be a parent, through caring for an electronic baby for a weekend. Year 11 courses also help you make those vital decisions about what to do after leaving Les Quennevais School.





Physical Education (Core)

Core P.E. is an opportunity for all students to continue to improve and enjoy activities previously visited at Key Stage 3. Students will have the option to choose the activities that they participate in. The emphasis switches from performer to coach/leader and official as students are encouraged to experience and adopt new roles in Physical Education.

In addition to the more traditional activities such as football, rugby, netball, hockey, tennis, badminton, swimming, cricket, rounders, softball and trampolining, we provide the opportunity for students to experience a number of new activities including squash, racket ball, weight training and aerobics.

We provide the Level 1 Junior Sports Leader Award, a nationally recognised qualification that results in a student teaching a Primary School PE lesson.

As well as these courses studied in lessons we also have links with the Sports Centre allowing students to enrol in the Pool Lifeguard course and the FA Referee course.

At KS4 we provide activity choices and extension opportunities because above all, our aim is to help students enjoy physical activity and to acquire a passion for and interest in lifelong sporting activity.



The NCFE Level 2 Certificate in Business and Enterprise

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment or progress onto further study.

This qualification is equivalent to GCSE Level 4-9

Units

1. INTRODUCTION TO BUSINESS AND ENTERPRISE
2. MARKETING FOR BUSINESS AND ENTERPRISE
3. FINANCE FOR BUSINESS AND ENTERPRISE
4. PLAN, DEVELOP AND PARTICIPATE IN A BUSINESS / ENTERPRISE PROJECT

Key components of course

- Gaining first-hand experience of working in businesses
- Developing new skills for employment
- Developing entrepreneurial experience
- Knowledge and understanding for examination and assessment
- Portfolio of experience and evidence of skills /moderated assessment

GCSE Dance



The aims

GCSE Dance is ideal if you are committed to dance and want to learn more. It will develop your own expertise in performance, choreography and the study of professional dance work. For the duration of the course, you will have experience working in a number of dance styles but the main focus will be in contemporary dance. You will explore choreographic techniques and study the works of six of the dance industry's most prolific companies. You will also have the opportunity to perform at the Jersey Eisteddfod, watch and work with professional companies in workshops and showcase your work through evenings at school.

The course

The assessment of the course is divided into 60% practical performance assessed during Year 11 and 40% written exam theory taken at the end of the course.

Component 1 - Practical 60%

Performance - You will perform a solo dance set by the exam board, and a duet / trio set by the teacher.

Choreography - You will choreograph and perform either a solo or a duet / trio.

Component 2 - Written exam 40%

You will complete an 1.5 hour exam at the end of Year 11, assessing your knowledge and understanding of choreographic processes and performing skills, critical appreciation of own work and critical appreciation of professional works.

GCSE Dance is suited to students who are highly motivated and enthusiastic, who enjoy dance and want to both improve their own skills and knowledge but also widen their understanding and appreciation of professional dance.

DEC Level 2

A project based approach to learning.

'DEC' (Design Engineer Construct) is a unique qualification where students are challenged to come up with creative and logical solutions to real life architectural problems and the skills they are having the opportunity to develop at such a young age are hugely advantageous should they choose to pursue a career in one of the many fields of the construction industry.

The course

DEC is a Level 2 (GCSE equivalent) course that allows students to experience a real life application of Design and Technology based subjects. In particular the DEC course focuses on the use of industry standard CAD software 'Revit' to design and construct buildings in response to a real life design brief as well as allowing students to learn and follow appropriate architectural principles in both the design and construction of their buildings.

Students on the course also benefit from the input of industry professionals from all areas of the construction industry, including Architects, Engineers, Project Managers, Quantity Surveyors etc. and will have frequent contact with these professionals for the duration of the course. Coinciding with this students will also have the opportunity to go on site visits and work with the professionals on these jobs, as well as having other learning outside of the classroom experiences through visiting and analysing buildings to aid their understanding.

GCSE Design Technology

Do you like designing and making?

In Design Technology, we aim to develop students' practical ability along with designing skills and make them more aware of materials, processes, their uses and environmental issues.

This new GCSE places greater emphasis on understanding and applying design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Those who enjoy designing and making can continue their studies to degree level or use their work as a foundation for learning a trade.

The course

This two year course is a demanding blend of designing and making where a student's determination to succeed will be tested to the limit but rewarded with success. Students will have the opportunity to design and make quality products from a range of materials and work will include computer aided design and manufacturing. Students will enjoy being independent learners, thinkers, designers and makers where a strong commitment to our work ethic and getting the job done is an essential ingredient of this challenging subject.



IGCSE Drama



Why study Drama?

- It improves your confidence, collaborative and leadership skills and articulation.
- It can transform your perception of your own capabilities and make you surprise yourself when you do things you never thought you could!
- You learn about the many different techniques and styles of modern drama.
- It supports your literature skills through the study and performance of highly-acclaimed texts.
- The IGCSE has been chosen as it is the best preparation for the A-level and Highlands courses with its mixture of practical and written components.
- It will hopefully awaken a lifelong passion for the Arts and even lead onto a career in this sector!

IGCSE Drama course outline

IGCSE is part of the Cambridge Board and leads to a 9-1 qualification. It consists of 40% terminal examination and 60% practical coursework which is filmed and sent off for moderation. While it is challenging, the emphasis is firmly on practical performance and it is an excellent preparation for further study at Hautlieu or Highlands. The course assessment consists of:

- 30% Devised piece (15 minutes)
- 15% Monologue performance (3-5 minutes)
- 15% Group Scripted performance (10-15 minutes)
- 40% Examination— essay questions on a piece of devised work you have done and on a pre-release text we have studied in class.

What other opportunities will I have?

- We will go to see any productions that are high-quality and relevant during the course.
- We will participate in workshops whenever possible.
- You will have the opportunity to compete in the Jersey Eisteddfod and perform your coursework pieces.

GCSE Fine Art



Calling all special thinkers, day dreamers, doodlers and creative geniuses!

Only ever happy when you've got a paintbrush in your hand?

Think you see the world from a special angle?

Love the idea of really exploring your creative potential to the absolute limit and then finding you can do even more?

Then perhaps the GCSE in Fine Art is for you!

The project work at Key Stage 3 enables students to hit the ground running at the beginning of the GCSE course as we find that students come to us as competent, confident and exciting artists, brimming with potential.

Coupled with our knowledge and understanding of every individual's artistic interests and personal attributes, it does mean that students are very much geared up to create work of exceptional value from the start of Year 10. Students will explore a range of techniques and develop their analytical skills further on the course, creating a large portfolio of work which is visually stunning. Many of our students achieve 100% marks at GCSE, which equates to a grade 9. Visiting moderators often comment on the Artwork at Les Quennevais School as being the best they see from across the whole of the UK. We have an unerring commitment to bring out the potential of every GCSE

student and leave them with a passion for Art well beyond the end of their formal schooling. Students will be expected to write in detail about their work and the work of their artists throughout the course, alongside all their creative work.



GCSE Food Preparation and Nutrition

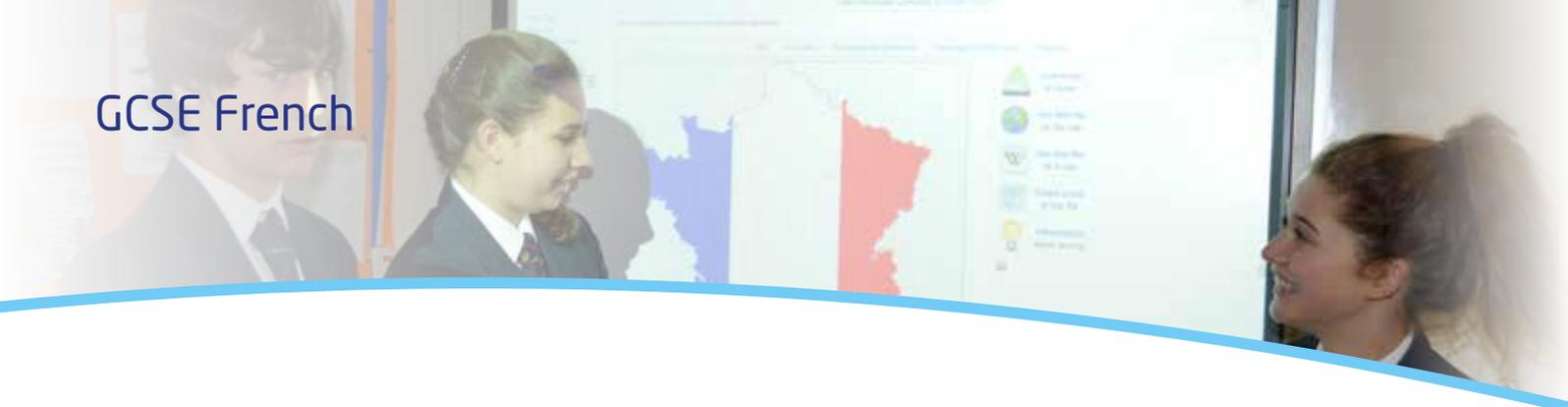
- *Should we be concerned about genetic modification?*
- *Why is food waste an environmental issue?*
- *What are the causes of diet related diseases?*
- *Why does egg white foam when whisked?*
- *What is denaturation & why does it happen?*
- *Why is blue cheese safe to eat?*
- *How can the supply of food be made more sustainable?*

This specification is suitable for students of all ability ranges. The course aims to develop practical food preparation skills and to foster an understanding of nutrition and health, food science, food safety, food choice and food provenance.

The course is assessed with one written exam worth 50% of the GCSE and two pieces of coursework. The coursework includes a food investigation, worth 15% of the GCSE, where you will experiment and consider the functional and chemical properties of ingredients. This will be written up as a report. The second task is worth 35% of the GCSE. You will show your knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. You will prepare, cook and present a final menu of three dishes within a single three hour period.



GCSE French



French forms an integral part of the working and leisure life of Jersey. It is an asset in the legal profession and it is particularly useful if you are considering a career in international business, travel, tourism and journalism.

Linguistic and cultural understanding are vital in today's European and global communities and an ability to communicate effectively when visiting or travelling through France or any other French speaking country is important.

A language is also widely considered as an academic subject, so a GCSE in French helps your chances when applying to post-16 institutions and higher education.

Also, French can be combined with many other subjects at University. So perhaps the question should be not, "Why French?" but "Why not French?"

The course is divided into three themes.

1. Identity and Culture
2. Local, national and international and global areas of interest
3. Current and future study and employment

Each Theme contains a number of topics. Your lessons will cover all aspects of language work, including listening, speaking, reading, writing and grammar. You will be involved in role-play, conversations, pair and group work, ICT, Video/DVD and discussion work. You will also have the opportunity to visit France at least once for practical experience.

GCSE Geography



GCSE Geography consists of the study of our planet both the human and physical context. We examine its climatic conditions, various landforms on the planet and how humans interact with them. It includes the spatial analysis of human and natural phenomena, the exploration of earth sciences and the relationship between nature and human life.

The study of Geography includes the analysis of social, economic and environmental processes that affect nature. Don't you think it is important to know all about this in depth? Don't you feel the need to have knowledge of our Earth? If you feel the need to, you have a reason to say that Geography is important.

Students will be studying the new AQA GCSE syllabus. This exciting and stimulating course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in the UK, newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include tectonic and weather hazards, biomes, coasts, rivers, development, changing our cities and newly emerging economies as well the use of resources.

GCSE students will be expected to participate in a 4 day off island field trip to the Lake District, Cumbria.

The field trip is designed to bring the subject to life, merging what has been taught in lessons with a practical and fun element of outside learning.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.



BTEC Health and Social Care Technical Award Level 2

Health & Social Care

- *Are you interested in working with people?*
- *What is needed for the emotional and social development of children?*
- *What kinds of services are available to assist the elderly to lead a good quality life?*
- *How do you take a person's blood pressure or peak flow reading and what might the results show?*
- *Should alcohol be banned?*

These are the sort of issues that you will be investigating in Health and Social Care.

This course provides an introduction to life and work within the Health and Social Care sector.

The course is made up of three components:

Component 1 – Human Life Span + Development (30% Coursework)

Component 2 – Health and Social Care Services and Values (30% Coursework)

Component 3 – Health and Wellbeing (40% Examination)

This course can lead on to courses and employment in a wide range of careers such as health care, nursing, social work, occupational therapy, physiotherapy, paramedics, childcare and many other people-related careers.



GCSE History

History is a high performing subject at Les Quennevais School, having significantly exceeded the national average pass rate last year. It is also a fascinating subject that explains the state of the world around us today, including such issues as warfare, empire, geopolitics and civil rights. Finally, History is also one of the most highly respected GCSEs in terms of further education and employment, and it enables students to pursue a wide range of career opportunities, such as law, journalism and politics. It is a subject that rewards ambition and resilience.

At GCSE, we cover 4 topics. The first is Medicine Through Time, which tracks how disease has been treated from the medieval era to the present day. Students will be amazed by medieval beliefs that God and the supernatural caused illness, and that some cures considered effective at the time involved strapping toads to your armpits. We evaluate the role of key individuals and their breakthroughs, such as the circulatory system, vaccination, Germ Theory and effective anaesthetics for pain relief. We then investigate the state of modern medicine, its scientific marvels and its moral grey areas.

The second is a study of Elizabethan England, which covers the political, religious and foreign threats to Elizabeth's rule, and tells the story of how she not only survived, but led England towards a golden age of culture and the foundations of the British Empire. We also focus on a historical site study, such as Shakespeare's Globe Theatre, or the defeat of the Spanish Armada.

The third unit covers International Relations between the two world wars, analysing how the bitter end of World War One led to the overly harsh Treaty of Versailles; we evaluate the main reasons why the League of Nations, the peacekeeping force between the wars, failed so badly; then finally look at the rise of Hitler and Nazism in Germany, and how his aggressive foreign policy led to the outbreak of World War Two.

Our last unit is an in-depth study of Germany between 1890 and 1945, covering the fall of the Kaiser's Germany at the end of World War One, the troubled existence of the democratic Weimar Germany until it was finally killed off by the Great Depression, and the rise and fall of Nazi Germany between 1933 and 1945. We learn about the experiences of young people, women and workers in Hitler's Third Reich, and the series of events that led to the horrors of the Concentration Camps and the Holocaust.

ICT Cambridge National

This is a vocationally-related GCSE equivalent qualification which takes an engaging, practical and inspiring approach to learning and assessment. The everyday use of ICT, from PCs to smartphones, now impacts all of our lives. The Cambridge National Certificate in ICT reflects this and provides students with a solid understanding of the subject which they can use in their working lives. Three themes are covered; business information systems, creative and technical applications of the subject.

This course consists of 3 pieces of coursework and an exam; each part accounts for a 25% of the final mark. The coursework will cover the use of Emails; File Systems; Databases; Spreadsheets and Presentation Software. The coursework brief gives scenarios where the students have to apply their knowledge. The students will be taught the skills beforehand to enable them to tackle the coursework brief.



GCSE Music



The aim

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. That's why we follow a relevant and contemporary GCSE qualification that offers you the chance to study a wide range of musical genres, with more opportunities for practical learning. Music at Les Quennevais brings theory, listening and composition to life in new and engaging ways, and links to the world around us like never before.

Every student has different learning styles and musical tastes, which is why our GCSE values all music styles, skills and instruments. Broaden your mind and foster a love of all music with a qualification that students of all abilities and backgrounds will enjoy.

The course

Unit 1: Understanding Music 40%

Listening and contextual understanding

How it's assessed:

Exam paper with listening exercises and written questions using excerpts of music.

Unit 2: Performing Music 30%

Music performance

How it's assessed:

Performance 1: Solo performance

Performance 2: Ensemble performance

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

Students will also have the option to produce a technology based performance which involves multi-tracking an arrangement of a piece of music using Logic Pro-X. This is a great option for those with less strong performing skills, or those who have more of an interest in computer based music as opposed to live performing. This option would replace solo and ensemble performances.

Unit 3: Composing Music 30%

Music Composition

How it's assessed:

Composition 1: Composition to a brief

Composition 2: Free composition.

A minimum of three minutes of music in total is required.

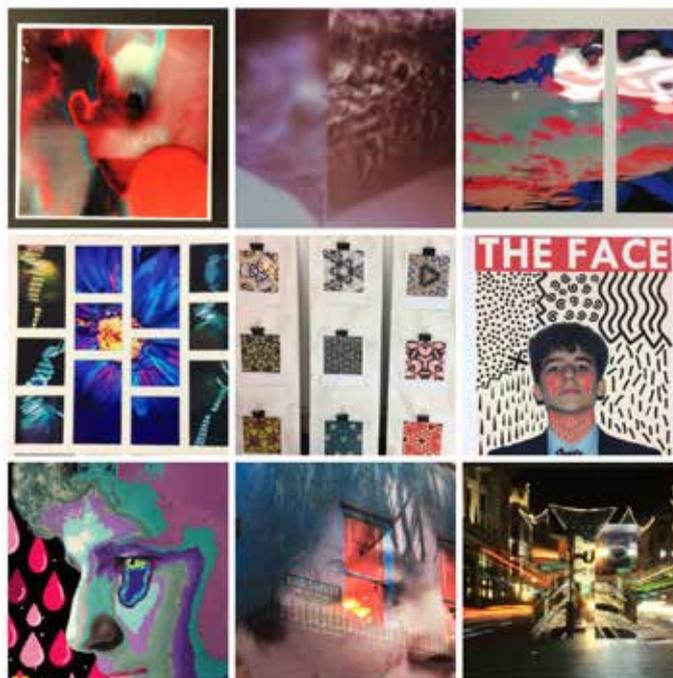
GCSE Photography

The aim

GCSE Photography at Les Quennevais aims to develop student's ability to see the world in a new and interesting way. We want our students to be inquisitive and experimental in their approach to photography, using cameras to challenge the everyday perspective.

The course

At KS4 we follow AQA GCSE Art and Design, which is an inspiring course that encourages students to consider a wide range of approaches, expressing themselves through different materials, media and techniques. Students gain understanding of composition and technical skills behind the discipline, research a range of inspiring photographers and learn interesting ways in which to edit and present their final responses. Students produce portfolio projects exploring identity, abstraction and landscapes over the course and a final project set by the exam board.



IGCSE Physical Education



This is an internationally recognised GCSE course. During the course you will study both theoretical and practical elements. In practical lessons, you can be assessed in a wide range of activities. In theory lessons, you will learn about a variety of engaging topics, including Anatomy and Physiology, Movement Analysis and Sports Psychology.

The theory element accounts for 50% of the final grade and is assessed in the form of a 1 hour 45 minute written examination. The remaining 50% is practically assessed which requires our Physical Education department to submit video evidence of a student's best four practical activities.

As well as being suitable preparation for A Level Physical Education, the course allows for progression to related vocational qualifications in Sports Studies at Highlands, such as the BTEC Diploma. Finally the course can be the first step on the ladder to a career relating to sport such as recreational management, physiotherapy or as a personal trainer.



GCSE German



German is one of the top business languages in Europe and Germany is the number 1 manufacturing country in Europe. With Jersey being so close to Europe imagine where this could lead you!

Linguistic and cultural understanding are vital in today's European and global communities and an ability to communicate effectively when working, visiting or travelling in Germany is very important.

Many top UK universities like to see that students have studied a language up to at least GCSE level, and when combining German with other subjects imagine the opportunities that would be open to you.

The course is divided into three themes.

1. Identity and Culture
2. Local, national and international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. Your lessons will cover all aspects of language work, including listening, speaking, reading, writing and grammar. You will be involved in role-play, conversations, pair and group work, ICT, Video/DVD and discussion work.





GCSE Religious Studies

The aim

The GCSE Religious Studies course is called 'Ethics, Philosophy and Religion in Society' and is one of the top performing GCSE options. You will especially enjoy this course if you are interested in challenging questions about the meaning and purpose of life, current affairs around the globe, different cultures, viewpoints, and ways of life.

The course

You will improve your understanding of religion, philosophy and ethics, and the ways these form the basis of culture and moral decision making. You will deepen your understanding of the moral issues people face in life and the diverse ways in which they may respond to them. You will be challenged with questions about belief, values, purpose and truth, encouraging you to develop your own attitudes towards religious and ethical issues.

We use relevant and intriguing items from the news to enhance the topical nature of the course. The issues covered are varied, from

crime and punishment to medical ethics, and stimulate a wide range of religious and non-religious views. Because of the nature of these topics, there are plenty of opportunities for research, discussion and debate. We explore the beliefs of Christianity and Islam in depth, relating these to the ethical issues studied and giving you the opportunity to evaluate religious answers, and challenge your own opinions.

Through studying RS at GCSE, you will develop the higher level skills sought after in the workplace and will enable you to flourish as a citizen of a diverse, multi-cultural global community. You will be able to make informed, critical judgments, give your own opinions clearly and develop empathy, respect and understanding of others. These skills are especially valuable in any career which involves interacting with a wide range of people.

Spanish

Spanish is one of the most widely spoken languages in the world. In fact, there are more Spanish speaking people in the world than English speakers. It is the official language of South America and all of Central America and is increasingly spoken in North America.

So Knowledge of such an important language would be a great asset in the world of work and since a language is also widely considered as an academic subject, a GCSE in Spanish could help your chances when applying for further education.

You do not need any previous experience of Spanish as all students start from the beginning, but if you have some knowledge of French, Italian or Portuguese, you will find Spanish that much easier to learn. The two year course leads to a GCSE and the focus is on developing good written and verbal skills.

The Course is divided into three 'Modules'

1. Identity and culture
2. Local, national, international and global area of interest
3. Current and future study and employment



Guided Choices

For some students following a full range of GCSEs is not the best route for success, as an alternative we are proud of the range of intervention subjects that we offer students to support their successful completion of KS4 and entry onto appropriate level Post 16 courses. The courses we offer are Bronze, Silver & Gold Award and Certificate in Employability Levels 1 & 2. Details of these courses are outlined on the following pages. If you are considered suitable for one of these options, your Form Tutor, Mrs Burgess, Mr Heaven or Mrs Ashley will approach you and discuss the details of the courses in more depth.

Bronze, Silver and Gold Award

This award is ASDAN accredited and progresses through Bronze, Silver and Gold levels. It can also link to the ASDAN Further Education Award programme. Each programme is designed to develop, assess and accredit key skills and recognise personal achievements. The programme offers imaginative ways of developing, recording and certificating a wide range of personal qualities, abilities and achievements, as well as introducing students to new activities and challenges.

Students select the challenges from the 13 modules that make up the Bronze/Silver/Gold Award Scheme. These are:

- Communication
- The Community
- Sport and Leisure
- Home Management
- The Environment
- Number handling
- Health and Survival
- World of Work
- Science and Technology
- The Wider World
- Expressive Arts
- Beliefs and Values
- Combined Studies

This is a two year course offered to key stage 4 students only. Students will work through the modules during Years 10 & 11 in order to achieve Bronze, Silver and Gold levels. Students gain credits when each chosen module is completed and verified by their subject teacher. Six credits are needed to complete the Bronze level, 12 credits for Silver and 18 credits for Gold. Credits can be carried over from each section. Each level is moderated by external examiners and a certificate is awarded when each level is achieved.



Certificate in Employability Levels 1 & 2



Aims of the course

- To develop an understanding of the structure and organisation of workplace environments
- To develop an understanding of employer and employee rights and responsibilities in the workplace
- To encourage the development of the skills needed to work autonomously in the workplace
- To encourage the development of the interpersonal skills needed for effective communication in the workplace

There are 5 units for this qualification. It requires you to undertake work-based tasks. Work experience is not required for Units 1, 2 and 3. Within the Employability Skills certificates, however, students will use their work experience placement as the basis for their portfolio work in all units.

What the work-placement will be required to do?

The workplace supervisor is only asked to sign off the students 2 work tasks in Unit 4. These can be basic or more complex based on your capabilities. You have to show planning and then evaluate your work. Your teacher will complete the entire evidence booklet with you, and then at the end of the period of work experience you obtain the signatures to say that the tasks were actually completed.

How long will the placement last for?

Work placements start in September and run until February. From there you will come back to school and complete the evidence booklet based on what you have found out whilst on placement, for example, job roles and organisational chart. The Vocational Coordinator will support the students in the work placements and give advice on where tasks undertaken fit into the units of work.

How are the students prepared for this work placement?

During Year 10 the students will work in small groups on two different projects. These projects work on the skills and understanding that they will need for their work placements in Year 11. The projects will either be 'residential project' or 'On 2 Wheels' and 'residential project'. As a result of this preparatory work the students will also be awarded a Bronze Award after the first academic year.



Going Further To Be Your Best

As you make your Option Choices and begin in-depth study into your chosen subjects, there are exciting opportunities available to you, reflecting your move into the Upper School and your development as learners.

Subject related extended opportunities:

- Double lessons for all Option subjects allow more focussed, in depth study and for greater use of visits and outside speakers
- Curriculum based trips and links with local businesses e.g. Science Technology Faraday Lectures, partnership with local business, Geography fieldwork, Geography UK trip, French visits
- Activities Week on and off-island opportunities including exclusive Year 10 trip
- Sports Leaders Award through PE
- PSHE Business Enterprise Unit
- Football Refereeing qualifications
- Students working with feeder primary schools
- School productions, steel bands and live gigs
- Jersey French and Portuguese classes
- Access to Island wide Gifted and Talented programmes
- Duke of Edinburgh's Award Scheme



Ambition

OUR VISION STATEMENT:

Learning to be Your Best Through Excellence and Enjoyment



Respect

OUR MISSION STATEMENT:

Realising Individual Potential Through a Culture of Excellence



Resilience

OUR CORE VALUES

- we value everyone's contribution to making the school a better place
- we pursue excellence and enjoyment for all
- we have high expectations
- we work together with respect, responsibility and trust
- we recognise success
- we take pride in all we do

Going Further For Your Future

At Les Quennevais School we strive to give our students the opportunities to become their best not just academically, but socially, developing the skills and attitudes that are essential for the future. As part of the Upper School, you will become one of our school leaders which means you have exciting opportunities available to you such as; becoming a member of the Student Leadership team, Student Parliament, Sports Captains and Charity representatives.

The Duke of Edinburgh's Award is offered at both Bronze and Silver level with the programme proving a popular leadership opportunity. The Duke of Edinburgh's Award was recently voted by the United Learning Trust, a consortium of major employers, as the extra-curricular award that they see as most important for potential applicants to have attained at school and we are therefore extremely proud of the students who have embraced the spirit of this programme.



We are also very proud that our school is the only States school to be involved with the LEAP project: an international project where students from 15 countries work together to secure a business project that is brought to life. Our students at Les Quennevais have the privilege to work with others from countries far afield as Taiwan, China, Malaysia, India, Thailand, Spain and South Africa. Students are tasked with developing a social enterprise project and are trained, inspired, guided and mentored by over 60 leaders from the Jersey community; company owners, CEO's, CFO's, charity start-ups and government ministers. The LEAP project for 2019 and 2020 are already planned and we anticipate that a large number of our students will get involved with this prestigious project.



Over to You

As senior students in the school we are proud to have been selected to be ambassadors for the school and are pleased to be working alongside staff in a student leadership role. We have enjoyed our time at Les Quennevais and the challenge presented by the diversity of our community. We are very much looking forward to helping and supporting younger students to be the best they can be and actively engage in all aspects of school life. We really believe that our views are taken seriously by both students and staff and that we have an important role to play.



Holly Vibert HEAD GIRL

Les Quennevais has been an amazing school. The community here allows every student to achieve their very best in all subjects, and will prepare you well for your chosen career path, whether it will be further education or work. Les Quennevais has shaped me into the person I am today, by letting me aspire to do all the things I enjoy. It has been a privilege to represent the school in many events, I would encourage you to seize the opportunity and participate in as much as you can whilst at school. With my GCSE's fast approaching, the school could not have prepared me any better, and I intend to go to Hautlieu to study A Levels or the IB with many great memories of my 5 years here at Les Quennevais.



Jake Dupre HEAD BOY

I feel very privileged to be Headboy at Les Quennevais School. This school has changed me for the better in many, many ways and has shaped me into the person I am today. The staff at Les Quennevais are the most hard working individuals of any school and will go the extra ten miles for any student. I have thoroughly enjoyed my time here at Les Quennevais especially the many times I have played guitar representing the school. With my GCSE's in only a few months I have no doubt the teachers will get the very best out of me and give me the opportunity to go to either Hautlieu or Highlands, and when I think back at my time at Les Quennevais I will remember all the great times I have had here.



Les Quennevais School Options Process 2018 / 2019

October 25	14+ Hautlieu School visit to speak to students
November 6 & 13	Year 9 Tutor and Parents Consultation Evenings
November 29	Year 9 Subject Parents Evening
January 11	Form Time Year 9 speak with year 11 about their choices
January 14	Extended Y9 Assembly: Decision Making
January 17	Year 9 Options Evening
February 1	Completed Options Forms to be handed in

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