

St Ives School



Every Child, Inspiring Learning, Every Day



Options Booklet

A guide to support you through the options process and transition to KS4

Academic Year 2023 - 2025

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Key Stage 4 at St Ives School

This is an important time for students of cohort “2023/24” who will soon be entering Key Stage 4 (KS4). This booklet, therefore, has been designed to encourage students to look ahead to their future and start to make decisions that may influence their lives and careers after their time at St Ives School.

At St Ives School we have a strong belief in providing a balanced and broad curriculum for all students. We have structured our curriculum offer around this belief and confidently feel that there is a pathway for every student that will inspire and motivate through KS4 and prepare the students for beyond this. As part of this curriculum offer, all students will be able to access the full English Baccalaureate (EBacc), although there is no expectation that all students will commit to this.

Our KS4 curriculum offers a broad range of core subjects that all students will need to study. These will be:

CORE SUBJECTS

Mathematics
English Language
English Literature
Science
PSHE
Core PE

There is more information about these subjects in this booklet.

Students at St Ives School will also be part of an extensive tutor programme that will support and guide them through KS4 and beyond.

As well as the core subjects, there will be a number of choices for our students to make; we are committed to helping all of our students make the right choices for them.

GCSE's in England were reformed from 2019 and are now graded on a scale of 9-1, 9 being the highest. The diagram below shows how the new grades map to the old A-G grades. In addition, the top 20% of students who get Grade 7 or above will be awarded a grade 9. A grade 4 is considered a standard pass and grade 5 a strong pass, therefore grade 5 is positioned in the top third of the marks for a grade C. As a school we strive for all students to achieve a grade 5. Further information is available at [GCSE, AS and A level reforms - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/gcse-as-and-a-level-reforms). Any non GCSE courses that are in our curriculum offer are graded D*, D, M, P (Level 2), where D = Distinction, M=Merit, P=Pass. These grades are equivalent to a GCSE grade 4 or higher.

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div> <div>4 = C</div> <div>and above</div> <div>and above</div> </div> <ul style="list-style-type: none"> Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. The bottom of grade 1 will be aligned with the bottom of grade G. 									
CURRENT GCSE GRADING STRUCTURE									
A*	A	B	C	D	E	F	G	U	

Choosing Your Options

Choosing options can be both an exciting and daunting time for students. Many students do not know what they want to do or become at this stage; this is natural and understandable.

Below we have tried to outline some good and poor reasons for choosing an option to help students and parents make the right choices. Each course offered should be considered carefully: think about the students' interest in the subject, the careers that it might lead to and how the subject is assessed. Teaching staff at St Ives School are committed to helping students make the right choices, so please don't hesitate to contact them if you need to discuss anything further or require more information than is provided in this booklet. Their contact details are available on the subject page.

Students might want to choose an optional subject because:

- ✓ They like the subject
- ✓ It will help with their future career plans.
- ✓ They want to continue this subject post 16
- ✓ They are successful in this subject.

Poor reasons for choosing a subject:

- × They like the teacher
- × They think it is easier than other subjects
- × Their friends are doing it.

We will endeavour to give students their first choices but this may not always be possible. Where it is not possible, we will speak with the students and their parents about alternatives.

If a student is unhappy with their options there is an opportunity to review and change their option choices; this can happen within the first three weeks of term. It will be done through their respective form tutor, who will speak with the student, the subject teachers and also parents, then inform the Senior Leadership Team (SLT). A letter will also be sent home confirming any changes.

Subjects will also only run if there are sufficient numbers of students wanting to take that subject.

The Full English Baccalaureate

The full English Baccalaureate is an initiative that has been introduced by our present Government.

The English Baccalaureate – though not a qualification in itself – is a measure of success in core academic subjects; specifically, English, mathematics, history or geography, the sciences and a language. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most doors open.

Six GCSEs are required at Grade 5 or above in English, Mathematics, Sciences, a language and a humanity subject. To secure the full English Baccalaureate, the subject English

THE ENGLISH BACCALAUREATE AT ST IVES SCHOOL

English

GCSE in English Language (students must also sit English Literature)

Mathematics

GCSE in Mathematics

Science

From 2014, to count in the Science Baccalaureate either three out of the four single sciences (Biology, Chemistry, Physics and Computer Science) or Science Trilogy double award must be secured at grade 5 or above.

Humanities

GCSE Geography
GCSE History

Languages

GCSE Spanish
GCSE French (only an option if Spanish has previously been selected)

Beyond KS4

Careers Education & Guidance

Our aim is to ensure that all of our students have the best opportunities in the future, within a nurturing, safe and supportive environment and a personalised learning experience. This aim extends to our approach to Careers Education.

Whilst at St Ives School, students are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for students to have an enriched and stimulating curriculum to give them every opportunity to explore and develop their potential.

Providing effective Careers Education, Information, Advice and Guidance (CEIAG) ensures students move to their next stage with the right tools, values and understanding to help prepare them for their future. Our Careers programme works in line with our core PSHE curriculum and as a discrete part of all subject areas within the school.

We seek to support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred progression pathway whether that is to continue with further education, employment, training or living independently.

We are fully committed to providing an impartial service to students, highlighting the vocational and academic routes to their preferred careers path, with opportunities in the region and further afield. We ensure that students are aware of the opportunities and challenges in the world of work, and support their plans and aspirations.

Throughout their time at St Ives School, students experience a wide range of different careers related experiences. The programme includes visits from external professionals and potential employers, support with the options process, visits to colleges, application and interview coaching, work experience (or VWex) and career advice from an independent personal advisor.

Throughout their learning journey, students are encouraged to aim high and think outside the box when considering their future career goals. We work closely with a range of external providers to ensure students are exposed to a vast array of potential careers and opportunities. This includes Next Steps South West, Careers4U, Colleges and 6th Forms, Universities and Apprenticeship providers. We also work closely with other agencies to meet the needs of students with Education, Health and Care plans and we underpin our strategy with the Gatsby Benchmarks.

If students or parents/carers would like to discuss their options further with the school Careers Lead Teacher (Miss Wilson) or our independent Careers Advisor, please contact Miss Wilson to arrange a remote appointment.

rwilson@stives.tpacademytrust.org

Additional sources of information to support your child through the transition process:

TRURO & PENWITH COLLEGE

<https://www.truro-penwith.ac.uk>

CORNWALL COLLEGE

<https://www.cornwall.ac.uk>

APPRENTICESHIP INFORMATION

<https://www.gov.uk/apply-apprenticeship>

<https://www.getmyfirstjob.co.uk/>

<https://www.cornwallapprenticeships.com/>

UNIVERSITY COURSES

www.ucas.com

www.thecompleteuniversityguide.co.uk

6TH FORMS

Camborne <https://theviformacademy.co.uk>

Falmouth <http://www.falmouth.cornwall.sch.uk/91/falmouth-college>

Helston [https://www.helston.cornwall.sch.uk/web/welcome to post 16/313350](https://www.helston.cornwall.sch.uk/web/welcome%20to%20post%2016/313350)

GENERAL OPTIONS INFORMATION:

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>

<https://www.careerpilot.org.uk/information/gcses/choosing-your-gcses>

<https://www.theschoolrun.com/choosing-gcse-options>

CHECK LIST

Please use this checklist to make sure that you have done everything you can to ensure that the right options are chosen.

Visit our website,
read the booklet
and watch the
videos.

Discuss:
At home
With subject
teachers
In appointment
at school

Make
your
choice

The options form will be an opportunity for you to let us know what your 5 top option choices would be. Remember that you must choose a subject from the Humanities Faculty (Geography, History or French) and if you want to complete the English Baccalaureate you must do Geography or History and French.

Once we have received all of your options forms, we will collate the information and design the option blocks so that we can confirm your final choices. We will do our best to make sure that every student is able to study their preferred option choices but this is not always possible. Every student will have an appointment with a member of staff at school to discuss their options.

This is an exciting time during a school career; please give it the time and thinking that it deserves.



Core Subjects

- English Language (GCSE AQA)
- English Literature (GCSE AQA)
- Maths (GCSE AQA)
- Science (GCSE Double Awarded)
- Separate Sciences (GCSE)
- PSHE
- Core PE



English Language & Literature

GCSE AQA

English occupies a pre-eminent position both in the curriculum and in our society. A high quality education in English teaches our pupils to speak and write fluently, so that they can communicate precisely and powerfully in any given situation.

One of our fundamental objectives in English is to help shape young people who are both interested and interesting: interested in the world with all its magic; and interesting to those who meet them because of their wide ranging knowledge. We want to develop students who read widely for pleasure, appreciate the art of writing, relish debating any issue and enjoy sharing ideas. We want our students to have an expanding vocabulary and to understand the grammar of our language, thus enabling them to write confidently and with precision.

The study of English Literature plays a central role in our vision – we want our students to leave with knowledge of the English literary canon and of our beautiful English language; we feel it is their right to leave school understanding something of the novels, plays and poems that have shaped our country's cultural history and the language change that underpins it. The recognition of universal themes of literature also helps people to better understand their own situation, and thus empathise with others.

We believe it is our duty to develop our students culturally, emotionally, intellectually and spiritually and empower them to become truly global citizens: we want them to move forward with confidence in an increasingly complex world.

We have high expectations of all students so that they will recognise and achieve their full potential. Our pedagogy is underpinned by a mastery approach to the teaching of English for understanding. This is organised as a spiral curriculum basing future teaching on the building blocks of previously taught content. Key concepts are broken down into big ideas enabling exploration of a range of contexts and forms to be interleaved throughout the curriculum.

We provide all students with a challenging and enjoyable English curriculum in a supportive and motivating environment. As part of our extended curriculum we use: active dramatic approaches in our lessons; focus on big ideas to explore our repeat concepts; and encourage our students to take part in a variety of creative writing competitions where we have great success in the amount of students who become published.

ASSESSMENT

ENGLISH LANGUAGE AND LITERATURE

Students will follow the GCSE AQA Language and Literature courses. There will be termly assessments to monitor the Students progress, as well as three official mock exams. The course will finish with two external exams in each subject. There is also a non-exam endorsement of the Student's skills in speaking and listening – which will be completed during term time.

- ⇒ English **Language** Paper 1 - Explorations in creative reading and writing 1 hour 45 mins
50%
- ⇒ English **Language** Paper 2 - Writers' viewpoints and perspectives 1 hour 45 mins
50%
- ⇒ English **Literature** Paper 1 - Shakespeare and the 19th-century novel 1 hour 45 mins
40%
- ⇒ English **Literature** Paper 2 - Modern texts and poetry 2 hour 15 mins
60%

RELATED FURTHER EDUCATION COURSES

AS / A LEVEL(S):

- ⇒ English Language
- ⇒ English Literature
- ⇒ English Language & Literature
- ⇒ History
- ⇒ Politics
- ⇒ Media Studies
- ⇒ Philosophy
- ⇒ Drama and Theatre Studies
- ⇒ Psychology

CAREERS INVOLVING ENGLISH:

- ⇒ Lawyer
- ⇒ Journalist
- ⇒ Education
- ⇒ Social Worker
- ⇒ Civil servant
- ⇒ Marketing
- ⇒ Advertising
- ⇒ Public Relations
- ⇒ Accountancy

For more information or any questions please contact:

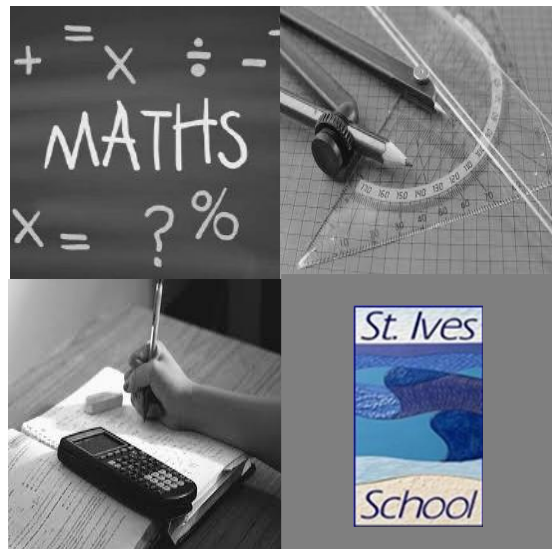
Mr Paroissien

Head of Faculty

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The more that you read, the more things you will know. The more that you learn, the more places you'll go.

Dr Seuss



Mathematics

GCSE AQA

Mathematics is essential for everyday life and understanding our world. It is also essential to science, technology and engineering, and the advances in these fields on which our economic future depends.

It is therefore fundamentally important to ensure that all students have the best possible mathematics education. They need to understand the mathematics they learn so they can be creative in solving problems, as well as being confident and fluent in developing and using the mathematical skills so valued in the world of industry and higher education, as well as those needed for everyday life.

We have high expectations of all students so that they will recognise and achieve their full potential. We encourage Students will develop their own skills in analysis, reasoning, creativity, collaboration and self-evaluation so that they can meet the mathematical problems they face with thoughtfulness and enthusiasm.

We provide all students with a challenging and enjoyable mathematics curriculum in a supportive and motivating environment. As part of our extended curriculum, we encourage our students to take part in a variety of maths challenges and we have been particularly successful in the UKMT Team Challenge. In addition, students have the opportunity to sit extra qualifications, including the Level 2 Certificate in Further Maths.

There are 2 tiers of entry: Foundation and Higher. It is our policy to enter students for the tier that is most appropriate for their abilities and skills, giving students the maximum chance of obtaining the best possible examination grade. The Foundation level aims for grades 1-5 and the Higher levels grades 4-9. At St Ives School, we run an extensive revision programme to help support students with their effective preparation for their GCSE examinations.

ASSESSMENT

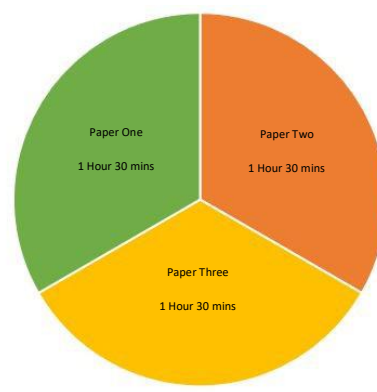
Students will follow the GCSE AQA linear course. There will be half termly assessments to monitor the students, as well as two sets of Pre Public Exams (PPE's). The course will finish with three external exams.

⇒ Paper 1 - Non Calculator	1 hour 30 mins	33.33%
⇒ Paper 2 - Calculator	1 Hours 30 mins	33.33%
⇒ Paper 3 - Calculator	1 Hours 30 mins	33.33%

RELATED FURTHER EDUCATION COURSES

AS / A LEVEL(S):

- ⇒ Accounting
- ⇒ Computing
- ⇒ Core Maths
- ⇒ Mathematics
- ⇒ Further Maths
- ⇒ Finance



OTHER:

Foundation Accreditation in Maths and English

CAREERS INVOLVING MATHEMATICS:

- ⇒ Economist
- ⇒ Astronomer
- ⇒ Statistician
- ⇒ Financial analyst
- ⇒ Accountant
- ⇒ Medical Scientist

For more information or any questions please contact:

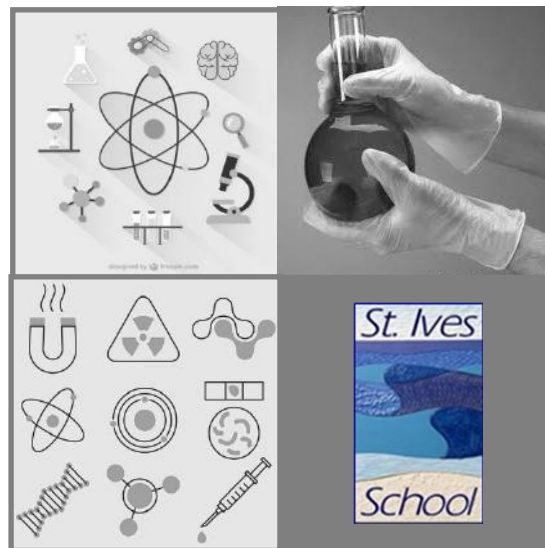
Mr Cassidy

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*"Mathematics is not about numbers, equations, computations, or algorithms:
it is about UNDERSTANDING"*

William Paul Thurston



Science

AQA - GCSE Biology, Chemistry, Physics

AQA - GCSE Combined Science Trilogy

Science allows pupils to explore the subjects of Biology, Chemistry and Physics in depth and make links with how these subjects impact our lives. Pupils will develop key scientific skills that enables them to become inquisitive and diligent, not just in a science context, but in the wider world. Considerable time in science is spent on planning and conducting practical investigations, and then analysing and evaluating the data that has been produced. In science lessons, pupils are given planned opportunities to develop their research skills using ICT and written resources to explore the wider context of the science curriculum. A particular emphasis is put on judging the quality and reliability of the information source. A key skill in our modern society where enormous sources of potentially unchecked information is available.

At St Ives School, we aim for as many students as possible to be entered for the three separate science GCSE's of Biology, Chemistry and Physics. The rationale behind this is so pupils can explore the extra content of the separate science course which contain, in our opinion, incredibly interesting and engaging topics like Space and the human brain. We are also very aware of the potential positive impact that having an extra GCSE might have on the next steps pupils take as they enter the post 16 education. Whether it is college, apprenticeship or another route, having an extra GCSE will be beneficial.

WHAT OTHER SKILLS WILL I DEVELOP?

- Research,
- Design
- Problem solving
- Data Presenting
- Evaluation
- Analysis
- Developing an Argument
- Risk Assessment

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Biology - A Level
- ⇒ Chemistry - A Level
- ⇒ Physics - A Level
- ⇒ Environmental Science - A Level
- ⇒ Level 3 Diploma Applied Science (Biomedical or Forensics)
- ⇒ Apprenticeships and diplomas in a variety of trade areas such as: Plumbing, and Electrical Installation .

CAREERS INVOLVING THE SCIENCES:

There are a vast range of careers that the skills and subject knowledge can directly and indirectly lead to. This course is vital if pupils want to pursue a career in healthcare, engineering or animal care. It is also equally valuable to those wishing to pursue careers in due to the key skills developed through the studying of this topic -

- ⇒ Architecture
- ⇒ Sports Science
- ⇒ Psychology
- ⇒ Other careers that require a university degree

Assessment

Students will sit 6 science exam papers, regardless of whether they are on the AQA Separate Science Pathway or the AQA Combined (Trilogy) pathway.

Separate Science

- 2 Biology papers or 100 minutes
- 2 Chemistry Papers of 100 minutes
- 2 Physics papers of 100 minutes

Combined Science

- 2 Biology papers or 75 minutes
- 2 Chemistry Papers of 75 minutes
- 2 Physics papers of 75 minutes

The decision on whether to enter the Separate Science GCSE or the Combined Science GCSE will be made based on a variety of factors. This is a combined decision made between the teacher, student and parent.

Other factors such as ongoing assessment and work ethic will also be contributing factors to the decision.

For more information or any questions please contact:

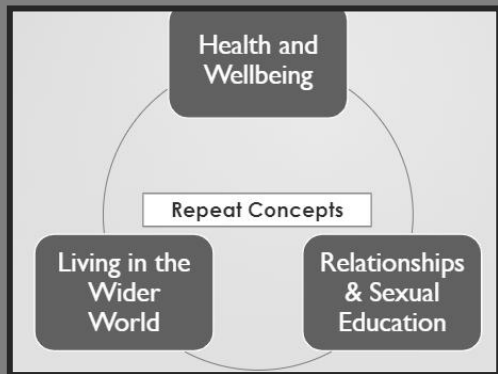
Mr Haycock

Head of Faculty

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“Science is the artery through which the answers for tomorrow’s problems flow.”

Neil deGrasse Tyson



PSHE

PSHE is essential to supporting students to develop the skills for life beyond the classroom. St Ives School aims to provide its students with an excellent PSHE (Personal, Social, Health, Economic) education, which equips our young people with vital tools and skills needed to lead a happier and healthier life in 21st Century Britain. The intent of the PSHE curriculum is to be responsive to the needs of the school and the individuals within it, and to deliver high quality education in the areas outlined below:

- Health and Wellbeing
- Living in the Wider World including careers (as part of the wider CIAEG program)
- Relationships and Sexual Education

Students will have the opportunity to develop their understanding of the world around them through the study of a range of challenging topics. This not only takes place within PSHE lessons but also within the wider school curriculum including tutor time and the assembly program. There is also a program of additional activities which is regularly reviewed and updated according to the needs of our students, these may include the inclusion of external speakers, performances or workshops. The PSHE curriculum aims to be flexible in its ability to respond to different situations that may occur whilst maintaining the level of academic rigour expected of all curriculum areas.

Statutory Requirements:

The Department for Education (DfE) says: ‘

‘All elements of PSHE are important and the government continues to recommend

PSHE be taught in schools’

Secondary schools in Britain have a statutory obligation to deliver a Relationships and Sex Education (RSE) curriculum and Health Education.

‘The purpose of RSE is to help children and young people to be safe, healthy and happy as they

grow up and in their future lives.’ (Sex Education Forum)

At St Ives School, RSE is taught within our extensive PSHE curriculum which students will follow until the end of Year 11 in line with requirements but students are not required to sit an exam in this subject.

WHAT WILL STUDENTS STUDY?

Students will have 1 lesson per fortnight of PSHE. During this time, students in KS4 will study:

Health and Wellbeing	Living in the Wider World	Relationships and Sex Education
Fear of Missing Out Online (FOMO), stress and exam stress, cancer signs and symptoms Prescription drugs and steroids, county lines activities and alcohol use and impacts. Stem cells, organ donations and blood donations. Cosmetics, piercings and cosmetic surgery	UK parliamentary system, voting, civil and criminal law, democracy and other types of governments. Review of skills, writing of CVs and mock interviews with employers. To review Local Labour Market Information (LMI)	Parenthood, pregnancy and unwanted pregnancy, abortion, adoption, fostering. Knife crime, hate crime and radicalisation., stalking and harassment. and gangs (Including Equality Act 2010,) Consent, revenge pornography and online safety. Law surrounding Female Genital Mutilation.

RELATED FURTHER EDUCATION COURSES

AS / A LEVEL(s):

- ⇒ Law
- ⇒ Economics
- ⇒ Politics
- ⇒ Sociology
- ⇒ Psychology
- ⇒ RE

OTHER:

- ⇒ Health and Social Care
- ⇒ Armed and Protective Services
- ⇒ Nursing

For more information or any questions please contact:

Miss Wilson

PSHE Subject Lead

rwilson@stives.tpacademytrust.org

“Educating the mind without educating the heart is no education at all”

Aristotle



Core PE

Physical Education is a core part of the national curriculum and a fundamental subject for the development of the whole person. PE secures the foundations for an active and healthy lifestyle. Our goal is to provide students with a multitude of learning opportunities to develop themselves as sportspeople, citizens and learners. These opportunities include but are not restricted to: skill development, exploring the benefits of physical activity, teamwork, accepting challenge, leadership, winning and losing, playing by rules and most importantly having fun.

Given that there is a proven link between activity, health and academic outcome, we feel a sense of duty to not only increase the levels of physical activity in our students, but to instil in them a greater understanding of these benefits and a desire and enthusiasm to explore their own activity interests beyond school. We want our students to enjoy taking part in a wide range of different sports and activities and to experience the positive outcomes that this can bring. We want to develop active, healthy, physically literate students who take pride in the development of their own personal performance level and show increasingly high levels of competence in the performance of movement skills.

We live in a competitive society and so it is right that PE is used as a vehicle to prepare students for this competition. Within core PE and our extra-curricular programme we look to create driven students with a desire to succeed; resilient, determined with a strong work ethic. Playing and performing alongside others is a key component in this process, and in PE we teach students the value of being part of a team and to reflect upon their role and contribution within their teams. For some this is in a traditional competitive setting, providing the buzz and challenge that only sports competition can provide. For others our focus is on enjoyment and experiencing the bit of magic that comes with taking part.

Our central goal is to prepare students for their future; in PE we summarise this in our key messages to students and the outcomes we want them to achieve: determination, excellence, respect.

In PE our students will follow a broad range of different sports and activities throughout the year and in each one will focus on a different aspect of personal development. In KS4 these are: reflection and evaluation, developing personal fitness, communication, creativity and flair, problem solving, leadership. Students are assessed in the development of each of these qualities as they demonstrate them within the performance of different sports and activities.

ASSESSMENT

There is no exam or any formal assessment or test in core PE. Students are assessed by their teacher in the development of each personal quality and will be awarded an outcome on a 5 point scale between 'towards bronze' and 'beyond gold'.

RELATED FURTHER EDUCATION COURSES

AS / A LEVEL(s):

- ⇒ PE
- ⇒ Sport Studies

Vocational courses e.g. BTEC / Cambridge National level 3

- ⇒ Sports coaching
- ⇒ Sports science
- ⇒ Sports performance
- ⇒ Sports fitness and personal training



OTHER:

Level 2 Sports Leaders Award

CAREERS INVOLVING PE:

- | | |
|----------------|-----------------------|
| ⇒ PE teacher | ⇒ Sport Psychologist |
| ⇒ Sports Coach | ⇒ Performance Analyst |

For more information or any questions please contact:

Mr Pound

Head Of Faculty

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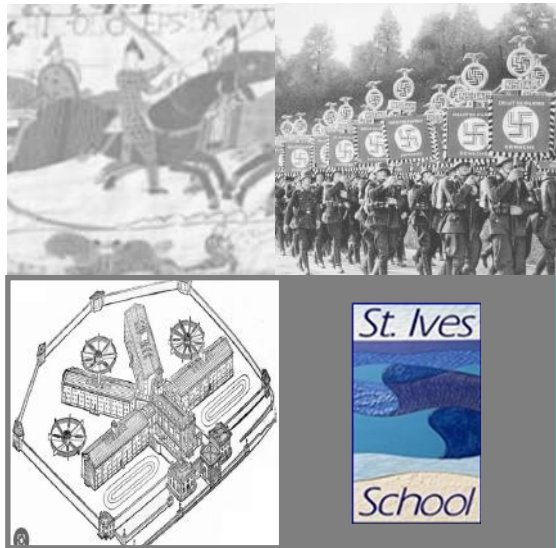
"Do you know what my favourite part of the game is? The opportunity to play."

Mike Singletary



EBacc Option Subjects

- History (GCSE)
- Geography (GCSE)
- Modern Foreign Languages (GCSE)



History

GCSE EDEXCEL

History is a subject that gives students both historical knowledge and a skill set enabling them to make judgements based on analysis of evidence.

The history curriculum at St Ives provides students with the tools to understand and make sense of their local history, British history and global history. It is a subject that enhances extended writing skills and the ability to create sustained arguments based on evidence – **a valued skill in a variety of career paths.**

INFORMATION ABOUT THE HISTORY COURSE:

PAPER 1

British Thematic Study with Historic Environment - **Crime and punishment through time** c1000 - present and The British sector of the **Whitechapel**, c1870—1900: Crime, policing and the inner city.

PAPER 2

Period Study and British Depth Study - **Superpower relations and the Cold War**, 1941—91 and **Anglo-Saxon and Norman England**, c1060—1088

students have the opportunity to study, in depth, some of the key events that affected the world during the Cold War. They also study England from 1060 and the impact of the Norman invasion in shaping culture and society .

PAPER 3

Modern Depth Study - **Weimar and Nazi Germany**, 1918 - 39.

Students learn in depth about Weimar and Nazi Germany, exploring its complexity and impacts.

ASSESSMENT:

100% examination. 168 marks in total.

Three exams:

PAPER 1 - (52 marks, 30%) 1 hour 15 minutes

PAPER 2 - (64 marks, 40%) 1 hour 45 minutes

PAPER 3 - (52 marks, 30%) 1 hour 20 minutes

RELATED FURTHER EDUCATION COURSES:

- ⇒ A Level History
- ⇒ A Level Ancient or Modern History
- ⇒ A Level Politics,
- ⇒ A Level Economics
- ⇒ A Level Sociology

CAREERS INVOLVING HISTORY:

- ⇒ Law
- ⇒ Accountancy
- ⇒ Travel and Tourism
- ⇒ Museum, Curator and Libraries
- ⇒ Government Researcher
- ⇒ Journalist

YOU SHOULD CHOOSE HISTORY GCSE IF YOU

- ⇒ Are interested in arguing your point
- ⇒ Enjoy or want to get better at extended writing (essays)
- ⇒ Curious about past events, why they happened and what has happened as a result of them
- ⇒ Enjoy discussions, critical thinking and analysing evidence

For more information or any questions please contact:

Mrs McKinnell

History Subject Lead

mmckinnell@stives.tpacademytrust.org

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt



Geography

GCSE AQA

Geography is unique in bridging the social sciences and natural sciences. Geography brings together social and physical processes within the context of place and demonstrates the diversity in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. Throughout their studies students will be able to examine the causes and impacts of differences and inequalities between places and social groups and look towards the sustainable solutions for the future.

The Geography curriculum at St Ives provides students with the tools to understand and make sense of the world around them. It is a subject that enhances extended writing skills as well as using key mathematic and data presentation skills.

This course also includes two compulsory fieldtrips to a physical and urban location.

INFORMATION ABOUT THE GEOGRAPHY COURSE:

PAPER 1: LIVING WITH THE PHYSICAL ENVIRONMENT

This paper includes three topics: The challenge of natural hazards, The living world, and Physical landscapes in the UK.

Students have the opportunity to study the natural world and processes ranging from river and coastal landscape in the UK to the polar and tropical rainforest biomes. They will understand how and why the natural world has formed and how humans .

PAPER 2 : CHALLENGES IN THE HUMAN ENVIRONMENTAL

This paper includes three topics : Urban issues and challenges, The changing economic world and The challenge of resource management

Students will focus on people and built world. Students will understand how and why the world has developed by focusing on a range of case studies to understand the opportunities and challenges within different countries and cities at different levels at development. Students will understand the barriers some places face and will look towards achieving social, economic and environmental sustainability as the world advances.

PAPER 3

This paper includes: issue evaluation, fieldwork and geographical skills.

This paper is based on the students fieldwork, skills and a pre-release booklet which is released 12 weeks prior to the exam . This exam is based on synoptic thinking and bringing elements of the course together.

ASSESSMENT:

100% examination.

Three exams:

PAPER 1 - (88 marks, 35%) 1 hour 30 minutes

PAPER 2 - (88 marks, 35%) 1 hour 30 minutes

PAPER 3 - (76 marks, 30%) 1 hour 15 minutes

RELATED FURTHER EDUCATION COURSES:

- ⇒ A Level Geography
- ⇒ A Level Environmental Science
- ⇒ A Level Geology
- ⇒ A Level Economics
- ⇒ A Level Sociology

WHO SHOULD CHOOSE GCSE GEOGRAPHY?

- ⇒ It connects social science subjects with economics, sociology and politics
- ⇒ Interested in people, places and landscapes
- ⇒ Interested in climate change, migration and how communities live and work together
- ⇒ Enjoy both extended writing (essay questions) and developing data, research, scientific and map skills alongside practical work with opportunities for fieldwork
- ⇒ Enjoys analysis (of information), discussions and critical thinking

CAREERS INVOLVING GEOGRAPHY:

- ⇒ Environmental Lawyer
- ⇒ Cartographer
- ⇒ Ecologist
- ⇒ Statistician
- ⇒ Geologist
- ⇒ Travel and Tourism
- ⇒ Conservation
- ⇒ Environmental Scientist
- ⇒ Renewable Energy

For more information or any questions please contact:

Miss Wheatley

Geography Subject Lead

alwheatley@stives.tpacademytrust.org

"The study of Geography is about more than just memorising places on a map. It's about understanding the complexity of our world"

Barack Obama



Modern Foreign Languages

GCSE AQA

Studying a **Modern Foreign Language** GCSE opens doors to travel and adventure. But it is also has many cognitive benefits including memory, critical thinking and concentration. It was recently announced that French will replace English as the official language of the EU. We strongly recommend you consider studying a language.

FRENCH

You will build on the skills you have been working on in years 7-9 in the areas of listening, reading, speaking and writing in French. There will be short translation tasks. You will study some poems and songs. All the skills are examined at the end of the course in Year 11.

Topics covered will include:

- identity and culture
- local, national and international areas of interest
- Current study and future employment.

The course will give students confidence in speaking the language, accuracy in writing, an understanding of basic grammar such as verbs and an interest in learning about the culture of different French-speaking countries.

SPANISH

Spanish GCSE will be available to those who have shown an aptitude for languages and engagement in French lessons, and **will be available only to those students already choosing to study French at GCSE.**

You will start to learn Spanish in the skills of listening, speaking, reading and writing. There will be short translation tasks. You will study some poems and songs. All the skills are examined at the end of the course in Year 11.

As this is an accelerated course in 2 years, you will be expected to do some independent work at home. The course suits those with confidence in speaking the language, accuracy in writing, an understanding of basic grammar such as verbs and an interest in learning about the culture of different Spanish-speaking countries.

ASSESSMENT:

100% examination.

Four exams in both French and Spanish:

PAPER 1 - Listening 25%

PAPER 2 - SPEAKING 25%

PAPER 3 - READING 25%

PAPER 4– WRITING 25%

CAREERS INVOLVING LANGUAGES:

- ⇒ Travel and Tourism
- ⇒ Media
- ⇒ Teaching
- ⇒ Financial services
- ⇒ Human resources
- ⇒ Manufacturing and marketing

RELATED FURTHER EDUCATION COURSES:

- ⇒ A Level French
- ⇒ A Level Spanish

WHO SHOULD CHOOSE GCSE LANGUAGES?

- ⇒ Huge demand for linguists in technology and television industries
- ⇒ Highly valued by colleges and universities, languages open doors in other fields that students may pursue
- ⇒ Having another language is a valuable life skill and a commodity in the eyes of potential employers
- ⇒ Studying a language boosts brain function, improving performance in other areas
- ⇒ Students with a language earn 10-15% more in a job compared to students without a language.

For more information or any questions please contact:

Mr Kearns

MFL Subject Lead

akearns@stives.tpacademytrust.org

“With languages, you are at home anywhere.”

Edward de Waal



Option Subjects

- Art & Design: Fine Art (GCSE)
- Astronomy (GCSE)
- Computer Science (GCSE)
- Dance (BTEC)
- Design Technology (GCSE)
- Drama (GCSE)
- Film Studies (GCSE)
- Food Preparation and Nutrition (GCSE)
- Further Maths (Level 2)
- Graphic Communication (GCSE)
- Music (GCSE)
- Religious Education (GCSE)
- Sport Studies (Cambridge National)



Art & Design

Fine Art

GCSE OCR

Art and Design offers students the opportunity to not only develop their academic abilities, but also to grow as creative, confident and well-rounded individuals. Studying Art delivers a blend of individual guidance and team building skills with ample distinctly personal work, where students can take initiative and develop their own creative voice. Students discover and learn from longstanding and innovative artistic techniques, materials, styles and methods. They study art, craft and design work from different eras, demographics and cultures, analysing, critiquing, and unveiling the intricate relationship between Art and Society. Art and Design enables students to make relevant links with other curriculum areas as the fundamentals of creativity are existent in the Sciences, Technologies and as well the Humanities.

Investigation: Looking at the 'work of others' from the context of historical Art and Design movements through to contemporary and modern Artists, Craftspeople and Designers. Students gain inspiration from influential Art to make innovative improvements and developments to their own work. Researching and exploring how other Artists work and investigating their methodology and inspiration, students develop and apply this knowledge to their own creative outcomes.

Exploration and Critical analysis: Students discover through 'trying out', practising and refining skills and techniques which give them the basis to then discover more developed and sophisticated methods. Over time students improve their resilience by drawing and re-drawing and designing, creating and making, thus building confidence and competence. Students are actively encouraged to learn from their mistakes and further expand their ideas.

Critical thinking and problem solving: Working from initial starting points, students learn to consider alternative approaches, theories and making styles which in turn influence their own resolved outcomes in new or unexpected ways.

Communicating and Presentation: Students use an extensive range of techniques to express their ideas; drawing, photography, photo editing, two dimensional as well as three dimensional maquettes and sketches, paintings and printmaking. Written annotations in folders and on final portfolio sheets are utilised successfully to enable students to communicate creatively and effectively. Students present their folders and final Portfolios, both for formative and summative individual, peer and group analysis. An exhibition of final Portfolios encourages high quality concluding display, linking to galleried, promotional and marketing expertise

ART WOULD SUIT STUDENTS WHO..... enjoy practical, hands on subjects and would enjoy creating different types of artworks using a range of materials. It would suit those who have a passion for and enjoyment of creativity in particular and those who think that they are likely to follow a creative career path in the future. Some students enjoy this subject because it offers something very different from the more written approach of other subjects.

Art is a subject that enables our students to discover, explore and create using their observational skills of the world around them.

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Fine Art, Textiles, Photography, Illustration and Graphics A Level
- ⇒ UAL Level 3 Extended Diploma in Art Design and Communication (Creative Practice)
- ⇒ UAL Level 2 Diploma in Art and Design (Creative Practice)
- ⇒ Apprenticeships and diplomas in a variety of creative industries

CAREERS INVOLVING ART AND DESIGN:

Careers in the Creative Industries, and specifically related to Art and Design are wide and varied. The GCSE route into Art and Design could be the first step towards a career in:

- ⇒ Fashion, Textile or Jewellery Design
- ⇒ Architecture and Interior Design
- ⇒ Ceramics and Sculpture
- ⇒ Photography, Animation or Games Design
- ⇒ Museum or Gallery Curation
- ⇒ Advertising and Marketing
- ⇒ Film, Television and Theatre Design

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

Art has access to DSLR Cameras, PCs and Laptops for a variety of tasks such as: Contextual Research, History of Art and access to world renowned galleries and museum websites. The full Adobe suite including Photoshop for editing photos and manipulating images. Written analysis of student's work and the work of other Artists.

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING ART GCSE

To be successful on this course you will need...

- ⇒ **Ability to work independently and receive guidance**
- ⇒ **Ability to work to a deadline**
- ⇒ **Be willing to experiment and explore**

For more information or any questions please contact:

Mrs Rudge
Teacher of Art

krudge@stivestpacademytrust.org

"Art must be life; it must belong to everyone"

Marina Abramovic



This qualification will be taught as an additional GCSE after school and will start in January Year 9.

Astronomy is one of the oldest sciences, yet astronomers are still discovering new worlds, identifying new parts of our Solar System and exploring phenomena such as black holes, the Big Bang and life on Mars.

This course has been developed to build on students natural fascination with the night sky and the continued exploration of the universe. It complements the GCSE (9-1) Science specifications, and, as a visually more accessible subject, promotes science to a wider base. Astronomy is constantly in the media in both fact and film which makes this course all the more engaging and suits a wide range of abilities, also providing stretch for gifted science students.

The course involves a theoretical element – the Solar System, Stars, Galaxies, Cosmology, Observing Techniques and Space Exploration – and a practical element which includes the use of Astronomical Equipment, Construction of Star Charts and Sun Dials.

Pupils will carry out practical observations of a variety of different objects ranging from planets to meteor showers, including the use of internet accessed robotic telescopes. They will also learn to navigate their way around the night sky and so be able to point out and describe the most interesting celestial objects visible to both the naked eye and telescopes.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in:

Research in an ever developing field of study, Solving Mathematical Problems, Analysis, Observation and communication.

ASSESSMENT:

Your final grade from this course will be made up of two exams of each worth 50% of the final grade.

Paper 1: Naked-Eye Astronomy

Paper 2: Telescopic Astronomy

Within the paper there are a number of Maths questions that are relevant to Astronomy.

This qualification is a full GCSE course that will be graded from 1 to 9.

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Physics - A Level
- ⇒ Cornwall Space and Aerospace Technology Training CSATT—Truro and Penwith College
- ⇒ STEM Academies—Maths or Physics—Truro and Penwith College

CAREERS INVOLVING ASTRONOMY:

There are a vast range of careers that Astronomy can lead to. This course can be helpful if you want to study any of the sciences as it provides the opportunity to gain experience in a challenging and rapidly changing subject. It is also equally valuable to those wishing to pursue careers in -

- ⇒ Astronomy,/Astrophysics
- ⇒ Physics/ Mathematics
- ⇒ Aeronautical Engineering
- ⇒ Other careers that require a university degree

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The Astronomy course will require the use of robotic telescopes that can be controlled using the school computers, planetary observation applications will also be used.

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING ASTRONOMY:

To be successful on this course you will need...

- ⇒ **Commitment to attending an after school session every week throughout year 9 and 10**
- ⇒ **Passion for the stars, space and new scientific developments**
- ⇒ **Confidence to try challenging mathematical problems**

For more information or any questions please contact:

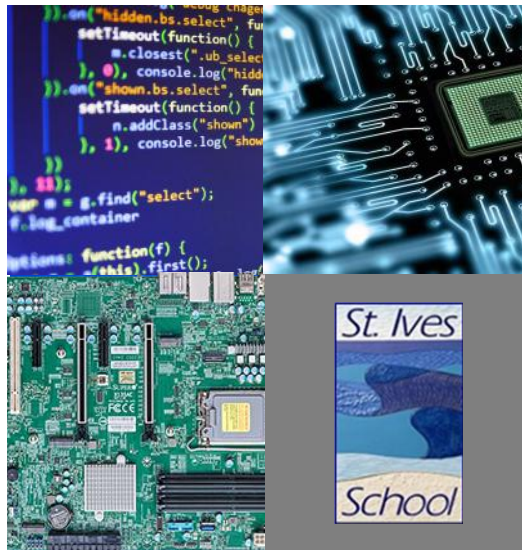
Miss Long

Teacher of Astronomy

dlong@stives.tpacademytrust.org

“Remember to look up at the stars and not down at your feet.”

Stephen Hawking



Computer Science

GCSE OCR

The GCSE in **Computer Science** will require students to:

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

Students will acquire subject knowledge in Computer Science that builds on Key Stage 3, incorporating knowledge and understanding of algorithms, programming and hardware/networking fundamentals. Students learn how to debug programs, helping them to become resilient and innovative. They will develop an awareness of practices from the IT and Computing industry that will support them in further education and industry.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in:

Problem solving, analysis, reflection and communication, mathematics related to Computing.

ASSESSMENT:

Your final grade from this course will be made up from two exams of equal weighting each worth 50% of the final grade.

⇒ **Component 1: Computer Systems**

⇒ **Component 2: Computational Thinking, Algorithms and Programming**

This qualification is a full GCSE course that will be graded from 1 to 9.

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ A Level Computer Science
- ⇒ BTEC Level 3 Extended Diploma in IT
- ⇒ Access to HE Diploma in Computing
- ⇒ Esports Extended Diploma
- ⇒ Information Technology BTEC National

CAREERS INVOLVING COMPUTER SCIENCE:

There are a vast range of careers that Computer Science can lead to. The IT and Computing industry continues to grow and this course can be helpful if you want to go into any IT position. The following careers are some of the available options:

- ⇒ Software Developer
- ⇒ Network Engineer
- ⇒ Web Developer
- ⇒ IT Manager

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

Computer Science as a subject area has a set of Raspberry Pi and MicroBit micro computers. It also has its own suite of computers which are essential across all years and lessons for accessing resources as well as key software such as our Python programming software.

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING COMPUTER SCIENCE:

To be successful on this course you will need...

- ⇒ **To have a great deal of resilience**
- ⇒ **To have a strong interest in programming**
- ⇒ **To have a strong interest in how computers work**
- ⇒ **To be confident in Maths**

For more information or any questions please contact:

Mr Adams

Teacher of Computing

madams@stives.tpacademytrust.org

“Computers themselves, and software yet to be developed, will revolutionise the way we learn.”

Steve Jobs



Dance

BTEC Pearson

The qualification in **Dance** enables students to explore and apply skills and performance techniques in order to achieve a broader understanding of the performing arts industry. The qualification enables students to use creativity and flair to design and perform choreography based on both existing repertoire and from their independent findings. Students will study a range of Dance styles to give them the experiences required to develop their physical interpretation of Dance. They will also be given the opportunity to implement key research and analysis skills in order to understand the 'stage—to—page' processes required for performance work. It gives students opportunities to apply knowledge from other disciplines, including Physical Education, Drama, English and Music.

Students will acquire subject knowledge in Dance that builds throughout Key Stage 4, incorporating knowledge and understanding of different skills and Dance styles. Students will then get the chance to interpret and design existing and individual material as the course progresses. Students learn how to identify and explore the creative intent of existing pieces through research and exploration of existing repertoire, helping them to become resourceful, imaginative and confident performers. They will develop an awareness of practices from the performing arts industries. Through the critique of the outcomes of Dance and performance pieces, both historic and present day, students should develop an understanding of its value as a means of physical expression, encompassing the creativity, culture, intent, innovation and wellbeing of those who acknowledge its contribution.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in:

Design, Choreography, Production, Research, Analysis, Communication and Reflection.

ASSESSMENT:

Your final grade from this course will be made up of your achievements from three components:

Component 1: Internal Assessment

Component 2: Internal Assessment

Component 3: External Assessment

Each component has both a practical and a theoretical element to be assessed.

This qualification is the equivalent of a full GCSE course and will be graded from Pass to Distinction*.

RELATED FURTHER AND HIGHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Dance - A Level
- ⇒ BTEC Level 3 Extended Diploma in Dance
- ⇒ Musical Theatre - A Level
- ⇒ Level 3 Extended Certificate in Musical Theatre
- ⇒ BA Honours in Dance & Choreography
- ⇒ BA Honours in Musical Theatre
- ⇒ Master in Performance Training
- ⇒ PhD in Dance

CAREERS INVOLVING DANCE:

There are a vast range of careers that Dance and Performing Arts can lead to. This course can be helpful if you want to go into any performance—based career as it provides the opportunity to gain experience across the production process and use a variety of skills in a performance environment. It is also equally valuable to those wishing to pursue careers in:

- ⇒ Teaching/Choreography
- ⇒ Production & Design
- ⇒ Physical Coaching & Wellbeing

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The Performing Arts subject area has access to a set of laptops which are used frequently to complete internally assessed components and class tasks, such as: Research, presentation of the exploration of existing repertoire, performance analysis and self—evaluation

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING DANCE:

To be successful on this course you will need...

- ⇒ **Time Management**
- ⇒ **Experience: Innovation, Creativity & Flair**
- ⇒ **Confidence & Resilience**

For more information or any questions please contact:

Mrs Wara

Teacher of Dance

kwara@stives.tpacademytrust.org

“To watch us dance is to hear our hearts speak.”

Hopi Indian



Design & Technology

GCSE AQA

The GCSE in **Design and Technology** will teach students how to think like a designer as they develop creative and practical solutions to problems. The course will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

An iterative approach to designing and making is followed and the course will teach students to progressively work with confidence and self-direction to independently complete a range of designing and making activities. Self-reflection and improvement forms an integral part of development and students are encouraged to learn from their perceived 'failures' and aim to improve each time they revisit a topic, or work with a given material or process. The GCSE builds on students' Key Stage 3 experiences, incorporating knowledge and understanding of a wide variety of different materials and manufacturing processes with a particular focus on working with Natural and Manufactured Timbers and Polymers. Alongside designing and making, students develop personal attributes such as leadership, organisation, resilience, problem-solving, independence and communication skills.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop specific skills in:

Research, creative/design thinking, Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM), analysis, reflection and communication.

ASSESSMENT:

The course is assessed in Year 11 only and is made up of two sections of equal weighting, each worth 50% of the final grade.

Non Exam Assessment (NEA)

Written Exam Paper

- The *NEA* is a self directed design & making project that runs throughout the Autumn and Spring term of Year 11. It is evidenced with a design portfolio and a final practical 'prototype' outcome.
- The *Written Exam Paper* is taken during the Summer term of Year 11 and contains a number of technical, visual communication and maths-based questions that are relevant to Design and Technology.

This qualification is a full GCSE course that will be graded from 1 to 9.

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ 3D Design - A Level
- ⇒ BTEC Level 3 Extended Diploma in Engineering
- ⇒ Level 3 Diploma in Furniture Design and Making
- ⇒ Level 3 Diploma in Marine Engineering
- ⇒ Level 3 Diploma in Boatbuilding
- ⇒ Apprenticeships and diplomas in a variety of trade areas such as: *Carpentry and Joinery, Bricklaying, Maintenance Operations, Painting and Decorating, Plumbing, Electrical Installation and Plastering*

CAREERS INVOLVING DESIGN & TECHNOLOGY:

There are a vast range of careers that Design and Technology can lead to. This course can be helpful if you want to go into any construction trade as it provides the opportunity to gain experience across the design process and use a variety of tools in a workshop environment. It is also equally valuable to those wishing to pursue careers in :

- ⇒ Architecture,
- ⇒ Product/Industrial Design
- ⇒ Engineering
- ⇒ Other careers that require a university degree

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The Design and Technology subject area has access to a number of computers which are used frequently across all years. They are used for a variety of task such as: *Research, presentation of professional quality documents, 2D/3D computer aided design and manufacture.*

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING GCSE DESIGN & TECHNOLOGY:

To be successful on this course you will need...

- ⇒ **Ability to work to a deadline**
- ⇒ **A keen eye for details**
- ⇒ **Confidence to try new things**

For more information or any questions please contact:

Mr Everitt

Head of Faculty

neveritt@stives.tpacademytrust.org

“Design is not just what it looks like and feels like. Design is how it works.”

Steve Jobs



Drama

GCSE OCR

Drama, as a qualification, enables students to express themselves, explore creative stimuli, study professional work and apply performance skills in order to develop confidence in performing and a broader understanding of the performing arts industry. The qualification enables students to use their creativity and collaboration skills to devise and perform original pieces. Students will study a range of theatre styles, rehearsal techniques and performance conventions to develop their work. They will also be given the opportunity to implement key research and analysis skills in order to reflect on their practical work. Students will work from script and study whole texts to develop an understanding of the different aspects of theatre and the roles of theatre makers. There is an essential link to careers in the arts and students will have the opportunity to think about lighting, sound, costume and set design.

Students will acquire subject knowledge in Drama that builds throughout Key Stage 4, incorporating knowledge and understanding of different skills and Theatre styles. Students learn how to develop a plot and role, be confident with stage craft and build on the essential transferable skills helping them to become imaginative and confident performers. Students will develop an appreciation of theatre by experiencing live theatre and writing a theatre review, developing critical thinking and evaluating work of professionals. This enables students to open their eyes to historical, cultural and social elements of theatre and will encourage them to create their own original work in an expressive way.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in:

Design, Directing, Technical Theatre, Research, Analysis and Evaluation.

ASSESSMENT:

Your final grade from this course will be made up of your achievements from three units:

Unit 01/02: Devising Drama- Internal Assessment (30%)

Unit 03: Presenting and Performing Texts- External Assessment (30%)

Unit 04: Drama: Performance and Response- External Assessment (40%)

Each component has both a practical and a theoretical element to be assessed.

This qualification is a full GCSE course that will be graded from 1 to 9.

RELATED FURTHER AND HIGHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Drama and Theatre Studies - A Level
- ⇒ Musical Theatre - A Level
- ⇒ Level 3 Extended Certificate in Musical Theatre
- ⇒ BA Honours in Acting
- ⇒ BA Honours in Musical Theatre
- ⇒ BA Honours Theatre and Performance
- ⇒ MA Performance training
- ⇒ BA/MA– Technical Theatre Arts

CAREERS INVOLVING DRAMA AND PERFORMING ARTS:

There are a vast range of careers that Drama and Performing Arts can lead to. This course can be helpful if you want to go into any performance—based career as it provides the opportunity to gain experience across the production process and use a variety of skills in a performance environment. It is also equally valuable to those wishing to pursue careers in:

- ⇒ Teaching
- ⇒ Technical Theatre & Design
- ⇒ Acting and Performing

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The Performing Arts subject area has access to a set of laptops which are used frequently to complete internally assessed coursework and class tasks, such as: *Research, watching digital theatre and recorded performances of own work to evaluate.*

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING THIS SUBJECT:

To be successful on this course you will need...

- ⇒ **Time Management**
- ⇒ **Experience**
- ⇒ **Innovation, Creativity & Flair**
- ⇒ **Confidence & Resilience**

For more information or any questions please contact:

Miss Smith

Head of Performing

ksmith@stives.tpacademytrust.org

“All the world is a stage.”

William Shakespeare



Film Studies

GCSE EDUQAS

Over the last century film has become one of the most powerful, global and accessible means of communicating the stories that matter to humankind.

Our principles in **Film Studies** is to enable our students to become empathetic global citizens, who have a broad understanding of different ideologies, cultures and societies. Recognising the power of films to reflect reality is part of being a culturally literate and engaged citizen in the fullest sense.

In a modern world that is saturated with images we feel it is imperative that students have the skillset to analyse and think critically about everything they are exposed to; to be able to question why something was made and fully understand the processes behind constructing these images.

The study of cinema is important on a multitude of levels: it allows students to explore the interconnectedness of personal visions, artistic and technological developments, social changes, as well as processes by which cultures and nations are defined through audio-visual means.

In addition to their GCSE course, students at St Ives will have a wide range of opportunities to experience the professional world of film-making. They will take part in talks and workshops with directors, cinematographers and script writers; have chance to watch films –as they were intended– at a range of cinemas in the local area. The students will also have the chance to see the range of facilities available to them in the local area– with trips to the studios within the colleges and Falmouth University.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in: *Design, Technical skills, Research, Film Analysis and Evaluation.*

ASSESSMENT:

Your final grade from this course will be made up of your achievements from three units:

Component 1: Key Developments in US Film - Written Exam—1 hour 30 minutes (35%)

Component 2: Global Film - Narrative, Representation and Film Style- Written Exam- 1 hour 30 minutes (35%)

Component 3- Production- Non-exam assessment coursework– Internally assessed (30%)

RELATED FURTHER AND HIGHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Film Studies - A Level
- ⇒ Media Studies - A Level
- ⇒ UAL Level 3 Extended Diploma in Creative Media Production & Technology (Lens Based Media)
- ⇒ UAL Level 3 Extended Diploma in Games Design (Creative Practice: Art, Design & Communication)
- ⇒ Film BA (Hons)
- ⇒ Costume Design for Film & Television BA (Hons)
- ⇒ Post Production & Visual Effects BA (Hons)

CAREERS INVOLVING FILM STUDIES:

There are a vast range of careers that Film Studies can lead to. This course can be helpful if you want to enter into any aspect of the film industry as it provides the opportunity to gain experience across the production process and develop a in depth understanding of the key elements of film. It is also equally valuable to those wishing to pursue careers in:

- ⇒ Education
- ⇒ Advertising and Marketing
- ⇒ Politics
- ⇒ Anthropology

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

Film Studies students will have access to a set of laptops which are used frequently to complete internally assessed coursework and class tasks.

Students will also use IT to access talks by professionals and screenings of film texts.

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING THIS SUBJECT:

To be successful on this course you will need...

- ⇒ **Independence and Time Management**
- ⇒ **Communication and Listening**
- ⇒ **Innovation and Creativity**
- ⇒ **Confidence & Resilience:**

For more information or any questions please contact:

Mrs McCall

Teacher of Film Studies

lnewbury@stives.tpacademytrust.org

“Movies touch our hearts and awaken our vision, and change the way we see things. They take us to other places, they open doors and minds.” Martin Scorsese



Food Preparation & Nutrition

GCSE AQA

The GCSE in **Food Preparation and Nutrition** gives pupils the opportunity to develop cooking skills, healthy eating habits and an interest in food, promoting lifelong, positive attitudes and enjoyment of food and cooking. This GCSE would suit students that enjoy preparing and cooking food and are interested in learning about nutrition, food safety, the science and function of ingredients and where food comes from. Students need to understand that this course is not just cooking and they will need to be highly motivated and organised. The theory work is essential for supporting the practical tasks, to deepen knowledge and understanding.

Students are expected to provide their own ingredients for practical sessions, unless they are Pupil Premium. Students will be taught to make a wide variety of dishes in a safe and hygienic manner, which will give them the technical skills and confidence to carry out their work independently. Complex skills will be taught throughout the course, to build on the foundations learnt throughout KS3.

Students will learn to understand the relationship between diet, health and nutritional properties of food. This will give them the confidence to express their creativity and knowledge through adaption and modification, to meet the needs of other consumer groups.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in: *Life skills such as budgeting, problem-solving, food shopping and healthier lifestyle choices.*

ASSESSMENT:

The course is assessed in Year 11 only and is made up of three sections. The NEAs (Non Examined Assessment) are self directed projects.

NEA 1—Food Science Investigation—1500-2000 word report that evidences experiments looking at the functional and chemical properties of ingredients. Task released 1st September of Year 11. Runs until November of Year 11.

NEA 2—Food Preparation Task— 20 sides of A4 e-portfolio to evidence the planning, preparation and cooking of 3 dishes for a set task. 3 hour practical exam in February. Tasks released 1st November in Year 11. Runs until Easter of Year 11.

Written Exam Paper— 1hr 45mins. Taken during the Summer term of Year 11 and covers the theory of Food, Nutrition and Health, Food Safety, Food Science, Food Provenance and Food Choice.

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Food, Beverage and Professional Cookery studies—Level 2 Diploma
- ⇒ Advanced Professional Cookery—Level 3 Diploma
- ⇒ Health and Nutrition—Foundation Degree
- ⇒ Countryside Management— Level 3 Diploma
- ⇒ Environmental Sciences—A Level
- ⇒ Apprenticeships and diplomas in a variety of trade areas such as: *Hospitality, Catering, Commi Chef, Chef de Partie, Agriculture, Farming.*

CAREERS INVOLVING FOOD AND NUTRITION:

There are a vast range of careers that Food and Nutrition can lead to. This course can be helpful if you want to go into any catering, hospitality or health industries, as it provides the opportunity to gain experience across the three subjects. Students also gain knowledge of food provenance and the effects on the environment, meaning a career in agriculture, farming or environmental sciences is also a natural progression.

- ⇒ Hospitality and Catering Management
- ⇒ Food Sciences
- ⇒ Diet, Nutrition and Health

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The Food Preparation and Nutrition subject area has access to a number of computers which are used frequently across all years. They are used for a variety of task such as: *Research, recipe ideas, nutritional analysis, costings, presentation styles, sensory analysis.*

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING THIS SUBJECT:

To be successful on this course you will need...

- ⇒ **Ability to organise ingredients**
- ⇒ **An interest in health and nutrition**
- ⇒ **Confidence to try new things**

For more information or any questions please contact:

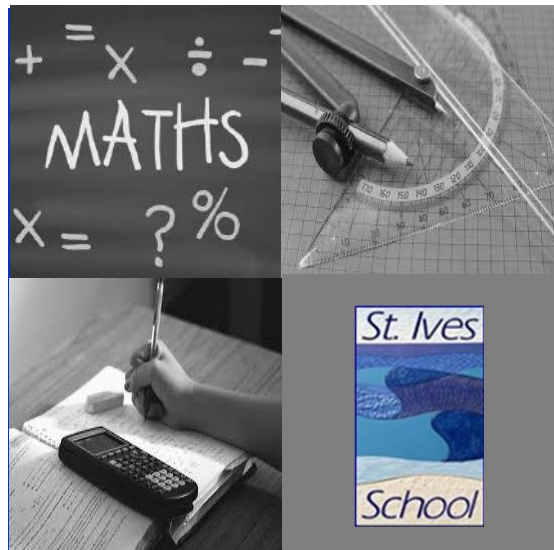
Mrs Radford

Teacher of Food Preparation and Nutrition

lradford@stives.tpacademytrust.org

“To eat is a necessity but to eat intelligently is an art”

François de la Rochefoucauld



Further Maths

Level 2 Certificate AQA

This qualification will be available in Year 11 by invitation.

Mathematics is essential for everyday life and understanding our world. It is also essential to science, technology and engineering, and the advances in these fields on which our economic future depends. The Level 2 **Further Mathematics** course both deepens and extends the knowledge that students gain whilst studying GCSE content.

It is essential that all students at St Ives school have the opportunity to reach their potential, and this course aims to push the very brightest of our students. The course is suitable for anyone who enjoys mathematics and is studying the higher GCSE course, and should be considered essential to anyone wishing to study further mathematics and/or mathematics at A Level.

We have high expectations of all students so that they will recognise and achieve their full potential. This course will help students to develop their own skills in analysis, reasoning, creativity, collaboration and self-evaluation so that they can meet the mathematical problems they face with thoughtfulness and enthusiasm.

We provide all students with a challenging and enjoyable mathematics curriculum in a supportive and motivating environment. As part of our extended curriculum, we encourage our students to take part in a variety of maths challenges and we have been particularly successful in the UKMT Team Challenge.

There is only a single tier on entry — higher. We encourage all of our most able mathematicians to take up the challenge and embrace the opportunity to deepen both their interest and understanding in mathematics by studying further mathematics alongside GCSE. At St Ives School, further mathematics content will be delivered during dedicated after school lessons which focus on the key content of the specification.

RELATED FURTHER EDUCATION COURSES

AS / A LEVEL(S):

- ⇒ Accounting
- ⇒ Computing
- ⇒ Core Maths
- ⇒ Mathematics
- ⇒ Further Maths
- ⇒ Finance
- ⇒ Economics

CAREERS INVOLVING MATHEMATICS:

- ⇒ Economist
- ⇒ Astronomer
- ⇒ Statistician
- ⇒ Financial analyst
- ⇒ Accountant
- ⇒ Medical Scientist

OTHER:

Foundation Accreditation in Maths and English

ASSESSMENT

Students will follow the L2 AQA linear course during weekly scheduled after school lessons throughout Year 11. The course will require a significant amount of individual study to be most successful, although any engagement at all with the course will help to further boost GCSE grade and understanding.

The course will finish with two external exams during the summer examination window.

- ⇒ **Paper 1 - Non Calculator** - 1 hour 45 minutes (50%)
- ⇒ **Paper 2 - Calculator** - 1 hours 45 minutes (50%)

For more information or any questions please contact:

Mr Lunnon

Maths Lead Practitioner

rlunnon@stives.tpacademytrust.org

"Mathematics rightly viewed possesses not only truth but supreme beauty"

Bertrand Russell



Graphic Communication

GCSE OCR

The GCSE in **Graphic Communication** will stimulate and develop students' creativity; developing artistic and practical digital design skills and providing methods to explore creative expression, often within a commercial design focused context. In doing so, we wish to explore and enrich our student's passions, cultural awareness and ability to evoke core human emotions through graphical outcomes.

Providing the wider skills to be successful within a modern design society is a priority within the subject. The social skills acquired during creative group work, decision making, adaptability, listening to options and the justification of your own ideas are imperative to personal development. These skills, together with their specialist knowledge, equip our students to continue on to further studies and careers in this creative field.

Projects are varied and include both succinct workshops to build design techniques, as well as longer time-frame projects where these techniques are used to generate personally designed outcomes in response to realistic briefs. Therefore, learning time management and advanced planning is an important aim of the subject. Success is achieved through a continual cycle of experimenting, exploring new approaches, evaluating and responding to feedback. Trial and improvement develops resilience and leads to positive developments. Students are invited to work independently, applying text, imagery and experiences in personal and original ways that allow them to reflect their true selves and community.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop specific skills in: *Research, creative/design thinking, Computer Aided Design (CAD), letterforms, colour, typography, drawing, painting, photography, analysis, reflection and communication.*

ASSESSMENT:

There is no terminal written exam. Assessment comprises two extended projects:

Unit 1 – 60% Coursework Portfolio- (Controlled Assessment) - to be completed in Year 10 & 11.

Unit 2 – 40% Design Projects (Non Exam Assessment -NEA). This is based on a number of themes set each year by the exam board, and comprised a ten hour practical task (for which you'll have preparation time) in Year 11.

This qualification is a full GCSE course that will be graded from 1 to 9.

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Illustration and Graphics—A Level
- ⇒ Art and Design - A Level
- ⇒ Level 3 Diploma in Digital Marketing
- ⇒ Level 3 Diploma in Photography
- ⇒ Level 3 Diploma in Games Design and Animation
- ⇒ 3D Design—A Level
- ⇒ Apprenticeships and diplomas in a variety of areas such as: *Web Design, Creative Media Production, Product Design, Film, Media and Photography*

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The Graphic Communication subject area has access to computers and laptops which are used frequently across all years. They are used for a variety of task such as: *Investigation, creation of professional quality documents using, 2D/3D computer aided design and much more.*

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING GCSE GRAPHIC COMMUNICATION:

To be successful on this course you will need...

- ⇒ **Ability to work to a deadline**
- ⇒ **A keen eye for details**
- ⇒ **Confidence to experiment**

For more information or any questions please contact:

Miss Wood

Teacher of Graphic Communication

cwood@stives.tpacademytrust.org

CAREERS INVOLVING GRAPHIC COMMUNICATION:

There are a vast range of careers that Graphic Communication can lead to. New career pathways are opening up all the time in this dynamic and fast moving sector.

- ⇒ Graphic Design/Illustrator
- ⇒ Media/Advertising
- ⇒ Architecture
- ⇒ Product Design
- ⇒ Web Design
- ⇒ Games Development
- ⇒ Other careers that require a university degree

“To design is to communicate clearly by whatever means you can control or master.”

Paul Rand



Music

GCSE OCR

OCR's GCSE (9–1) in **Music** will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge.

The course will enable learners to explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in the Areas of Study they will explore musical context, musical language, and performance and composition skills.

OCR's GCSE (9–1) in Music is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. Learners will have the opportunity to explore instruments and Areas of Study depending on their personal preference, instrument skills and ability. And yes, the voice counts as an instrument!

There are five areas of study we will cover:

- Area of study 1: My Music (Performance and Composition)
- Area of study 2: The Concerto through time
- Area of study 3: Rhythms of the world
- Area of study 4: Film and Gaming music
- Area of study 5: Conventions of Pop

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in: *Performing, Composing, Production, Listening, Analysis and*

ASSESSMENT:

Assessment is 60% practical coursework and 40% exam. Your final grade from this course will be made up of your achievements from three units:

Integrated Portfolio (Free Choice Composition and Solo Performance) (30%)

Practical component (Composing to a brief and Ensemble Performance) (30%)

Listening and Appraising Exam (40%)

This qualification is a full GCSE course that will be graded from 1 to 9.

RELATED FURTHER AND HIGHER EDUCATION COURSES

The following courses are available locally:

- ⇒ Music - A Level
- ⇒ BTEC Music Performance
- ⇒ Musical Theatre - A Level
- ⇒ Level 3 Extended Certificate in Musical Theatre
- ⇒ BA Honours in Music
- ⇒ BA Honours in Popular Music
- ⇒ BA Honours Music Technology
- ⇒ BA Creative Events Management
- ⇒ MA Performance training
- ⇒ MA Music
- ⇒ MA Creative Music Technology

CAREERS INVOLVING MUSIC:

There are a vast range of careers that Music and Performing Arts can lead to.

- ⇒ Session Musician
- ⇒ Music Producer
- ⇒ Events Management
- ⇒ Teaching
- ⇒ Sound Design
- ⇒ Music Technician
- ⇒ Songwriter
- ⇒ Music Management
- ⇒ Conductor
- ⇒ A&R/Scout
- ⇒ Composer
- ⇒ Performer

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

The music department has access to a set of Apple Mac computers which run music production software. You will also use live sound equipment such as mixing desks and PA systems.

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING THIS SUBJECT:

To be successful on this course you will need...

- ⇒ **Innovation and Creativity**
- ⇒ **Confidence and Resilience**
- ⇒ **Experience**
- ⇒ **Time Management**

For more information or any questions please contact:

Ms Hawken

Music Subject Lead

ahawken@stives.tpacademytrust.org

"To design is to communicate clearly by whatever means you can control or master."

Paul Rand



Religious Education

GCSE AQA

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God and religion, moral issues and what it means to be human in the 21st century. It encourages students to explore different faiths, beliefs, values and traditions whilst learning from others. Religious Education actively promotes the British Value of mutual respect and tolerance for different religions and beliefs.

We study both elements of religious education and philosophy to nurture students' academic curiosity. They are encouraged to ask questions and evaluate the existence and meaning of life: where life begins and where life ends. Within the framework of religion and philosophy, we aim to enable students to apply historical, philosophical and theistic ideology to an evolving world. Theology and philosophy allow students to debate different belief systems in a supportive environment and practise tolerance and mutual respect for other faiths and beliefs. Students are also encouraged to consider their responses to the various belief systems they will study in the confidence of this mutual respect and tolerance.

The RE GCSE covers a range of the major world religions, six contemporary ethical themes and two textual studies, ensuring you and your students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in: *oracy, analysis, reflection and communication.*

ASSESSMENT:

Students must take assessments in the following two components in the same series:

Component 1: The study of religions: beliefs, teachings and practices

Component 2: Thematic studies

Both examined through a written exam: 1 hour 45 minutes

This qualification is a full GCSE course that will be graded from 1 to 9

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ A Level Philosophy of Religion & Ethics
- ⇒ A Level Politics
- ⇒ A Level History
- ⇒ Apprenticeships and diplomas in a variety of areas such as health and social care, childcare, education, public services

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING TIMBER:

To be successful on this course you will need...

- ⇒ **Have an interest in the world around you**
- ⇒ **Enjoy essay style-writing**
- ⇒ **Be able to consider a range of views**

CAREERS INVOLVING DESIGN & TECHNOLOGY:

- ⇒ Chaplain
- ⇒ Higher education lecturer
- ⇒ Primary school teacher
- ⇒ Secondary school teacher
- ⇒ Advice worker
- ⇒ Archivist
- ⇒ Charity fundraiser
- ⇒ Charity officer
- ⇒ Civil Service administrator
- ⇒ Community development worker
- ⇒ Editorial assistant
- ⇒ Equality, diversity and inclusion officer
- ⇒ Mediator
- ⇒ Newspaper journalist
- ⇒ Policy officer
- ⇒ Solicitor
- ⇒ Youth worker
- ⇒ Other careers that require a university degree

For more information or any questions please contact:

Mrs McKinnell

mmckinnell@stives.tpacademytrust.org

"Compassion and tolerance are not a sign of weakness, but a sign of strength"

Dalai Lama



Sport Studies

Cambridge National OCR

The sports industry is one of the fastest growing employment sectors in the world. As our leisure time becomes ever more important and there is an increasing focus on activity and well-being, the study of sport and its place in our society is ever more relevant. For many students the opportunity to gain accreditation for their level of sports performance is incredibly important and **Sport Studies** offers a chance to have their talent recognised.

Our students will enjoy a mix of both practical and theoretical learning and have strengths in sports performance and leadership. If you enjoy core PE and want to understand how to get a job in the sports industry, understand some of the issues within the industry, and gain practical experience leading and developing sports performance, then this could be the course for you.

Students will develop their knowledge and skills in three main areas, building upon their learning in core PE at KS3: Sports performance and leadership, sport and the media, contemporary issues in sport.

As a performer they will develop their skills in 2 different sports (team or individual or a combination). Within the media unit students will explore the impact that media has on our participation and perception of sport, including researching its impact on our local clubs and athletes. Within contemporary issues, the focus is on understanding how national levels of participation and performance are affected by factors such as funding, international competitions, social barriers and the increasing use of technology in sport.

WHAT OTHER SKILLS WILL I DEVELOP?

You will also develop skills in: *Research, evaluation, problem solving, analysis, presentation and planning.*

ASSESSMENT:

Your final grade from this course will be made up of assessment in three units

R184 Contemporary issues EXAM

R185 Performance and Leadership PRACTICAL

R186 Sport and the media COURSEWORK

There are 13 separate tasks to complete in total across the whole course, each one counts towards the final grade.

RELATED FURTHER EDUCATION COURSES

The following courses are available locally:

- ⇒ A Level PE
- ⇒ BTEC diploma in sports performance
- ⇒ BTEC Diploma in fitness and personal training
- ⇒ BTEC diploma in sport and exercise science
- ⇒ YMCA level 3 personal training
- ⇒ Level 3 sports massage

CAREERS INVOLVING SPORT STUDIES

There are a vast range of careers that Sports Studies can lead to, both within the public and private sector. Examples include:

- ⇒ Sports development Officer
- ⇒ Professional Coach
- ⇒ PE Teacher
- ⇒ Performance analyst
- ⇒ Sport Centre manager
- ⇒ Sports journalist

WHAT ICT AND DIGITAL OPPORTUNITIES WILL I EXPERIENCE?

Sport Studies students will have access to computers which are used frequently to complete internally assessed coursework and class tasks.

CONSIDER THE FOLLOWING WHEN YOU THINK ABOUT CHOOSING SPORT STUDIES:

To be successful on this course you will need...

- ⇒ **Be part of local club / school sports teams and train/ compete regularly.**
- ⇒ **Ability to meet deadlines.**
- ⇒ **Confidence in your ability to be assessed in different ways.**

For more information or any questions please contact:

Mr Pound

Head of Faculty

mpound@stives.tpacademytrust.org

"The principle is competing against yourself. It's about self-improvement, about being better than you were the day before."

Steve Young

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