

Guided Choices 2019




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CMAT | Cambridge Meridian
Academies Trust

This booklet will help you make decisions about the subjects you can choose to study during Years 9, 10 and 11 at Ely College.

The subjects from which you will make your guided choices are outlined in this booklet. These qualifications have been selected to provide you with the best opportunity to achieve your potential; going on from Year 11 to enter training or to form a basis for further and, possibly, higher education.

YEAR 8 GUIDED CHOICES



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These choices are, therefore, very important. The subjects you choose now will form the focus of your study for the next three years, and so you must consider which you will enjoy, and which will best suit your aspirations. Whether you intend to move on to Post-16 study and maybe university, enter into an apprenticeship, or go straight into employment with training, your choices now will have an impact on your choices later.

Each of you will have your own choices to make, and there is no 'golden rule' that will fit everybody. Above all, it is important that your choices are considered carefully. This booklet, together with the support provided by the college, is intended to help set you off down the right route, most appropriate for you.

GCSE English Language & GCSE English Literature

GCSE Mathematics

GCSE Combined or Separate Sciences

Ethics & Religious Studies

Games

Choosing from:

Art & Design

Business

Computer Science

Creative iMedia

Drama

Engineering

Design Technology: 3D Products

Design Technology: Fashion and Textiles

French

Geography

Hair and Beauty

Health & Social Care

History

Hospitality & Catering

Media Studies

Music

Physical Education

Spanish

Sport

Notes:



Welcome to your Guided Choices booklet

This booklet has been designed to provide information on the courses we plan to offer at Key Stage 4 (Years 9-11) here at Ely College from September. It is a guide to help you make the right decisions about the courses you choose next year. We have tried to give enough information to provide you with a taste of the courses available. If you want more information, you will be able to talk with the relevant Subject Leader or Curriculum Leader at the forthcoming Guided Choices Evening or contact them at school in the coming weeks.

It is important that you spend time making decisions that are right for you. You need to gather information from teachers, friends who might have been through this before, and family. Make sure that you understand what each course is about. Think carefully about what you are good at and about what the requirements of the course are.

The success of our students is based on:

- Students being guided onto the most appropriate subjects and qualifications
- High expectations of achievement established through our target setting and monitoring
- High quality teaching and learning
- Effective support and intervention between parents, subject teachers and tutors

It is vital that you make decisions based on what is right for you, try not to be influenced by what your friends are doing.

To help you make your choices, as well as advice from your teachers and tutor, you will have the opportunity to attend three taster sessions. During the course of the Guided Choices evening you will receive information about the taster sessions and how to book your place in the taster sessions of your choice. Anyone who isn't able to attend the evening will receive your taster session information via your form tutor.

Key Dates

Friday 25 th January 2019	Guided Choices booklet issued to students. Year 8 Reports go home.
Tuesday 5 th February 2019	Year 8 'Guided Choices Evening' 6pm – 8pm, Assembly Hall.
Wednesday 27 th February 2019	Taster Sessions for Guided Choices subjects. <i>Collect your taster session information on the 'Guided Choices' evening, which gives details of how to book your place at the taster sessions.</i>
Tuesday 5 th March 2019	Year 8 Parents' Evening. <i>Your chance to discuss choices with your family and tutor.</i>
By Tuesday 19 th March 2019	Choices complete and final form handed to tutor.



Making the right Guided Choices

This is an exciting time for all young people and, although relatively straightforward for many, it can be both confusing and overwhelming. To help you, we provide a range of guidance and support about potential choices. This booklet is a starting point. The key questions to discuss at home and with your tutor when choosing options will be:

- In which subjects am I most likely to succeed?
- Which subjects do I enjoy?
- Which subjects will enable me to progress to my preferred further education course(s)?
- How can I achieve the best qualifications to support me in my future life?

We strongly encourage every student to consider carefully a range of courses that will enable them to succeed and progress appropriately. For most it is important to maintain a well-balanced curriculum with a good range of subjects that will keep open broad progression routes when you finish Year 11.

On the Guided Choices Form we are trying to give you as much choice as possible. When we have all of your choices in we will try to meet your preferences as best we can. It is important that you tell us your order of preference and understand that it may not be possible to meet every preference. We have to maintain reasonable class sizes and also try to work around potential clashes.

Please make sure you access all the information you need to help make your choices.

Yours sincerely



Richard Spencer
Principal



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Introduction

This prospectus provides you with details of the courses we intend to run at Ely College during Key Stage 4 (Year 9,10 and 11) from September 2019.

THE KEY STAGE 4 PROGRAMME OF STUDY

CORE CURRICULUM SUBJECTS	
ENGLISH (Language & Literature)	2 GCSEs taken at the end of Y11
MATHEMATICS	1 GCSE taken at the end of Y11
SCIENCE	2 or 3 GCSEs taken at the end of Y11 *
ETHICS & RELIGIOUS STUDIES	1 GCSE taken at the end of Y10 **
GAMES	No examination or accreditation

* A decision over whether it is best for you to sit the three separate GCSE science subjects (Physics, Chemistry and Biology), or the combined science qualification (two GCSEs) will be made based on progress during the course, usually in Year 10.

** At present, we anticipate that all students will sit a GCSE in Ethics/Religious Studies at the end of Year 10.

With the exception of Games, the entire core curriculum subjects will be examined at GCSE. This may change for Ethics/ Religious Education as short courses become available to be achieved during core curriculum time.

All examined subjects lead to GCSE qualifications or equivalent Level 2 such as BTEC. This means that most students will follow a complete programme of study ultimately leading to between 8 and 11 GCSEs.

GUIDED CHOICES

The subjects available within this programme are wide and varied. Guidance is given on the Guided Choices form as to the choice of subjects offered to each student. In making these choices, they are expressing a preference for the subjects they would like to follow.

Whilst it is hoped that all courses and subjects will be available in September, and that students are able to study their first choices, it is important that students make clear their order of preference when selecting. We cannot guarantee every student will be able to study their 1st choice or that all subjects will run, although we will do our very best to try and make that possible.

Students should consider a number of factors before making their final choices. As well as selecting subjects where they have talent and subjects they enjoy, students should consider their ambitions for future study or careers. Choosing a combination of subjects that offers some variety during their GCSE years, whilst building a good foundation of subjects to move on with. They should certainly ask the question 'to what extent is a subject desirable or essential to a preferred career path'?

As an integral part of this process, students should speak further with their teachers, tutors and the leadership team during academic mentoring or in school time.



GCSE Courses

GCSE courses are designed to be accessible for all abilities. They are assessed in various ways. Some have an element of school based assessment carried out on tasks completed during the course. All have a final examination or assessment worth at least 40% of the overall grade which is taken towards the end of the course. To be successful in completing GCSE courses it is vital that students consistently produce their best work at all times. It is important that students organise their time efficiently and allow enough time to complete work to a high standard. Work which is rushed is seldom of the best standard and deadlines set by teachers are expected to be met at all times.

The English Baccalaureate (List A subjects)

This accreditation, strongly supported by the government, requires a student to achieve a grade 5 pass or higher in the following combination of subjects:

- English;
- Mathematics;
- a minimum of 2 GCSEs in Science subjects including Computer Science;
- History or Geography;
- French or Spanish (or a qualifying 'other' language)

Some of these subjects are clustered in 'List A' of the guided choices form. Students do not receive an additional certificate for achieving this full combination, but the subjects above are considered to be 'facilitating' subjects and are highly regarded by both universities and future employers. The English Baccalaureate is not compulsory at Ely College, however for many students that combination of subjects would be advantageous and desirable. It therefore represents a balanced combination of academic subjects that we recommend as suitable for most students.

HUMANITIES (Geography & History)

Our aim is to prepare our students for the future with a strong grounding in key knowledge about the world and society. Humanities subjects are highly regarded by employers and further education colleges and Sixth Forms.

Both History and Geography are included in 'List A'. We would encourage most students to choose *at least* one of these subjects. It is also perfectly possible and desirable to select both.

MODERN FOREIGN LANGUAGES (French & Spanish)

Knowledge of at least the basics of a foreign language is an important skill that many employers value greatly. For most young people, these subjects are rewarding, enriching and vital. However, we do appreciate that not every student will be able to cope with the demands of studying a language at GCSE.

The two languages offered are included on 'List A'. However, if you speak a native or home language already, we would like you to tell us, and may be able to support you in sitting that at GCSE level.

Why do we ask students to select at least two subjects from List A?

While we don't structure our guided choices to require students follow the English Baccalaureate, or make a language compulsory for all, it is right that the large majority of students follow at least two of the academic qualifications found in list A.



Guided Choices Form

We have looked closely at individual students and their potential ability. This information, along with their current performance in all subjects should inform the best courses of study at Key Stage 4. Each student has been given a guided choices form which asks them to select five subjects from across two lists, indicating an order of preference. Students will then be allocated four subjects from their five choices. We will always aim to allocate students their four most preferred subjects, but you should be aware that there may be combinations that prove impossible to schedule, as well as courses that fill up or are not popular enough to prove viable. If you have any questions regarding your guided choices form, please contact your Form Tutor or Senior Tutor in the first instance.

Make sure you list your order of preference when making your *five* choices!

GCSE Grading

As of September 2018, all subjects now follow the new GCSE specifications. The GCSE is no longer graded using A* to G letters, but instead with the new numbering system 9 down to 1. The graphic shows the rough conversion between grades and number scores. It is also important to note that most people considered a 'C' grade at GCSE as a Good Pass. This has now changed where 4 is considered a Standard Pass and 5 is a Strong Pass. Students should

talk about, carefully consider and ask any questions they may have before making their selections. As an Academy we are happy to offer additional careers advice if needed and recognise the importance of taking time to decide on subject choices.

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
D	4 STANDARD PASS
	3
E	2
F	1
G	1
U	U



ENGLISH

In English, students will study for English Language and English Literature GCSE.

Type of Qualification: GCSE

How it is assessed: **English Language GCSE** 100% External Examination

English Literature GCSE 100% External Examination

Course Overview:

Students will study English Language and English Literature leading to two separate GCSEs. A wide range of texts are covered, including prose, poetry, drama and various non-fiction texts from the 19th, 20th and 21st centuries.

- Broadly, the aim of the GCSE English Language course is to develop the skills of reading, writing, speaking and listening. Students are encouraged, through a variety of teaching methods, to: communicate accurately, appropriately and effectively in speech and writing and to understand and respond imaginatively to what they hear, read and experience in a variety of media.
- The aim of the GCSE English Literature course is to develop an informed personal response to a range of texts in the genres of prose, poetry, and drama. Students are encouraged to become critical readers of fiction and non-fiction prose, poetry and drama. Students will experience different times, cultures, viewpoints and situations as found in literary texts and explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity.

Post 16 and Career opportunities:

There are very few careers where you will not need English skills which are transferable and highly valued in many occupations. English can lead to careers in law, the media, public services, retail, medical services or academic service. GCSE English Language is required for many further education college courses as well as modern apprenticeships. It is vital for any students wishing to take A Levels in any subjects. Students will focus on becoming mature and reflective readers, writers and speakers to help them navigate the modern world.

MATHEMATICS

Type of Qualification: GCSE

How it is assessed: 100% Examination

Course Overview:

Students will encounter the following strands of Mathematics during their GCSE course:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability
- Statistics.

In the new Mathematics GCSE there is an emphasis upon the application of each of the skills learned within the topic areas and then upon problem solving by utilising a range of these skills. The course will encourage students to represent, analyse, interpret, evaluate and reflect upon a range of topics within, and across, the strands listed above.

Students will sit three examinations, each lasting one hour and thirty minutes:

- Paper 1 is a non-calculator paper and;
- Papers 2 and 3 allow the use of calculators.

Each paper has an equal weighting for the student's final grade. Students will study the higher or foundation tier for all three papers and these papers must be sat in one series.

Post 16 and Career opportunities:

GCSE Mathematics is generally required by most employers and by those wishing to go on to higher education. It gives a good background for those hoping to go into commerce or industry and especially those professions with a financial or scientific emphasis. A GCSE in Maths will demonstrate that the student is numerate and has access to a wide range of transferable skills. Most areas of study and most employers value this highly. It is anticipated that a GCSE Maths (9-1) grade of 4 or above will be needed for most university courses in any subject.

The current guidance for those students who do not gain a grade 4 at GCSE in Summer 2022 is that the student will need to continue studying for the grade 4 in Maths during their post 16 studies, regardless of the course they choose.



SCIENCE

Type of Qualification: GCSE

How it is assessed: 100% External examination

Course Overview:

All year 9 students will begin on the Combined Science specification. At the end of year 9, we (students, teachers, parents) will decide which students should be moved to the Separate Science course. This decision will be based on test results, engagement and enthusiasm for the subject.

In year 10 and 11, all students will follow either the Separate Science or the Combined Science AQA specification.

- **Separate Science:** This course was called "Triple Science" on the old specification. Students study Biology, Chemistry and Physics. They follow a course that, over three years, results in 3 total GCSEs, 1 each in Biology, Chemistry and Physics.
- **Combined Science:** This course was called "Double Science" on the old specification. Students study Biology, Chemistry and Physics. They follow a course that, over three years, results in 2 total GCSEs, both of which are called "Combined Science".

Grades:

Science has moved to the 9-1 grading scheme.

- Separate Science students will receive 1 grade (number) in each of Biology, Chemistry and Physics.
- Combined Science students will receive a double grade (number) which is their overall Combined Science grade (for example, a 6-5).

Exam Structure:

Separate Science students will have 6 exams in total, 2 each for Biology, Chemistry and Physics. Each exam is 1 hour and 45 minutes and is out of 100 marks. Each of the six exams will include relevant course content as well as numeracy and literacy based questions. There are higher (grades 4 to 9) and foundation (grades 1 to 5) exams.

Combined Science students will have 6 exams in total, 2 each for Biology, Chemistry and Physics. Each exam is 1 hour and 15 minutes and is out of 70 marks. Each of the six exams will include relevant course content as well as numeracy and literacy based questions. There are higher (grades 4-4 to 9-9) and foundation (grades 1-1 to 5-5) exams.

Post 16 and Career opportunities:

A Levels in Biology, Chemistry, Physics and Level 3 BTEC in Applied Science can be accessed by this route of study. However, students will need to meet the subject requirements before gaining entry onto the courses. Sixth Forms presently do not put any preference on the Separate Science course over the Combined Science course. Their acceptance criteria are based on minimum grades, which can be achieved through either course.



ETHICS & RELIGIOUS STUDIES

Type of Qualification: GCSE

How it is assessed: 100% Examination

Course Overview:

Our GCSE covers two of the major world religions, Christianity and Islam, and four contemporary ethical themes.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and moral 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 to prepare them for further study.

The course assessment method includes:

Component 1: The Study of Religions: Beliefs, Teachings and Practices

Written exam: 1 hour 45 minutes (50% of GCSE)

and

Component 2: Thematic Studies

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, human rights and social justice

Written exam: 1 hour 45 minutes (50% of GCSE)

Post 16 and Career opportunities:

In today's multicultural workplace and global economy, knowledge about other cultures and religious perspectives is indispensable. The skills gained from Religious Studies will be useful in a career in: medicine, law, travel, advertising, human resources, diplomacy, publishing, journalism, civil service, the media and teaching and the caring professions.

ART AND DESIGN

Type of Qualification: GCSE

How it is assessed: 60% Unit 1: Portfolio
40% Unit 2: Externally Set Assignment

Course Overview:

- The course takes the form of a series of projects, each taking approximately one term to complete. The first year of the course will be focused on building the necessary skills and exploring a variety of media, processes and techniques. Students will spend one term drawing and painting, another producing 3 Dimensional work and another working with photography in both darkroom and digital. This will then ensure students have the necessary foundation skills needed to produce their coursework portfolio in the second and third year of the course.
- Students choosing art need to have a passion for the subject and be willing to complete work at home. They need to be self-disciplined and organised.
- For their portfolio of coursework students will develop at least three main bodies of work relating to several different themes, one of which will be completed under exam conditions as a mock examination so that students can appreciate the format of the final examination project. Students will learn about the work of other artists and use this knowledge to make connections with their own artwork. Students will also see artwork when they visit museums and art galleries with the department.
- Most students follow a course that covers a wide range of two and three-dimensional media, but some may choose to specialise. If a student chooses to specialise in ceramics/sculpture, they will undertake the same projects as other art students, but all their finished work will be in clay or three-dimensional media.
- The examination consists of an externally set paper given out in the January of year 11, which students respond to over a period of 12 weeks, developing and exploring ideas culminating in a 10-hour final piece held over a two-day period.

Post 16 and Career opportunities:

The GCSE Art course will enable you to develop creative and practical skills as well as other transferable skills which are advantageous in many A Level courses.

Art and Design GCSE would be a key requirement to study Art at a higher level. Many of our students go on to complete A Level courses or a college course in a design specialism that suits them.

The GCSE course is an ideal stepping stone to art-related courses, which are widely available both locally and nationally. Art is a subject which can open many doors to a variety of courses and careers within areas such as: Fashion and Textile design, Graphic design, Spatial design, 3D design, Jewellery design, Fine art, Photography, Digital and multi-media and many more.

Art courses often followed = GCSE > A-Level > Foundation Course or BTEC > Degree > Masters



BUSINESS STUDIES

Type of Qualification: GCSE

How it is assessed: 100% Written Examination

Course Overview:

Students will apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. This will help the students to develop an understanding of how these contexts impact on business behaviour, by applying their knowledge and understanding to business decision making.

Students will be studying subjects such as Business in the Real World, Influences on Businesses, Business Operations, Human Resources, Marketing and Finance in order to develop their skills and understanding of businesses and how they operate.

- Business Studies helps students understand more about how and why businesses operate in the way they do. Students are able to relate what they study to everyday activities, such as purchasing goods, and the news reported in the media. As well as developing students' knowledge and understanding of the world of business, this course helps students to develop a range of skills such as: decision-making; interpreting and managing information; devising solutions to problems and issues.
- Students are encouraged to develop a lifelong interest in, and enjoyment of, business subjects, and to develop and apply their knowledge and skills to understand today's issues in local, national and global contexts.
- Students will undertake explorative research and business analysis where they will carry out location studies and market research activities.

Students will be sitting two exams:

- Paper 1 will be on Influences of operations and HRM on business activity
- Paper 2 will look at Influences on marketing and finance on business activity, both are worth 50% of their overall grade.

Post 16 and Career opportunities:

The successful completion of a Business course at Key Stage 4 will prepare learners for employment or further education. GCSE Business will encourage students to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

Progress on to a Level 3 Business course (A Level Business or Certificate in Financial Studies) or a modern apprenticeship would be an expected pathway.

COMPUTER SCIENCE

Type of Qualification: GCSE

How it is assessed: Two written exams – 1.5 hours each – 80% of the qualification
One unit of controlled assessment – 20% of the qualification

Course Overview:

Computer Science equips students with a solid foundation of the functionality of the internal and external components of computers, software programming and computer networks.

Computer Science is a different subject from Creative iMedia. Computer Science teaches students to understand the functions and inner workings of hardware components and software, while Creative iMedia teaches software skills for developing media products. It is recommended that students on the Computer Science course have a strong foundation in mathematics and a passion to learn programming, while students studying Creative iMedia should have a strong interest in creating graphics and documenting the process of creating graphical objects.

- **Unit 01: Computer systems:** This unit introduces students to the Central Processing Unit (CPU), computer memory and storage, computer networks, system security and system software. Students will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.
- **Unit 02: Computational thinking, algorithms and programming:** students will be introduced to algorithms, computational thinking and programming. They will learn about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.
- **Unit 03: Programming project:** This unit is the controlled assessment. Students will complete a project which provides the opportunity to demonstrate their practical ability in computational thinking. Students will design, create and evaluation suitable algorithms and codes which will provide a solution to specific software problems outlined by the exam board.

Post 16 and Career opportunities:

This qualification will provide excellent preparation for higher level study and careers in Computer systems engineering, Software programming, Systems analysis, Artificial intelligence or allied fields such as Mathematics or Physics.

It supports progress to further study AS, A Level or a Degree in Computer Science.



CREATIVE iMEDIA

Type of Qualification: Cambridge Nationals Level 2 Certificate

How it is assessed: One written exam – 1 hour 15mins – 25% of the qualification
Three units of controlled assessment – 75% of the qualification

Course Overview:

It is an IT qualification with a Media focus. The course provides a hands-on approach to learning software skills in web development, gaming and animation. The qualification consists of four units which are each 25% of the qualification.

Creative iMedia is entirely different from Computer Science. Computer Science teaches students to understand the functions and inner workings of hardware components and software, while Creative iMedia teaches software skills for developing media products. It is recommended that students on the Computer Science course have a strong foundation in mathematics and a passion to learn programming, while students on this course should have a strong interest in creating graphics and documenting the process of creating graphical objects.

- **R081: Pre-production skills** – This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques.
- **R082: Creative digital graphics** – The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used.
- **R085: Creating a multipage website** – This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.
- **R092: Developing digital games** – This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector. It will enable learners to plan and create a playable game from an existing design or brief. On completion of this unit, learners will be aware of different types of digital games creation software, hardware and peripherals.

Post 16 and Career opportunities:

This qualification equips learners to progress to a range of Level 3 or GCE qualifications in:

- ICT
- Computing
- Media Studies
- Design and Technology



DESIGN & TECHNOLOGY: 3D Products

Type of Qualification: GCSE

How it is assessed: 50% Examination, 50% NEA (Coursework)

Course Overview:

Design Technology: 3D Products is an exciting course for those students who enjoy designing & creating, experimenting & making. **Explore – Create - Evaluate** will be at the subjects' core. It will be used to help students design and develop high quality 3D product outcomes in a range of suitable materials that meet user needs, solve real life issues and improve existing outcomes. The course consists of three key elements. These include:

- **Core technical principles**
- **Specialist technical principles**
- **Designing and making principles**

The year 9 curriculum for this course will provide students with an opportunity to build on their KS3 DT experience. There will be a focus on 'upskilling' where students will get to experience a range of practical focused tasks designed to provide a broad experience of materials and processes. More in depth project tasks are studied to support the **core technical principles** and designing and communication skills. This core knowledge will then be applied to more in depth design and make contextual challenge based work in year 10 where students have to consider specific users and their needs, wants & likes.

The NEA (non-examined assessment): Previously known as coursework, 50% of the final marks are given for designing and making a high quality prototype with a supporting design folder. This will link to a 'contextual challenge' that is set by the exam board at the end of year 10 and has been thoroughly researched and investigated. NEA style supporting activities will be studied throughout the course to help students thoroughly prepare for the demands and rigour of the main NEA task. Students will select which materials and manufacturing techniques are most appropriate to their final design and this can include 3D printed outcomes.

The exam: 50% of the final mark is a written exam paper. This exam is split into three sections following the three key elements of the course; general DT knowledge (**Core technical principles**), in-depth knowledge of **one** or **more** chosen material areas (**Specialist technical principles**) and finally design related content and skills (**Designing and making principles**).

The course will be underpinned by the following key skills:

- Design strategies (*including iterative, user centred, creative and design influenced*)
- Exploring, modelling and testing ideas
- Materials experimentation (*working characteristics and properties*)
- Manufacturing techniques (*traditional and modern – including CAD/CAM*)

Post 16 and Career opportunities:

Design & technology GCSE is a robust and exciting qualification which prepares students for further study or apprenticeships in various design fields including Product design, Fashion, Graphic Design, Textile Design and Engineering.

Key attributes for success on this course are: A passion and enjoyment for designing and making things, a willingness to recognise all material areas rather than expecting to study just one, embracing trial and error - a fundamental component of D&T, commitment to completing regular external study tasks, maintain a theory folder and accompanying sketchbook, satisfactory making ability / CAD skills. An ability to draw or sketch is an advantage (but not essential).



DESIGN & TECHNOLOGY: Fashion and Textiles

Type of Qualification: GCSE

How it is assessed: 50% Examination
50% Coursework

Course Overview:

Fashion and Textiles is an exciting new course for those students who enjoy designing and creating products for consumers, with an interest in the workings of the fashion and textiles industry. This course offers students the opportunity to design and make a number of different products using a range of different fabrics. Projects will range from adults clothing to cushions and accessories. **This course can be taken alongside GCSE Art.**

The course consists of three key elements. These include:

- Core technical principles
- Specialist technical principles
- Designing and making principles

The Year 9 curriculum for this course will provide students will an opportunity to build on their KS3 DT experience. It will focus mainly on the **core technical principles** and general **practical skills** before applying these to larger design and make projects through year 10 and 11.

Explore – Create - Evaluate will be at the subjects' core. It will be used to help students design and develop high quality 3D product outcomes in a suitable material.

50% of the final marks are given for designing and making a high quality product; a fashion or textiles product. The skills needed to do this are taught through a number of shorter projects during the first part of the course.

The exams account for 50% of the final marks. The exams test a student's ability and knowledge of core design skills or Design Technology as well as their specialist knowledge in Fashion and Textiles. These areas will be fully revised in sessions between the coursework deadline and the exams.

The course will cover the following skills plus many more:

- Fashion drawing techniques and illustration
- Past and present Fashion and Textile designers
- Clothing manufacturing techniques
- Smart and modern materials
- Fashion, interior and accessory products
- Dyeing, printing and embellishment technique investigations

Post 16 and Career opportunities:

Textiles GCSE allows students to be creative and develop their own style. This is an exciting qualification which prepares students for further study or apprenticeships in various design fields, including Product Design and Development, Graphic Design, Textile Design, Fashion Buying and Fashion Design. The industry is diverse with many different roles. Students looking for careers such as garment technologist, fashion designers, retail buyer, fashion illustrator, merchandisers, fashion stylist, textile designers, personal stylist, fashion journalist and theatrical costume designer will find this course an interesting starting point.



DRAMA

Type of Qualification: GCSE

How it is assessed: A combination of practical and written assessment

Course Overview:

- Drama GCSE involves working in a variety of ways from devising, shaping and performing.
- Students will study a variety of Drama practitioners and playwrights and learn how their work affects the way performance work is created.
- Different genre, styles and conventions will be studied and used throughout the course. There will also be the opportunity to learn about technical aspects of Drama – lighting, sound, props and scenery. Everything is aimed to enable the student to create and perform their own theatre.
- Students will begin to consider their own artistic intentions and that of others; they will research and present the cultural, social and historical influences on their own work and others.
- Studying Drama provides students with the opportunity to learn about many different topics and interesting characters. They will build the skills to be able to perform confidently in front of audiences; as well as to produce their own exciting and engaging pieces of theatre.
- Students will learn all about team work, and be expected to work as a 'company' (just like a professional theatre company!).
- The course consists of three units: Devising Drama (creating original drama from a stimulus), Presenting and Performing Texts (the study and performance of scripts) and Drama: Performance and Response (a practical, in-depth study of a play text and a review of a piece of live theatre).
- The first two units of work consists of an assessed Drama performance and one major piece of coursework. The final unit is a written examination assessment.

Post 16 and Career opportunities:

Drama at GCSE aims to prepare students to study Drama or Performing Arts. Many students go on to jobs in the entertainment industry, but Drama can help students access almost any career or higher education subject. The skills students learn in Drama are invaluable and can be applied to a variety of careers. Employers and education providers alike are looking for confident young people who are committed and focussed. If students are able to take the initiative and work well in a team they are opening the door to a career of their choice. The skills they learn in Drama will help them to achieve their goals.

ENGINEERING

Type of Qualification: Level 2 Engineering

How it is assessed: Coursework assessment and examination

Course Overview:

Engineering sectors are consistently amongst the fastest growing industries around the globe. The engineering course is designed to give students an insight into the wide and diverse range of careers available in the field of engineering. Students will learn about opportunities in aerospace, automotive, communications, electrical/electronic, mechanical, biomedical and chemical engineering.

A balance of practical projects and classroom activities are used to develop skills and engage learners, whilst providing the knowledge to contextualise their learning for engineering in the 21st Century. It is worth noting that we have support from a number of local engineering businesses who provide our learners with additional 'real-life' context and employment opportunities.

Areas of study include:

- The variety of sectors within engineering and their applications, including traditional engineering practices as well as current and future technologies.
- Design, communication, materials and working practices used to manufacture engineered products.
- Engineered product investigation; sourcing an engineered product and carrying out a disassembly to look at how the product has been produced and the materials, systems and processes used. Disassembly activities are photographed and presented with a report on findings, which will include their view of the design engineer's role.
- Workshop and machining techniques, allowing students to produce an engineered product using the workshop facilities. Students will use drilling, turning and milling machinery as well as a number of hand finishing skills to produce a high quality and accurately produced product. The skills for this work are learnt through a series of smaller, non-examined tasks that form part of the course.

Post 16 and Career opportunities:

Engineering provides excellent prospects for apprenticeships and further study. Students can select from a wide range of academic and vocational qualifications in multiple engineering disciplines.

Key attributes for success on this course are:

- An understanding and interest in how things function and how they fit together
- A passion for working in an engineering sector
- The desire to problem solve
- The ability to work as part of a team



GEOGRAPHY

Type of Qualification: GCSE

How it is assessed: 100% Examination

Course Overview:

Geography GCSE is an exciting and interesting subject that can form part of a programme of study for the English Baccalaureate. Subject to timetabling restrictions, students can choose to study both Geography GCSE and History GCSE at Key Stage 4.

The study of Geography GCSE enables students to develop a knowledge and understanding of current events, investigate the earth and its populations, and study the features of the earth and how they were formed.

Students develop a range of useful skills throughout the course including map reading, data collection and analysis, ICT and problem solving skills – all of which are highly prized by employers. Mathematical skills also make up a significant part of the course.

The course includes:

Living with the physical environment (Unit 1 – exam 1hr 30mins)

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: The living world
- 3.1.3 Section C: Physical landscapes in the UK

Challenges in the human environment (Unit 2 – exam 1hr 30 mins)

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Geographical Applications (Unit 3 – exam 1hr 20 mins)

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork

Geographical Skills are covered within each of the units.

Students who succeed most in this course, not only work hard, but are self-motivated and interested about the world around them, for example, take an interest in the news and complete their own reading and research.

Post 16 and Career opportunities:

Geography is a very popular subject that can be studied at many local sixth form colleges. Many of our students go on to study it at A' level and beyond. Students go on to study both physical and human geography, environmental sciences or use it as a facilitating subject which are those subjects which are most commonly required or preferred by universities to get on to a range of degree courses.

HAIR AND BEAUTY

Type of Qualification: Level 2 Technical Award in Hair and Beauty Studies

How it is assessed: One externally moderated assignment (60%)
One externally marked exam, sat under exam conditions (40%)
Grading scale is Pass, Merit, Distinction and Distinction*

Course Overview:

If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

This qualification has three units:

- Exploring the world of hair and beauty
- Science of hair and beauty
- Design in the hair and beauty sector

The qualification develops the following knowledge, understanding and skills:

- Specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns
- Evolution of hair and beauty from use in ancient times to the mid 90s
- How technological advancements, changes to the economy, and social factors have influenced the sector
- Chemistry of cosmetics and biology related to hair and beauty
- Uses of design and images for business use
- Technical hair styling, make-up and manicure skills.

Post 16 and Career opportunities:

This course will provide a basic introduction to the skills required in the Hair and Beauty industry. The course is particularly suited to those who wish to go onto study Level 2 or Level 3 qualifications in this area at post-16. You would also find the understanding and skills useful to progress to an apprenticeship.

Progression options includes courses such as the City & Guilds Level 2 Diploma in Beauty Therapy/Beauty Consultancy/Hair and Media Make-up **or** City & Guilds Level 2 Diploma in Women's Hairdressing/Barbering. You would also find the understanding and skills useful to progress to an apprenticeship.

Key attributes for success on this course are:

Students should have a passion for hair, make-up and beauty treatments and enjoy showing creativity. In addition students will need good research and design skills as this will form a large part of the assessment.



HISTORY

Type of Qualification: GCSE

How it is assessed: 100% Examination

Course Overview:

History GCSE is one of the subjects that can form part of a programme of study for the English Baccalaureate. Subject to timetabling restrictions, students can choose to study both History GCSE and Geography GCSE at Key Stage 4.

The course comprises of four sections that are tested in three examinations.

- **Unit 1:** Medicine in Britain 1250 – present and the British sector of the Western Front 1914 – 1918; injuries, treatments, and trenches. Students explore how our understanding of medicine has changed over time. This will involve understanding patterns of change, trends and turning points, such as significant events like the Black Death and Cholera outbreaks of the 19th century. Students explore the influence of factors inhibiting or encouraging change within periods and across the theme. Key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society. The historic environment explores conditions on the western front through analysis of a variety of sources. Exam 1hr 15mins 30%.
- **Unit 2:** Anglo Saxon and Norman England, c1060 – 1088. Looks at the time leading up to the Norman invasion of 1066, how William secures his throne and establishes Norman rule across England.
- **Unit 3:** Super Power relations and the Cold War, 1941 – 1991. Investigates the origins of the Cold War and events that were significant until the end with the collapse of the Soviet Union. Unit 2 and 3 are combined into one exam 1hr 45mins 40%.
- **Unit 4:** Weimar and Nazi Germany, 1918 – 1939. Explores the rise and fall of the Weimar Republic and how the Nazi party were able to assume control of Germany. Students then look at life in society whilst under the control of the dictatorship. Exam 1hr 20mins 30%.

Post 16 and Career opportunities:

History GCSE is excellent preparation for a number of humanities and social science courses in further and higher education. The skills gained through studying History are applicable to many careers including politics, the Civil Service, heritage sector, teaching, law and journalism. History provides a fantastic opportunity to ignite and engage your passion and interests in culture, society and politics.

Studying History will help you develop into an independent learner, a critical thinker and a decision maker. All of these personal assets will make you stand out as you progress to A Level, university and/or the workplace. Students who study GCSE History often continue to study History at A Level and take Government and Politics, English, and other humanities subjects alongside it.



HOSPITALITY AND CATERING

Type of Qualification: Level 2 Vocational Award in Hospitality and Catering

How it is assessed: Assignments and an exam covering practical skills and underpinning knowledge

Course Overview:

- WJEC Level 1/2 Vocational Award in Hospitality and Catering, is a course for those students who enjoy cooking, experimenting and learning more about the Hospitality and Catering industry.
- The course is over the 2 years. It has an exam as part of a core unit. Students will carry out task based on practical skills and kitchen based practical assessments. There will be a requirement to complete tests based on core subject specific knowledge.
- The qualification is made up of practical units that will be specific to different food groups, for example, meat and poultry, baked goods, pasta or vegetables. It will also cover sections on healthy eating and special diets.
- The lesson will take place in the skills kitchen where students will have access to an industrial catering kitchen.
- Students will be required to purchase chef whites, shoes and cap. These will be available to purchase through the school.

Post 16 and Career opportunities:

A WJEC Level 1/2 Vocational Award in Hospitality and Catering can lead onto further professional qualifications at Post 16, including a Diploma in Professional Cookery, the Diploma in Professional Food & Beverage Service and an Award in Healthier Food and Special Diets. It would also provide a good starting knowledge for employment in the Hospitality and Catering industry and for apprenticeship schemes.

There are many different careers open to you with a background in food including: chef, dietician, environmental health officer, food chemist, food consultant, food stylist, food photographer, home economist, hotel and restaurant manager, marketing and advertising executive, health professional, farmer, microbiologist, nutritionist, recipe developer, teacher, working in food magazines, radio and television.

Key attributes for success on this course are:

A passion for cooking and developing catering skills, students should enjoy cooking at home and have a basic knowledge of food and cooking methods.



HEALTH AND SOCIAL CARE

Type of Qualification: Level 2 BTEC Tech Award

How it is assessed: 40% - One Written Examination
60% - Two Centre Assessed Tasks

Course Overview:

BTEC Techs provide a broad, overall introduction to health, social care and early years provision. They are designed with both practical and theoretical elements, which will prepare students for further qualifications in Health and Social Care, Child Care, Psychology, Sociology and Biology.

Students will develop the essential knowledge and understanding in health and social care, including values of care, body systems and disorders, life stages, communication skills, carer responsibility, nutrition, safeguarding and first aid procedures.

They will also gain practical knowledge of equipment needs, hygiene practices and develop transferable skills, particularly the communication aspects of team working. Students will also research, plan and carry out activities as part of their student-initiated research project and evaluate these activities. The student will produce a full project record as part of the assessment evidence.

This BTEC Tech is equivalent to a GCSE qualification. There are three compulsory units – the exam unit based on the factors affecting physical health and devising an individual plan to support a person. The two assessed tasks are - understanding life stages – studying a person’s development from birth to death and – health and social care values and services.

Post 16 and Career opportunities:

An BTEC Tech would be a valuable qualification for those seeking a career as a Nursery Nurse, Care Assistant, Social worker, Nurse, Child minder, or a Pre-school/Nursery School Assistant. The course can lead to further study at sixth form level following the OCR Technical Qualification, this is a natural step for those students who wish to pursue a career in health, social care and early years. Many students will go on to study at university with the aim of going into nursing, teaching or social work.



MEDIA STUDIES

Type of Qualification: GCSE

How it is assessed: 70% Examination
30% College Assessed Tasks

Course Overview:

As Media is a new subject for most students, an interest in some of the types of text we will study is essential: this may be films, television, video games, newspapers, the Internet or even new media technologies. The course seeks to develop students' understanding of how these products influence us, who the target audience is and how each product is representative of the society in which it has been developed.

The course is divided between practical production work and preparation for the written exam. As part of the practical work, students will be required to use a large amount of IT to create media products and their components such as the graphics which are used on websites, CD covers and film posters. Consequently, good IT and written skills are required for this course.

Overview of the course:

- **Exam paper 1 (40%)** - Learners will explore how media products from various forms (television, cinema, radio, newspapers, magazines) follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context.
- **Exam paper 2 (30%)** - Learners will explore the range of media forms to exemplify media industry issues demonstrating their knowledge and understanding of the theoretical framework (media language, representation, audiences and media industries) as it applies to each form.
- **Controlled assessment (30%)** - Learners will create media products through applying knowledge and understanding of media language and representation from the theoretical framework to express and communicate meaning to an intended audience.

Post 16 and Career opportunities:

This course emphasises both analytical and theoretical skills as well as a creative and practical approach. It is a rigorous and creative subject which can also be pursued at Bishop Laney Sixth Form. We have found that many students seek to continue with the subject into Sixth Form and then into University. So it is certainly a first step into a longer career of further education and potential employment opportunities in the diverse media industry. The media industry is expanding rapidly and there are a vast range of employment opportunities and higher education courses available. The GCSE is an excellent intermediate step towards a career in the media industry.



Modern Foreign Languages: FRENCH OR SPANISH

Type of Qualification: GCSE

How it is assessed: 100% Examination

Course Overview:

The courses develop all aspects of students' ability to use French or Spanish using the four communication skills: listening, speaking, reading and writing. This builds on what has already been learnt at KS3 as well as introducing you to a wider range of language and topics. You will be assessed informally throughout the course on these four skills. In Year 11, your final exam will consist of:

- **Unit 1:** Listening examination – 25% of final grade
- **Unit 2:** Reading examination – 25% of final grade
- **Unit 3:** Speaking controlled assessment – 25% of final grade
- **Unit 4:** Writing controlled assessment – 25% of final grade

The course is divided into three key themes:

- **Theme 1:** Identity and Culture (family and friends/technology in everyday life/free time activities/festivals and customs).
- **Theme 2:** Local, national, international and global areas of interest (home, town, neighbourhood and region/social issues: charity work, healthy and unhealthy living/global issues: environment, poverty and homelessness/travel and tourism).
- **Theme 3:** Current and future study and employment (studies/life at school/education post-16/jobs and careers)

There is the potential to use a range of audio and visual resources and the use of ICT is encouraged.

Post 16 and Career opportunities:

A GCSE in a Modern Foreign Language is a key element which ensures an essential basis for progression to further study at AS/A Level, facilitates the learning of other languages and leads to plenty of exciting career and social opportunities. Many university courses offer a languages module enabling students to combine languages with other subjects such as business, medicine and law. Many courses also offer the opportunity of spending a year abroad.

We live in a global society, which is why the ability to communicate in other languages and understand other cultures is so important. A GCSE in a Modern Foreign Language can make a significant difference on the employment market and can lead to careers in teaching, interpreting, translating, sales, finance and marketing in many business sectors. Languages also help you develop self-confidence, your powers of deduction, communication and analytical skills, which are useful tools whatever your career plans may be.



MUSIC

Type of Qualification: GCSE

How it is assessed: 60% Internally assessed coursework, 40% Examination

Course Overview:

Do you play music or sing in your own time? If the answer is "Yes" ... read on...

GCSE Music consists of three main elements:

Performing	30%	One solo piece and one performed with a group
Composing	30%	Two compositions
Listening	40%	Answering questions about extracts of music

There are five areas of study:

My Music	- Music for their own instrument or voice
The Concerto through Time	- Pieces with Orchestra instrument from Recorder to Rock Band
Rhythms of the World	- To include Samba Drumming, Indian Tabla, African Djembe
Film Music	- Terminator to Toy Story and many more in between
Conventions of Pop	- 80s power ballads to cutting edge music of 2019

Students **do** need to be able to play a musical instrument or sing. However, if they do not, there's still time to start learning by having proper lessons; either instrumental or vocal. These are usually available and arranged here in college.

Students should contact Mr Vinall if they have any questions about the Music GCSE course.

Post 16 and Career opportunities:

Modern employers, from every sector, regard a GCSE in Music very highly, because of the transferrable skills acquired therein:

- Self-discipline
- Creativity
- Analytical skills
- Team-working
- Communication
- Leadership

This GCSE also provides students with a valuable link to Level 3 courses in both Music and in the Performing Arts

FAQ:

- Is GCSE Music a soft option? No... it really isn't
- Is GCSE music as hard as any other subject? Yes... it is
- Is it worth it? **ABSOLUTELY!**



PHYSICAL EDUCATION

Type of Qualification: GCSE

How it is assessed: Theory 60%
Controlled Assessment 10%
Practical 30%

Course Overview:

Students accessing this course will require a strong background in science and be taking part competitively in a **minimum of three sports** with the intention of continuing these through to Year 11. Participation in less than three sports on a regular basis will have a detrimental impact on the final outcome achieved.

This GCSE course gives students the opportunity to further their understanding of Physical Education. Students will study the different roles within sport and the relationship between the factors affecting participation and performance. The course covers how and why people get involved in sport and looks at why it is important to lead an active lifestyle.

The course is broken into three units:

- In unit one, students will study theory aspects based on Physical Factors Affecting Performance including Anatomy & Physiology and Physical Training.
- In unit two, students will study Socio-Cultural Issues & Sports Psychology this will include how Sports Psychology affects performance, Socio-cultural influences on the uptake and continued participation of individuals in sport, as well as gaining an understanding of Physical Activities impact on Health, fitness and wellbeing.
- Unit three, requires students to be assessed in practical performances across three activities (one of which will be team based and one individual based). Throughout the course, students will be expected to participate in both theory and practical sessions.

Students will be required to complete an analysis and evaluation of performance as part of the controlled assessment element of the course, this will require students to be able to identify strengths and weaknesses in their own performance and compare to the perfect model.

Post 16 and Career opportunities:

The GCSE course provides a good grounding to study more advanced courses such as AS/A2 Physical Education or a Level 3 Sport course. There are many options available to GCSE PE students including further education, higher education, vocational degrees, apprenticeships and jobs that offer workplace learning.

Career opportunities include community sports coach, sports broadcaster, fitness instructor, events manager, sports development officer, physiotherapist, teacher, nutritionist, referee, psychologist, marketing and many more.



SPORT

Type of Qualification: Level 2 BTEC Tech Award in Sport, Activity & Fitness

How it is assessed: 66% Coursework
34% Exam

Course Overview:

The Pearson Level 1/2 BTEC Tech Award in Sport, Activity & Fitness has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. There is a mix between practical engagement and theoretical understanding.

A strong work ethic is required to complete this course with students able to commit to completing assignments to deadlines which will require them to undertake work away from college.

- The qualification represents a single pathway selection. The Level 2 BTEC Tech Award in Sport, Activity & Fitness is a 120 guided-learning-hour qualification that consists of 3 core units.
- 66% of individual units are assessed and graded internally, with 34% externally assessed exam. These individual grades form an overall grade for the qualification.
- Units include: Understanding the Body & the Supporting Technology (Interval), The Principals of Training, Nutrition & Psychology (External) along with Applying the Principals of Sport & Activity (Interval).
- A key element of the course is the ability to meet deadlines. A failure to meet deadlines could result in failure of the course.
- Students are able to achieve a Level 1 (Pass, Merit) or a Level 2 (Pass, Merit or Distinction); this is determined by the students' points scored over the 3 units.

Post 16 and Career opportunities:

These Level 1 and 2 BTEC courses prepare students for employment and provide a good grounding to go on to more advanced sport related courses such as further BTEC qualifications at Level 2 or progressing to Level 3 Sport qualifications. There are many options available to BTEC Sports students including further education, higher education, vocational degrees, apprenticeships and jobs that offer workplace learning.

Career opportunities include community sports coach, sports broadcaster, fitness instructor, events manager, sports development officer, physiotherapist, teacher, nutritionist, referee, psychologist, marketing and many more.



The core subjects Maths, English, Science, Ethics and Religious Studies and Games are studied alongside these options.

Please choose a **total of 5 subjects** from a combination of both **List A** and **List B**.

In most cases, you will be able to study four of the five that you choose. Please help us by indicating the order of your preference. Your tutor may talk with you and/or your parents about the choices you have made.

At least 2 subjects choices should be chosen from **List A**

Remember to state your order of preference

List A	Order of Preference
Geography	
History	
French	
Spanish	
Computer Science	

Please make your **remaining 3 choices** from **List B**

Remember to state your order of preference

List B	Order of Preference
Art & Design	
Business Studies	
Creative iMedia	
Drama	
Engineering	
Design Technology: 3D Products OR Design Technology: Fashion & Textiles	
Hair & Beauty	
Health & Social Care	
Hospitality and Catering	
Media Studies	
Music	
Sport (BTEC) OR PE (GCSE)	

Student Signature: Tutor Signature:

Do you have another language other than English? Yes / No

If Yes, please indicate which language:

.....



Notes:



ELY COLLEGE

Notes:



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YEAR 8 GUIDED CHOICES




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Guided Choices selection forms should be returned to your form tutor by:

Tuesday 19th March

YEAR 8 GUIDED CHOICES



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A wealth of advice and guidance is available throughout this process.

As always, your Form Tutor is the first point of contact for general queries. In addition to this, subject teachers are always available to offer advice on the content of their own subject's curriculum.

Queries relating to additional support for learning can be raised with Mrs Kay who can be emailed directly via: skay@elycollege.co.uk

Senior Tutors are available to assist with more complex queries and can be contacted via email:

Scott House: Mr Waters - ScottHouse@elycollege.co.uk

Turing House: Ms Branch - TuringHouse@elycollege.co.uk

Etheldreda House: Miss Bays - EtheldredaHouse@elycollege.co.uk

Franklin House: Ms Anderson - FranklinHouse@elycollege.co.uk