

The High Arcal School



KS4 Curriculum Booklet

Year 9 January 2014



OPPORTUNITIES AT 14+

During their time at High Arcal, all KS3 students have followed a similar combination of subjects. In Years 10 and 11 things will be rather different. Everyone will study a common core of subjects, but there will also be an element of choice. This booklet aims to give all the information needed to make sensible decisions about the individual programmes of study which will be followed during the next two years.

To start with, we shall try to anticipate some of the questions you may wish to ask, and then provide answers.

Which subjects do I have to study? (The common core subjects).

Students in Years 10 and 11 will be taught

- English
- Mathematics
- Science
- P.E.
- PSHEE (Personal, Social, Health and Economic Education)

These are compulsory subjects. You will continue with your PSHEE programme that you started earlier in the school. This will include Careers and Sex and Relationships Education which are compulsory.

All students will be taught PE which is an important part of their health education and this part of the core curriculum is not examined. However, students will be able to extend their study in PE and Sport and gain qualifications in these subjects through choices of optional subjects.

What choices are available?

Choices are available in a number of curriculum areas. The possibilities are indicated on page 16 onwards. You will be able to develop your own programmes of study by combining your choices with the required elements of the National Curriculum.

Is there a choice in Science?

All students follow the compulsory science course which includes modules in Physics, Chemistry and Biology. These modules lead to two GCSEs in Science. The first is called “Core Science” which is taken in year 10. In Year 11 students study Additional Science or Additional Applied Science. However, in order to gain qualifications in the three separate sciences, students who are Level 6b in Y9 and above can opt for “Further Science”. This incorporates a further module of Physics, Chemistry and Biology and, if studied successfully alongside the compulsory science program, will lead to GCSEs in the three separate science subjects.

What qualifications will I achieve?

GCSEs

Most courses will lead to a qualification at **GCSE** (General Certificate of Secondary Education) level. GCSE is graded on a nine point letter scale from A*-G (all of which are GCSE passes) and then U which stands for unclassified (fail).

BTECs

BTECs used to be courses that were assessed solely via the coursework produced over the two years of the course. From September 2013 they now have an examination part to them (usually worth 25%). Passing this is an essential requirement for students taking a BTEC qualification to achieve the level 2 (GCSE equivalent) award. There has also been an increase in the number of hours needed to teach BTECs meaning that High Arcal will now offer the BTEC ‘Award’ / ‘Certificate’ (1 GCSE equivalent). In some cases students *who wish to study extra units and are prepared to commit extra time to their work*, could attain the Extended Certificate (2 GCSEs Equivalent). BTECs offer excellent progression paths onto college and Level 3 Courses and due to the nature of the assignments, suit some students’ learning style far better than GCSEs.

Students who follow the BTEC (level 1) course can gain a qualification **equivalent to a GCSE grade D-G**. For some students Level 1 courses give a good foundation and enable students to gain a place at college to further their study of a subject at post 16.

Grades attainable for BTECs are Distinction*, Distinction, Merit, Pass and from September 2013 an N grade (fail).

How much time is spent on each course?

All options subjects will receive 10% (two periods a week) of the teaching time available.

What are controlled assessments?

Controlled Assessment refers to special tasks and projects that you complete during the two years of your course. The marks you get for these tasks count towards your final GCSE. This makes controlled assessment very important, not to be missed because of absence, and requiring you to do your best. **It is important to be aware that the percentage of the final GCSE grade accounted for by controlled assessment varies according to the subject. To avoid plagiarism (copying) virtually all subjects require you to complete these under timed, supervised sessions in lessons.**

The English Baccalaureate. (EBacc).

Students attain The English Baccalaureate (although there is no certificate for the English Baccalaureate) if they pass GCSE's with Grade C or above in all of the following subjects:- Maths; English; Science (double award or triple science); a Humanities subject (Geography or History only) and a Modern Foreign Language. High Arcal School has offered options choices that enable students to obtain the EBacc for many years before its inception, as part of its broad and balanced options program.

If students are undecided on which options to take, they may wish to consider choosing options that will enable them to gain this additional 'award'. **The advice to all students is to pursue options choices that you enjoy, that you are good at, that will motivate you to do well and will help you in your chosen career path.**

Will I have the opportunity for work experience?

Yes. You will all be encouraged to find placements during Year 10 for at least one week of work experience. This is seen as a most valuable opportunity to learn something of the world of work. Work experience is particularly important if you are considering studying a vocational subject as it can provide work related learning linked directly to the course and on some courses you will get the opportunity to undertake further work placements. In addition to this, in Year 10 and 11 you will all undertake a module of work about careers, designed to support your choices Post - 16.

During the next two years, to whom do I go if I need help or advice?

Your Form Tutor, as always, is your first point of contact, and is responsible for most of the programme of Personal, Social and Economic Education that aims to equip you with the personal skills necessary to play a full part in the adult world. In addition, your Form Tutor will provide counselling and tutorial support for you as an individual.

What should I think about when making my choice of options subjects?

Quite simply, you should choose what you think you will like doing, what you will be good at, what will help you in your chosen career path and what will motivate you to do well. If you are unsure about what the best choices are for you then seek advice!! This could be from your Parents, your Form Tutor, Head of House, Subject Teachers, the Careers Coordinator Mr. Dixon, any member of the Senior Leadership Team or a Careers Advisor.

It is very important to discuss all matters fully with your parents.

Useful Web Sites

www.connexions.gov.uk/

www.careers-gateway.co.uk/

www.ngfl.gov.uk

www.bbc.co.uk/education/work

www.qca.org.uk

www.crac.org.uk

www.careers-portal.co.uk

www.dcsf.gov.uk

Careers Education During Years 10 & 11

Information, Advice and Guidance about careers forms an essential part of the Years 10 & 11 curriculum, building upon the work you will already have done as part of the PSHEE programme. The school is committed to providing the best possible impartial careers advice and to help every student with their careers education. To enable this we employ an external, impartial careers advisor, Mr. Woodhead, who every student will see at least once during Year 10 or Year 11. In addition to this careers interview, there will be further careers sections of the PSHEE programme and advice and guidance on applying for post 16 pathways. To help with this further, the LRC at school has a well stocked careers library with current college prospectuses and details of pathways available after students finish Year 11.

Will I definitely be able to study the options I have chosen?

We do our very best to make it possible for this to happen, but three problems can arise to prevent this:

1. Your teachers may think that you have made an unwise choice and would want to discuss this with you and your parents.
2. We make sure that the most popular subject combinations chosen by our students are met. You may be unfortunate in choosing a combination of subjects that will not fit the timetable pattern that suits the majority of our students.
3. A course may be so popular that more students opt for it than the school can provide for. In this case we have a very thorough and fair selection process, which ensures that students of all abilities are given a chance to take the course. The arrangements will be explained in detail if this problem arises in your options.

What do I have to do now?

Get all the advice and information you need to make decisions about your options subjects. Whilst you may be very clear about which options you want to take it is really important that you find out everything about them so you know the course will suit you and that you will enjoy studying that subject.

You and your parents will be given a lot of information by the school: Events to help you choose your options will include: a series of Options assemblies; subject information in this booklet; talks in lessons. Most importantly this year the school is introducing an individual options interview for each student and their parents, where you will meet with a Senior Member of Staff or your Head of House, to give you the best possible advice and guidance. It is also up to you to ask your own questions, and staff are expecting you to do this. **Your Options form will be filled in as part of your options interview. If further time is needed after the interview to make a final decision over options, your form will be given to you to be returned the next school day.**

After all the options forms have been processed, any problems that might arise will be resolved after discussion with you, your teachers and your parents. Your option choices will then be confirmed as definite.

Details of CORE (Compulsory) Subjects

The following pages outline the details of courses you must study in KS4. For even more detail, should you require it, please contact the appropriate Head of Department for that subject.

GCSE English Page 7, 8 and 9

GCSE Mathematics Double Award Page 10

GCSE 'Science' and 'Additional Science' Page 11

Additional Applied Science Page 12

Physical Education (Non Exam) Page 13

Personal, Social, Health and Economic/Citizenship Page 14

GCSE English (Combined)

Assessment :

- 2 controlled Assessments = 60% in total.
- Examination: 1 paper = 40% Section A: Shakespeare , Section B: *Of Mice and Men* and Section C: Writing Task
- Two tier of entry Grades A*-G.
- Higher A*-C
- Foundation C - G

Areas of Study :

- Making comparisons between texts
- Selecting appropriate details from texts to support ideas
- Exploring presentation, language, communication of ideas, perspectives
- Making choices in their writing application to suit audience/purpose
- Spelling, punctuating and structuring accurately and appropriately for purpose/effect
- Communicating on synopsis, characters, themes and use of language in a Shakespeare play and in *Of Mice and Men*
- Poems from a set Poetry Anthology

Key Skills

- Communicating effectively in speaking and writing.
- Comparing texts and reflecting on how writers were influenced.
- Working with Others
- Improving your own learning and performance
- Analysing Prose and Poetry
- Communicating and adapting Language
- Interacting and Responding
- Creating and Sustaining roles

GCSE English Language

Assessment

- 2 controlled Assessments = 60% in total.
- Examination: 1 paper = 40% Section A: *Of Mice and Men* and Section B: Writing Task
- Higher A*-C

Areas of Study

- Making comparisons between non-fiction texts.
- Selecting appropriate details and evidence from texts to support ideas and interpretations.
- Exploring presentation, language, communication of ideas and writer's perspectives.
- Making choices in their writing to suit audience/purpose.
- Spelling, punctuating and structuring accurately and appropriately for purpose/effect
- Communicating about the synopsis, characters, themes and use of language in *Of Mice and Men*
- Speaking and Listening tasks – adapting language, communicating language and working in role.

Key Skills

- Communicating effectively in speaking and writing.
- Comparing and contrasting a range of non-fiction texts
- Reflecting on how writers were influenced.
- Working with Others
- Improving Own Learning and Performance
- Analysing Prose
- Communicating and Adapting Language
- Interacting and Responding
- Creating and Sustaining roles
- Writing for purpose and audience

Any other information

You will study GCSE Language over two years.

This will be in addition to GCSE Literature.

Controlled Assessments are in the first term of Year 10 and last term of Year 11.

Speaking and listening will be assessed throughout the two years and contributes to 20% of GCSE Language.

GCSE English Literature

Assessment

- 1 controlled Assessments = 25%.
- 2 Examinations: Paper 1 = 50% Section A: *Animal Farm* and Section B: Essay question on social, historical, cultural influences in '*Of Mice and Men*'.
- Paper 2 = 25% Understanding Poetry
- Higher Tier A*-C

Areas of Study

- A 'Literary Heritage' text (*Animal Farm*)
- A 'Different Cultures and Traditions' text (*Of Mice and Men*)
- A Shakespeare drama text (*Macbeth* or *Romeo and Juliet*)
- A contemporary drama text.
- A selection of poetry
- Analysing the impact of language, style, structure and form of poetry.
- Selecting appropriate details and evidence from texts to support ideas and interpretations.
- Spelling, punctuating and structuring accurately and appropriately for purpose/effect
- Communicating about synopsis, characters, themes, dramatic devices and use of language in texts.
- Understanding how texts have been influential over time and relate texts to their social and historical contexts and traditions.

Key Skills

- Reflecting on how writers were influenced
- Working with Others
- Comparing adaptations of Shakespeare drama
- Improving your own learning and performance
- Analysing prose and poetry focusing on structure, style, language and form.
- Analysing connections between texts
- Using detailed textual reference

Any other information

You will study GCSE Literature over two years.

This will be in addition to GCSE Language, gaining you 2 GCSEs

The two exams will be at the end of year 11.

Controlled Assessments are in the first term of year 11.

GCSE Mathematics

Double Maths Award

Assessment

- All students will now study for the AQA GCSE Maths Linked Pair, gaining two Maths GCSE Qualifications by the end of year 11 either at Higher or Foundation level.
- The Linked Pair are designed to encompass the entire skills and content of the single GCSE Maths as well as some new content, to allow study and assessment of key aspects in greater depth and to provide a solid grounding for further education.
- Each GCSE consists of two units, each worth 50 per cent of the total mark. Although all students have to enter both GCSEs in the Linked Pair, they are certificated separately and equally weighted, so Grade A* to C in either meets the maths requirement for five A* to C grades in attainment tables.

Year 10 study GCSE Methods in Mathematics

- Focuses on maths as a challenging and fulfilling discipline in its own right, allowing students to:
 - enjoy the abstract
 - develop mathematical thinking, reasoning and problem solving
 - acquire sound basic techniques
 - appreciate clear communication, justification and simple proof.

Year 11 study GCSE Applications in Mathematics

- Concentrates on using maths as an essential tool for life and work, including:
 - mathematical understanding of the world
 - everyday situations, e.g. finance and science.
 - functional skills, i.e. representing, analysing, interpreting
 - emphasising relevance and purpose.

GCSE Yr. 10 ‘ Core Science’ & Yr. 11 “Additional Science” (Compulsory Science)

Assessment

During this course:

- Students develop a good knowledge of Science, and a firm foundation to go on to study A-level Science subjects when GCSE Core Science is combined with GCSE Additional Science
- Students will take 3 terminal exams at the end of Year 10, Physics (P1), Biology (B1) and Chemistry (C1). Each module is externally assessed by a one hour exam.
- Students take 3 further terminal exams at the end of Year 11, Physics (P2), Chemistry (C2) and Biology (B2).
- In Y10 and Y11 each modular exam contributes 25% of the overall marks for each GCSE.
- The remaining 25% for both Y10 and Y11 is examined by an internally assessed practical called the ISA, the Investigative Skills Assignment.

Areas of Study

- Keeping healthy and tissues, organs and organ systems.
- Elements and atoms and structure and bonding.
- The transfer of energy and forces and their effects.
- Practical Work: The Investigative Skills Assignment (“ISA”).

Key Skills

The following aspects of Science are important when studying this subject:

- Designing and carrying out investigations
- Recording and presenting your data
- Analysing your evidence
- Evaluating the quality of your practical methods
- Considering the implications of science for society
- Modeling concepts of how things work

Any other information

- The terminal examinations are taken in June.
- Qualifications in Science are the most requested by employers together with English and Maths.
- Some students may have the opportunity to follow the OCR GCSE Additional Applied Science course in Y11 as an alternative curriculum pathway to the AQA GCSE Additional Science qualification.

GCSE Additional Applied Science (studied in Year 11 by selected Students).

Assessment

During this course:

- 60% = Controlled assessment (Work Related Portfolio)
- 40% = 2 x 1 hour exam papers (20% each of final mark)

Areas of Study

- Unit 1 – Science in Society

Modules: Sport and Fitness, Health Care, Monitoring and Protecting the Environment and Scientists Protecting the Public.

- Unit 2 – Science of Materials and Production

Modules: Sports Equipment, Stage and Screen, Making Chemical Products and Agriculture, Biotechnology and Food.

Key Skills

The following aspects of Science will be needed if you follow this course in year 11:

- Designing and carrying out investigations
- Recording and presenting your data
- Analysing your evidence
- Evaluating the quality of your practical methods
- Modeling concepts of how things work

Any other information

- The terminal examinations are taken in June.
- Qualifications in Science are the most requested by employers together with English and Maths.
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Physical Education

(None GCSE course)

Assessment

All students by law must participate in Physical Education at Key Stage 4. The aim of this is to enable all students to gain a healthier lifestyle. This course is not a GCSE; however it is a compulsory part of the curriculum at Key Stage 4.

Students will have the opportunity to gain some qualifications through aspects such as the Junior Sports Leader Award and other accredited courses that may be offered.

We intend to offer a wide range of activities to suite a range of abilities and interests.

Areas of study

Students will have the opportunity to study a range of activities following the National Curriculum guidelines for Physical Education. The range and content offered to students in PE will be largely based around the students following a rotation of different sports. The following sports will be included in the choices.

- Outwitting opponents e.g. Football, Netball, Rounders, Basketball, Volleyball, Rugby, Cricket, Tennis and Table Tennis.
- Exploring and communicating ideas, concepts and emotions as in Dance Activities.
- Performing at maximum levels in relation to speed, height, distance, strength or accuracy as in Athletic Activities.
- Exercising safely and effectively to improve health and well being, as in fitness and health activities.
- Leadership awards as in the completion of the Junior Sports Leadership Award or FA Young Leaders Award.
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Students must participate in at least two areas of study to fulfill the requirements of the National Curriculum. The range and content of the rotation of different sports will reflect this national framework.

Key Skills

- An interest in sport
- Ability to work with others and independently
- Ability to make appropriate choices
- Students need to have skills in being resourceful, resilient, reflective and reciprocal in PE in order to gain full benefit from the course.

Any other information

Non GCSE PE is a compulsory part of the student's Key Stage 4 education and therefore a full outdoor and indoor PE kit is required in both Year 10 and 11.

Personal, Social, Health and Economic Education/Citizenship

Areas of Study –over the next 2 years students will build on and develop their understanding of

- Careers and Post 16 Education
- Work related Learning
- Citizenship within school and in the wider community. An insight into politics and government
- Developing a Progress File which records their strengths and successes at The High Arcal School
- Enterprise Activities
- Financial Capabilities
- Leading a Healthy Lifestyle – the issues and the benefits
- Personal organisation and time management
- Revision Skills
- Rights Respecting Schools Award. An insight into Anti-bullying, Hate crime, Anti-social behavior and current affairs in today's society
- Staying safe when using modern technology – the internet, mobile phones etc
- Student Progress, Review and Guidance
- World Class Learning habits

Key Skills

Students have the opportunity to

- Develop their personal confidence through discussion and debate
- Discuss a range of issues and listen to the opinions of others before making decisions
- Develop reasoning skills
- Consider and respond to the challenges facing them as they prepare to 'Move On' at 16
- Consider the consequences of their actions and decisions in our diverse community
- Develop their knowledge and understanding of how our society operates at local, national and international levels
- Play an active role in the school and the wider community

Any other information

- Citizenship, Enterprise, Careers Education and Work Related Learning and Sex Education are compulsory elements of the curriculum which are delivered through PSHEE and discrete curriculum areas.

The Key Stage 4 Curriculum

- **English** (including English Literature where appropriate)
- **Mathematics**
- **Science** (Core Science leads to a 2 GCSE award).
- **Physical Education**
- **Personal, Social, Health and Economics Education (PSHEE)**

- And **Four** more courses chosen from:

1. Art	Page 16
2. Business Studies	Page 17
3. BTEC Business Studies	Page 18
4. Child Development	Page 19
5. BTEC Dance	Page 20
6. BTEC Drama	Page 21
7. GCSE ICT	Page 22
8. OCR Cambridge National in ICT	Page 23
9. European Computer Driving License (ECDL)	Page 24
10. Computer Science	Page 25
11. BTEC Level 1 Engineering	Page 26
12. BTEC Level 2 Engineering	Page 27
13. French	Page 28
14. Further Science	Page 29
15. Geography	Page 30
16. German	Page 31
17. BTEC Health & Social Care	Page 32
18. History	Page 33
19. GCSE Music	Page 34
20. BTEC Music	Page 35
21. Philosophy and Ethics (PEARS)	Page 36
22. GCSE Physical Education	Page 37
23. Spanish	Page 38
24. BTEC Sport	Page 39

Technology Subjects

25. Product Design (Including Graphics)	Page 40
26. Resistant Materials	Page 41
27. Textiles	Page 42
28. Catering	Page 43
29. BTEC Construction Level 1	Page 44

N.B. There may have to be a restriction on the courses chosen depending on the demand.

GCSE ART AND DESIGN

Assessment

- Portfolio (Controlled Assessment) is worth 60% of the final grade, the examination (Set Task) is worth 40%.
- Two projects are completed for the controlled assessment, one is a structured project, set by the teachers and the other is an independent project. The approximate deadlines for these are **February** and **December 2015** the Examination (Set Task) period runs from **January** to **March 2016**.
- Quality of written communication is assessed when candidates present any written evidence.
- Each project and examination is assessed out of 100 using the following objectives, with 25% of the marks allocated for each. Grades are awarded from A*-G.
- **AO1 DEVELOPING IDEAS**- Investigations of artists, crafts people, designers, analysing and being inspired by their work. Visiting exhibitions, galleries and museums for further development. 25%
- **AO2 EXPERIMENT**- Selecting resources, experimenting with media, materials, techniques and processes. 25%
- **AO3 RECORDING IDEAS**- Ideas, primary research, photography, observational work and/or drawing. 25%
- **AO4 PRESENT A RESPONSE**- Present a final personal response, informed by visual research, showing the influence of the work of others. Selecting, composing and presenting work as a portfolio 25%

Areas of Study

- Pupils will experience **drawing** in a variety of media (pencil, pen, charcoal, oil pastel etc), **painting, printing, photography, ICT, collage, ceramics, sculpture, wire and metal work, card construction, textiles, mixed media, critical and contextual studies** (artists). Where appropriate, additional specialist opportunities might include **glass fusing, mosaic techniques, plaster casting/carving, papier mache, paper making and multimedia**.
- First term will focus on structured workshops based around a theme, introducing and developing skills in a variety of media, materials and techniques. Pupils will learn the process of starting, developing and completing a project. This will be teacher directed initially and based on the theme '**Corrosion**'.
- Pupils will be given a choice of project starting points for their independent portfolio. Work will be developed through research, recording, mixed media, materials, sketchbook development, 2D and 3D outcomes. The best mark from the two projects will be carried forward, with the exam assessment to create the overall mark and grade.
- The Exam (Set Task) is provided by the exam board (OCR) and has a selection of themes to choose from. Students work in the same way as they have throughout the course to develop their ideas, use artists as inspiration and create final outcomes in response to their chosen starting point.

Key Skills

If you intend to choose this subject, you should think about your ability and enjoyment of the following skills:

- Practical skills- 2D and 3D techniques, experimenting and exploring different media, materials and processes.
- Independent skills in producing ideas, research and development.
- Creativity with ideas, imagination, resources and a willingness to experiment.
- Research skills- gallery visits, books, resources, internet, art movements, artists, designers and craftspeople.
- Motivation- this course is challenging and time demanding, attendance to art club is advantageous.
- Writing- annotating, analysing and evaluating your work and the work of others.

Any other information

- It is essential students understand that the initial part of the course is teacher directed and the theme chosen by the department, in order for students to learn the skills, standards and processes needed. As the course progresses it allows pupils to develop their independence, as well as visual and creative skills. Opportunities for personal expression then leads to a more cultured, well rounded, approach to other aspects of their education.
- A variety of homework will be set weekly to research and assist in the development of ideas.
- This course allows for regular feedback in both written and verbal form providing targets for students.
- Opportunities are given for Gallery visits, University workshops and artists in residence to enhance curriculum provision.
- Choosing Art and Design can lead to excellent opportunities in further and higher education as well as future careers.
- It is expected that pupils purchase a folder and sketchbook from the department (approximately £6.50) and is advisable to have a basic set of art equipment.

GCSE Business Studies

Assessment

Two units assessed by external

Units of study

Unit 1: Introduction to Small Business

25% of final grade assessed by 45 minute external examination in year 10, which can be retaken in year 11.

- Spotting a business opportunity
- Showing enterprise
- Putting a business idea into practice
- Making a business start-up effective
- Understanding the economy small businesses

Unit 2: Investigating Small Business

25% of final grade assessed by controlled

Key Skills

Business Studies covers a wide range of key-skills

Other Information

Business Studies is a broad and wide ranging subject. Students are able to use their knowledge to benefit them in a variety of careers in all main business functions, in both the private and public sector. Business Studies is a popular choice amongst

BTEC Business Studies

Assessment

This qualification is worth the equivalent of 1 GCSE

Assessed via a portfolio (75%) and an external examination (25%), usually carried out via an online test.

All students who pass the course will be awarded either: Level 1 Pass, Level 2 Pass, Merit, Distinction or Distinction*.

Units of study

Unit 1: Enterprise in the Business World (Portfolio)

- Know how trends and the current business environment may impact upon a business
- Plan an idea for a new business
- Present a business model for a business start-up.

Unit 2: Finance for Business (Externally Online test)

- Understand the costs involved in business and how businesses make a profit
- Understand how businesses plan for success
- Understand how businesses measure success and identify where they need to improve.

Unit 3: Promoting a Brand (Portfolio)

- Explore the use of branding and the promotional mix in business
- Develop and promote a brand for a business.

Unit 4 – Retailing (Portfolio)

- Explore the structure of a retail business
- Investigate the relationship between retail businesses and the external environment.

Key Skills

Business Studies covers a wide range of key-skills such as communication, application of number and ICT. It also develops Enterprise Education skills which are valuable in the workplace, such as problem solving and team work.

Other information

BTEC Business Studies is worth the equivalent of one grade at GCSE level for students that achieve the pass criteria. Students who fail to pass the externally examined elements of this course will receive a level 1 pass (GCSE grade D-G). This course is ideal for students who enjoy project based work and simulating real life situations. It also particularly suits those students who enjoy working in group situations. From this course you can go on to study a Level 3 business course at college, other qualifications or apply for apprenticeships or full-time employment.

GCSE Child Development

Assessment

- Research task
During Year 10 students will complete a research task as part of their coursework. This task will involve research, analysis, evaluation and the production of an outcome. This element is worth 20% of the final marks.
- Child study task.
Students will complete a study task that is linked to child between the ages of 0 and 5 years old. This study will be completed over 20 hours and will involve using the following skills: Research, selecting and justifying choices, planning, observing, applying knowledge and evaluating your findings.
For this task **students must find their own child to study**.
This element is worth 40% of the final marks.
- Written examination based on the 5 areas of the Child Development areas of study that are listed below. This element is also worth 40% of the final marks.

Areas of study

- Parenthood
- Pregnancy
- Diet, health and caring for the child
- Development of the child
- Support for the parent and the child

Key Skills

You should think about how much you enjoy working in the following ways if you intend to choose this subject:

- Building Learning Power – the Research Task and the Child Study tasks require a problem solving and investigative approach. You will need to be resourceful, resilient and reflective if you are going to succeed.
- Do you enjoy doing 'Project type' work? 60% of the assessment requires this type of work and you need to be able to hit coursework deadlines.
- Using ICT skills to produce coursework tasks and be confident you can present information in different formats e.g. Graphs, PowerPoint, charts etc.

Any other information

- You will need to find a child aged between 0 and 5 years old for your child study.

BTEC Dance

Assessment

- 75% internally assessed coursework and 25% externally assessed coursework.
- The coursework requires performances in a range of Dance styles.
- Not all coursework is performance based.
- Performances will be assessed under exam conditions and written work will also be assessed.

Areas of Study

- All students will study both theory and practical elements of dance.
- The qualification consists of 3 units and is equivalent to 1 GCSE
- There are two core units:
Individual showcase
Preparation, Performance and Production

The other unit that will be studied focuses on Dance Skills.

Key Skills

You should think about how much you enjoy the subject whilst showing an ability to use the following skills:

- A good knowledge of dance styles
- An ability to critically evaluate your own performances and the performance of others
- Apply the theory of the subject to improve your performances
- Have an interest in organising an event
- Demonstrate high levels of self-motivation, independence and enthusiasm

To be successful in this course you should show an interest in the Performing Arts industry specifically looking at dance.

Any other information

It is important that students understand that BTEC Dance is not a 100% practical course and that there will be theory assessments. Students must be prepared to perform in front of others and will be required to dance solo. To be successful you will also need to commit yourself to attending extra-curricular rehearsals.

Students wishing to study this course should have a sound ability within the subject on a practical level.

BTEC Drama

Assessment

- Unit 1: External assessment (30 Guided learning hours)
- Units 2 and 3: Internal assessment (60 Guided learning hours)

Areas of Study

- **Unit 1: Individual showcase.** This external assessment requires students to write a letter of application, and a presentation and/or audition in response to a task set by the exam board.
- **Unit 2: Preparation, performance and production.** In this unit you will learn how to develop a performance piece as a member of a fictional performance company. You will take on a specific performing or production role and will prepare for, and produce, a performance by carrying out tasks that are appropriate to your role. You will also need to explore the performance piece you are working on.
- **Unit 3: Acting skills.** This unit is about starting you on your journey to becoming a professional actor. You will be introduced to important acting skills and will learn about the specific demands that acting makes on the body and mind. In particular, you will undertake a programme of regular exercises to help you master the techniques that will enable you to control and use your voice and body to communicate a character or role. As well as physical skills, you will need to use your imagination to create characters or roles. This unit will, therefore, also help you to hone your mental skills.

Key Skills

You should think about how much you enjoy working in the following skills if you intend to choose this subject:

- Performing – This is essential for this subject area, you will perform both scripted and devised performances.
- Writing – Students will be expected to keep a written log of all work completed during the course.
- Reading – There will be a variety of texts to read over the course

Any other information

- The course has a really good balance between practical and written elements.
- Most careers now ask you to be a good communicator, this course develops both your communication skills as well as your team building skills.
- Many students who take the BTEC in Performing Arts continue in their study of it and choose careers in acting, stage design, costume design, directing, TV and education.

GCSE ICT

Assessment

There are four units that are assessed:-

Unit 1 : External Exam 20% : Understanding ICT

Unit 2 : Controlled Assessment 30% : Solving Problems with ICT

Unit 3 : External Exam 20% : ICT in Organisations

Unit 4 : Controlled Assessment 30% : Developing Multimedia Solutions

Areas of study

The course covers both understanding how to use ICT for a variety of tasks and how ICT is used in the wider world to solve problems and increase efficiency. During the course you will study a range of ICT applications including: Data and information, Sound and video, Databases, Human Control Interfaces, Web Design, Networks and Safety with ICT.

Key Skills

To study this course you must be imaginative and resilient. In the controlled assessments you need to be able to research and interpret different types of information and then be able to present your results in a suitable format. For unit 4, creativity, design and innovation are skills that will help you obtain the highest marks.

Any other information

- This course builds on a lot of the work you have studied so far in the KS3 curriculum and will enable you to build on and develop these skills.
- GCSE ICT will give you a good foundation in lots of areas of ICT not just using various software packages but also in looking into how ICT is being used to shape the future and create opportunities in the world of work.

OCR Cambridge National In ICT

Assessment

This is a vocational course, equivalent to 1 GCSE Grades A*-G

2 mandatory units.

Part of unit 1 is an external examination (25%)

Unit 2 (25%) is controlled assessment.

These two units require you to demonstrate knowledge of the following areas: Communication Skills, Data Management Skills, Spreadsheets, Creating Reports and Managing Files.

In addition to the mandatory units, students will also need to complete 2 optional units (R003, R004 or R005) which include the following topics. Each of the 2 units is 25% of the course.

- **Unit R003** – Handling data using spreadsheets – Students create and design a business spreadsheet to conduct an investigation.
- **Unit R004** – Handling data using a database – Students edit and develop an existing database model by adding features such as reports, queries and forms.
- **Unit R005** – Create an interactive product using multimedia components – Students design and test a multimedia presentation for a product that is aimed at a target audience.

Key Skills

This course looks at how computers and their applications are used in everyday life. The units of work require you use the various applications as you would in an everyday, workplace environment. Therefore a degree of problem solving is required to produce the best solutions to the tasks given to you.

Other Information

Other topics studied during this course include:

- Creating digital images
- Basic programming
- Developing control systems
- Computer hardware and networks.

This course provides an excellent variety of ways to use ICT to solve problems, in a practical, vocational way.

European Computer Driving License (ECDL) Level 2

Assessment

This is a level 2 vocational course which is equivalent to 1 GCSE grades A*-C.

4 Units are assessed during the course. At least one of these will be assessed by an online external assessment test. Each unit is worth 25% of the total marks.

The four units covered by the BCS Level 2 EDCL Certificate in IT Application Skills are :

- **Word Processing** – This covers the key skills needed to use a word processing application that certifies best practice in effective word processing software use.
- **Spreadsheet Software** – Covers the key skills needed to use spreadsheets. Skills learnt mean that they are transferable between professional vendor software and 'freeware'.
- **Presentation Software** – Work with presentations and save them in different file formats. Understand different presentation views and when to employ them; design and use different slide layouts and designs.
- **Improving productivity using ICT** – Use various methods and techniques that utilize technology to improve and increase productivity in a business environment.

Key Skills

This course teaches you how to use industry standard software (such as Microsoft Office) to a high standard. It will teach you how to use some of the more advanced features of the software to ensure that the software involved is being utilised to its full capacity. This course will make you a very competent user of the software, which will help you a lot if you think you may go on to a further course at college where you may use a computer a lot, or if your other options involve significant use of a computer.

Other Information

ECDL is the benchmark for digital literacy in educational systems around the globe.

Accredited by the BCS (The chartered institute for ICT) ECDL equips students with the skills to use a computer confidently and effectively, building on existing knowledge and motivating further learning. ECDL has been delivered to over 11 million people, in 41 languages across 148 countries. Over 2 million people have taken the ECDL in the UK.

The ICT skills learnt during the course enable students to present written work in an appropriate manner using word processing, showcase projects using presentation slides and use spreadsheets which are becoming increasingly useful in a number of subjects.

GCSE Computer Science

Assessment

There are two units that are assessed:-

Unit 1 : Controlled Assessment : 60% : Practical Programming

Unit 2 : External Exam 40% : Computing Fundamentals

Areas of study

During this course, the main focus, as outlined in the title of Unit 1, will be learning about computer programming and software applications. Tasks will include:-

- Creating applications that run on mobile devices
- Creating simple computer games
- Understanding software applications
- Operating in a web enabled environment.

For unit two you will focus more on how computers work and will look at the following topics :-

- Computer Structure, Algorithms, Networking, Databases, External code sources

Key Skills

One of the key skills necessary for Computer Science is problem solving and resilience. To get the best grades quite often work you have done will need revising, improving and re-testing. Being someone who enjoys the challenge of looking for improvements is a key skill in this subject. You also need to be someone who thinks things through and can plan effectively as often those students who plan things out thoroughly end up with the best outcomes.

Any other information

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. Computer Science is now seen as a subject that is 'underpinning' Science and Engineering developments. If you have an interest in either of these areas as a future career then seriously consider Computer Science as an option.

BTEC Level 1 Foundation in Engineering

Assessment

During the course the students will be assessed on;

- Applying their knowledge and understanding.
- Developing their hand skills producing three fitting assessment pieces.
- Developing their machining skills producing three manufactured assessment pieces.
- Working as a team.
- Gaining information from drawings and catalogues.
- Applying their English and Maths skills.

The course is equivalent to a GCSE at D-G grade.

Areas of Study

The students will learn through theory and practical tasks, these will include

- Safety in a workshop
- A range of Engineering skills that can be used as a foundation when choosing possible engineering career paths;
 - How to read and understand engineering drawings.
 - Follow correct marking out procedures.
 - How to shape materials using tools and machinery.
 - How to join materials together.

Key Skills

Have an interest in anything to do with engineering.

Understand the course is not all practical tasks, there will be writing outcomes.

Work as part of a team.

Don't give up when things become difficult.

Any other information

When deciding where to go for Work Experience it would be beneficial to choose an engineering based placement if the student is keen to pursue this career path.

Students who have completed the course, in previous years, have successfully been accepted by local colleges over students who have gained no prior engineering knowledge.

BTEC Level 2 'Award' in Engineering

Assessment

The new style of course is 25% examined and 75% coursework based.

There are **four** units that must be completed;

Two mandatory core units;

- The first unit is assessed by an external exam. This unit focuses on the essential knowledge needed by any future engineer.
- The second unit is an investigation into a product. Here students show their application of the essential skills needed to be an engineer.

Two **optional** units are coursework based and will be assessed by controlled assessment. When these have been completed a sample of work will be collected by the exam board to validate the outcomes produced by the students.

The course is equivalent to one GCSE. Level 2 graded from C to A*. Should students fail the external examination a Level 1 pass is awarded and the equivalent to a D grade is achieved.

Areas of Study

The students will learn through theory with some practical tasks, these will include:

- The Core examined unit – knowledge of the processes used to produce modern engineered products, engineering materials and technologies and how engineering can be used to provide a sustainable future.
The Core coursework unit - why specific materials and manufacturing processes are chosen for products. The quality issues related to engineered products.
- The Option section will include two units
 - Computer Aided Engineering, using CAD (computer aided design) to produce engineering drawings and a CAM (computer aided manufacture) system to produce an engineering component.
 - Engineering Materials. This unit will give learners an opportunity to explore the properties and reasons for selecting materials to achieve a particular function. The supply of these materials and the impact they could have on the environment.

Key Skills

Have an interest in anything to do with Engineering.

Understand the BTEC contains a significant theory element as well as practical tasks.

Have a basic understanding of CAD/CAM.

Don't give up when things become difficult.

Any other information

When deciding where to go for Work Experience it would be beneficial to choose an engineering based placement. Students, who have completed the course, in previous years, have successfully been accepted by local colleges. It is possible to go straight onto a level 3 Engineering course, if a pass at Engineering Level 2, is accompanied by a 'C' grade or better in English and Maths.

GCSE French

Assessment

- Reading Exam (20%) – Can be entered at either Higher or Foundation level.
- Listening Exam (20%) – Can be entered at either Higher or Foundation level.
- Speaking Exam (30%) – Two tasks are examined in lessons with material prepared in advance of the assessment.
- Writing Exam (30%) – Two tasks are examined in lessons with material prepared in advance of the assessment.

Areas of study

- **Personal and social life.** Describe yourself, friends, family, shopping, meals, illness and accidents, free time, fashion, relationships and future plans.
- **Local Community.** Home town, school, education, local environment, pollution, recycling, local facilities, comparing towns and regions, weather and the seasons.
- **The world of work.** Work experience, part time jobs, future careers, technology (sending messages and accessing information).
- **The wider world.** Travel and holidays, media, social issues, life in the countries and communities where the language is spoken.

Key Skills

- Speaking – Prepare a conversation and presentation
- Listening – Listening and responding to different types of spoken language, including adverts, conversations, radio broadcasts.
- Reading – Respond to different types of written language, including signs, emails and the press.
- Writing- Express yourself in writing using a range of vocabulary and structures. For this element you are encouraged to be creative with language.
- World Class Learning Habits – These are very important in any language GCSE, so there is something for every style of learning to help you become an even more effective learner.

Any other information

- This course allows students and teachers the flexibility to choose when they do the writing and speaking tasks. This means students have full control over 60% of the course.
- Having ability and experience of a language is becoming an increasingly valuable asset for virtually every job available.
- More and more people travel abroad for leisure and being able to communicate in a language adds to the enjoyment of the trip.
- French is available to all students of all abilities.

GCSE Further Science **(The Separate Sciences)**

Assessment

During this course:

- Students develop a firm foundation and a good background to specialise in any of the three Sciences.
- Students study nine modules Biology (B1, B2 and B3), Chemistry (C1, C2 and C3) and Physics (P1, P2 and P3) and each module is assessed by a one hour exam.
- Each exam contributes 25% towards the overall marks for each of the three GCSE qualifications.
- As with Core Science there are Investigative Skills Assignments, the ISA, which are worth 25% of the overall marks for each of the Triple Science GCSEs.

Areas of Study

- Human biology, organisms, evolution, and the environment.
- The nature of substances and how they react together, how our knowledge of chemistry is used in business and industry, how our use of raw materials as fuels and in manufacturing can affect the local and global environment.
- The use and transfer of energy, waves, radiation and space, the application of physics.
- Practical Work: The Investigative Skills Assignment (“ISA”).

Key Skills

You should think about how much you enjoy the following aspects of Science if you intend to choose this subject:

- Designing and carrying out investigations
- Recording and presenting your data
- Analysing your evidence
- Evaluating the quality of your practical methods
- Considering the implications of Science for Society
- Modelling concepts of how things work

Any other information

- Pupils who follow this course will achieve three GCSEs, one in each of the separate Sciences: - Physics, Chemistry and Biology.
- As this course is completed in a similar way to the AQA GCSE Core Science and Additional Science pathway, the terminal examinations are taken in June.
- This course is regarded as the best route to take if you are considering the study of one or more of the sciences at GCE ‘A’ Level.

GCSE Geography

Assessment

- 25% controlled assessment tasks, 75% by examination
 - Paper 1 (1 hour 45 minutes) – Core Geography 40%
 - Paper 2 (1 hour 15 minutes) – Options Geography 35%
 - An enquiry based on fieldwork (10%) and a problem solving decision-making exercise (15%)

Areas of study

The course is both stimulating and motivating, fit for the 21st Century, offering traditional and contemporary Geography themes. Students will be engaged, challenged and stretched.

There are 9 topics to cover over the 2 years; 6 Core Units and 3 Options Units. The themes of the Core units include topics such as Water, Tectonics, Climate Change, Globalisation, Development and Population. The Optional themes allow students to develop depth of knowledge and understanding in areas they feel are most relevant to their interests and needs including a choice of topics such as Tourism, Retail and Urban Change and Living Things.

Key Skills

The study of geography stimulates students interest in, and sense of wonder about, places and helps make sense of a complex and ever changing world. Its relevance is all around us. Where we come from, what we do, what we eat, what our environment looks like, how we move about and how we shape our future are all Geography!

You will develop and enhance a vast range of skills that are highly valued by employers.

- **Researching**- working independently to produce a sustained written argument, particularly in controlled assessment tasks
- **Communication** – Preparing debates, speeches, role play and group discussions
- **Debating** - The ability to debate controversial topics while respecting the views of others, putting forward a convincing argument, with logic and evidence
- **Data handling** – mathematical and statistical skills
- **Analysis**– Reasoning, organising and evaluating information
- **Critical Thinking** – Questioning and investigating issues affecting the world and people's lives, past, present and future
- **Empathy/Imagination** – Decision making

Any other information

'I only have 4 options, why choose Geography?' "Geography is the subject which holds the key to our future" – Michael Palin

- Geography is a massively diverse subject, and a huge number of topics and careers are 'Geography.' Choosing geography with other subjects that interest you could lead to a promising future career. Just a few examples include: journalism and media; law; business; teaching; management; conservation; travel; government services; geographical software designer; leisure; architecture; property and the list goes on.
- It compliments skills in many other subjects, developing the analytical skills of Science and Business Studies, the descriptive and interpretive skills of English and other Humanities subjects.
- Geography has one of the highest rates of graduate employability, as well as being highly valued by employers worldwide.
- In an age of global business it is vital to understand the world, so you can be part of it and take advantage of it!

GCSE German

Assessment

- Reading Exam (20%) – Can be entered at either Higher or Foundation level.
- Listening Exam (20%) – Can be entered at either Higher or Foundation level.
- Speaking Exam (30%) – Two tasks are examined in lessons with material prepared in advance of the assessment.
- Writing Exam (30%) – Two tasks are examined in lessons with material prepared in advance of the assessment.

Areas of study

- **Personal and social life.** Describe yourself, friends, family, shopping, meals, illness and accidents, free time, fashion, relationships and future plans.
- **Local Community.** Home town, school, education, local environment, pollution, recycling, local facilities, comparing towns and regions, weather and the seasons.
- **The world of work.** Work experience, part time jobs, future careers, technology (sending messages and accessing information).
- **The wider world.** Travel and holidays, media, social issues, life in the countries and communities where the language is spoken.

Key Skills

- Speaking – Prepare a conversation and presentation
- Listening – Listening and responding to different types of spoken language, including adverts, conversations, radio broadcasts.
- Reading – Respond to different types of written language, including signs, emails and the press.
- Writing- Express yourself in writing using a range of vocabulary and structures. For this element you are encouraged to be creative with language.
- World Class Learning Habits – These are very important in any language GCSE, so there is something for every style of learning to help you become an even more effective learner.

Any other information

- This course allows students and teachers the flexibility to choose when they do the writing and speaking tasks. This means students have full control over 60% of the course.
- Having ability and experience of a language is becoming an increasingly valuable asset for virtually every job available.
- More and more people travel abroad for leisure and being able to communicate in a language adds to the enjoyment of the trip.
- German is available to all students of all abilities whether it has been studied in Year 9 or not.

BTEC Level 1 or Level 2 Health and Social Care

Assessment

- BTECs are vocational qualifications.
- Most of the work will be assessed in school. One unit is externally assessed. (25%).
- Grades awarded are: Pass (C), Merit (B) and Distinction (A) and Distinction* (A*). Students who do not pass the external examination will be awarded a level 1 pass. These are equivalent to GCSE grades.
- Students must complete the **two core** units.
- **Two further** units from the optional specialist section must be completed.

Areas of Study

- Human Lifespan Development
- Health and Social Care Values

Optional Specialist Units

- Effective Communication in Health and Social Care
- Social influences of Health and Wellbeing
- Promoting Health and Wellbeing
- The impact of Nutrition on Health and Wellbeing
- Equality and Diversity in Health and Social Care
- Individual Rights in Health and Social Care

Any other information

- BTECs inspire learners interested in a career in the health and social care sector. This could include working in residential care homes, hospitals, day centres, drop in centres, nurseries or any setting where the health and well being of individuals is the key consideration.

GCSE History

Assessment

- 45% - Paper 1 - Medicine Through Time & Germany 1918 – 45.
- 30%-Paper 2– Medicine Through Time (source paper).
- 25% Controlled Conditions Assessment on Northern Ireland.

Areas of Study

The History of Medicine allows us to explore a theme from prehistoric man to the National Health Service! We investigate who made the major breakthroughs and why those changes took place in History.

Our Depth Study leads us to the sinister world of Nazi Germany. After looking at all the evidence, you will decide why Adolf Hitler came to power, and what life was really like in Nazi Germany.

Our Modern World Study (Controlled Conditions Assessment) allows us to investigate the troubles in Northern Ireland using a variety of sources including, newspapers, television, video, books and the internet.

As a result of undertaking this task, pupils will develop an understanding that:

- What is happening in the world around them today can only be understood by a study of the past.
- The present and the past are connected.
- Historical sources are open to different interpretations and need to be evaluated in terms of reliability and utility.
- Current problems and issues are interpreted and represented in different ways and that these are based on evidence and may be challenged by new evidence or analysis of existing evidence.

Key Skills

- Writing - expressing yourself in writing using a range of vocabulary and structures.
- Source Analysis - to become more skilled at reasoning, deduction, and at organising and evaluating information.
- Communication – Preparing debates, speeches, role play and group discussions.
- Building Learning Power – Working and researching independently in order to allow you to complete controlled assessment.

Any other information

The course is enjoyable and interesting, and provides the opportunity to use skills demanded in the adult world of work. Collecting evidence, arguing your case and making decisions are all key elements of our course.

Skills gained in History are useful in the following jobs:

- Law – Policing, Courts, Legal Services and Forensics.
- Local Government – Town planning, Tourist Information Boards, Museums and Archives
- Wider World – Journalism, Archaeology, Accountancy and Teaching

GCSE Music

Assessment

There are four units that are assessed for GCSE music:

Unit 1: Integrated task. 30%. You must record a performance, a composition and a commentary about your pieces. The composition and performance will both be similar in style.

Unit 2: Practical portfolio. 30%. An ensemble or group performance, a composition and a log book where you record your progress throughout the composition task.

Unit 3: Creative task. 15%. A practical task where you have 45 minutes to compose a piece of music from a given starting point.

Unit 4: Listening Exam 25%. A one hour listening exam which draws on your knowledge of the styles of music you studied over the two years of the course.

Areas of study

The GCSE music course is a unique and innovative course that encourages creativity and originality in the individual but also a sense of community and teamwork during lessons. The aim is to create a contemporary musical course that enables students to design new and exciting musical art forms using modern technology and a variety of musical instruments.

The main areas for study are:-

- My music: Here you study an instrument through performing and composing. This can include rapping, mixing or using musical technology.
- Shared music: Creating music in a group. Not only will you perform in a group but you will learn about group music from different points in history.
- Music for dance: You will study a range of dances from Waltzes to Bhangra, disco to club dance.
- Descriptive music: You will investigate music that is used to describe, such as film music and music which has a story.

Key Skills

- Listening skills: Be prepared to listen in depth and analyse the music you hear.
- Organisational skills: Your musical skills will improve most if you can organise regular revision and practise.

Any other information

- You do not need to be an expert on an instrument in Year 9 – Everyone can achieve! In Year 10 the school will provide lessons on the instrument of your choice, free of charge. You will however need to practice regularly.
- 75% of the course is performing/composing.
- You will need to attend an extra-curricular activity to boost your musical learning and experience.

BTEC Music

Assessment

- **Core units (60 guided learning hours):**
- Unit 1 – The Music Industry (external exam).
- Unit 2 – Managing a Music Product.
- **Optional units (60 guided learning hours):**
- Unit 4 – Introducing Music Composition.
- Unit 5 – Introducing Music Performance.

Areas of Study

- **Unit 1:** This unit is an externally assessed exam. You will learn about different types of organisations that make up the music industry as well as understanding job roles.
- **Unit 2:** In this unit you will plan, develop and deliver a music product, promote a music product and review the management of a music product. This will include organising a live event, creating a CD or online product as well as performing or managing the final event.
- **Unit 4:** This unit will focus upon you as a composer. You will develop musical ideas using a range of stimuli and sources of inspiration e.g. music for a 20 second TV advertisement. To accompany this, you will prepare a portfolio of ideas based on musical starting points. You will choose 2 of these ideas and develop them into longer compositions showing how ideas are developed. 1 of your ideas will then become a complete composition presented on musical notation software or handwritten scores.
- **Unit 5:** This unit will focus upon you as a performer. It will cover the development of your musical performance techniques in relation to your instrument and voice. This will be evidenced through recordings throughout the unit and observations from your teacher. You will also be required to create a rehearsal log. You will use the skills to present a solo or group performance in a specific event which will be recorded.

Key Skills

You should think about how much you enjoy working in the following skills if you intend to choose this subject:

- **Performing** – This is essential for this subject area, you will perform as a soloist or group on more than one occasion, sometimes in front of a live audience.
- **Composing** – Again, making music is essential for this subject area.
- **Team work and organisation** – Setting up events and group performances need good communication skills.
- **Writing** – Students will be expected to keep a written log of all work completed during the course.

Any other information

- The course has a really good balance between practical and written elements.
- Most careers now ask you to be a good communicator, this course develops both your communication skills as well as your team building skills.
- BTEC Music will help you to choose a career in the Music industry.

GCSE Philosophy & Ethics

Assessment

- 2 written Ethics and Philosophy papers, 120 minutes each paper – 100% Exam

Areas of Study

- **Ethics** is the study of right and wrong. In Ethics we ask important questions about our beliefs, values and behaviour.
- **Philosophy** is the study of beliefs and why we hold them. This subject questions our ideas about life and the meaning of life.
- In Year 10 we study 4 Ethical topics:
 1. *Is life sacred?* (**Medical Ethics**) – What are the rights and wrong of ... abortion; fertility treatment; euthanasia; suicide; should we use animals in medical research?
 2. *Is a man's role in the family more important than a woman's?* (**Relationships**) – Is marriage really necessary?; Is using contraception morally wrong?
 3. *Is violence ever right?* (**Peace and Justice**) – How should criminals be treated? Debating arguments for and against the death penalty. Can war ever be justified?
 4. *Should we treat everyone the same?* (**Equality**) – Has Martin Luther King's dream finally been won? Are the Bible and Christianity sexist? Should we always forgive and forget?
- In Year 11 we study 4 Philosophical topics:
 1. *Are Science and Christianity always enemies?* (**Science Vs Religion**) – Arguments over the Big Bang, evolution, creation and the environment. Can you believe in God and Science?
 2. *Is there life after death?* (**End of Life**) Do ghosts exist? Beliefs about the afterlife. Do we have a soul?
 3. What makes someone evil? (**Good Vs Evil**) Does the devil exist? What makes people do the right thing? How can we explain the reasons for suffering in the world?
 4. *Does God exist?* (**The Nature of God**) Can we believe in something without evidence? Can miracles still happen today? Is it possible for God be all powerful and all loving at the same time?

Key Skills

- You will develop and enhance a vast variety of skills you require in **any** career choice! E.g. questioning, debating, empathy, critical thinking, presentation, research, summarise etc.
- **Debating** - The ability to debate controversial topics while respecting the views of others, putting forward a convincing argument, with logic and evidence.
- **Researching** topics independently and producing a sustained written argument.
- **Critical Thinking** – Evaluating a range of views with open-mindedness and rationality.
- **Communication** – Preparing debates, speeches, role play, and group discussions.
- **Empathy/Imagination** – Useful when considering ethical dilemmas and for decision making.

Any other information

- **Philosophy and Ethics is for absolutely everyone who thinks.**
You don't have to be religious to be inspired – you just have to have an opinion!
- A unique subject which will present you with opportunities to **impress** an employer at any interview you may have in the future.
- Philosophy & Ethics is a valuable asset for any career that involves '**people skills**': working with others, understanding others, arguing your case. Just a few examples are: solicitor; journalist; business; manager; photographer; doctor; nurse; customer services; counsellor; social worker; teacher, police or armed forces.

GCSE Physical Education

Assessment – Practical Component. “The Active Participant.”

- 60% controlled practical assessment.
- The practical assessment is made up of four assessments.
- The practical assessment may be made up as.....
 - Two assessments from groups/ways of thinking.
 - At least two performances as a player/performer.
- For clarification, ways of thinking may include a student’s ability to coach, officiate or choreograph performance.
- The course practical element therefore offers a wide variety of choice and options available to suit every learner and performer. Students may use their practical ability to demonstrate their skills but can also gain marks towards their final assessment showing their ability in different roles.

Assessment - Theoretical Component – “Knowledge and understanding for the active participant”.

- Part of the time spent on GCSE PE will be theoretically based, with some practical time provided during the course. This theoretical element is worth 40% of the final grade.
- The theoretical elements are based around the “active participant” with a written exam paper covering the following aspects.....
 - The participant as an individual
 - Physical and mental demands of performance
 - Leisure and recreation
 - Diet
 - Health, fitness and a healthy active lifestyle
 - Training
 - School and Physical Education
 - Cultural and social factors
 - Opportunities for further involvement
 - International factors
 - Social factors

Key Skills

You should think about how much you enjoy working in the following skills if you intend to choose this subject:

- A very good practical ability with the ability to adopt different roles in a range of sports.
- A good knowledge of the world of sport.
- An interest in sport and relating it to theory.
- An ability to apply practical knowledge to a theoretical concept.

Any other information

- It is very important for students to understand that GCSE PE is **not** completely a practical course. A proportion of the course is theoretical but a sound practical ability is essential and a vital part of assessment.

GCSE Spanish

Assessment

- Reading Exam (20%) – Can be entered at either Higher or Foundation level.
- Listening Exam (20%) – Can be entered at either Higher or Foundation level.
- Speaking Exam (30%) – Two tasks are examined in lessons with material prepared in advance of the assessment.
- Writing Exam (30%) – Two tasks are examined in lessons with material prepared in advance of the assessment.

Areas of study

- **Personal and social life.** Describe yourself, friends, family, shopping, meals, illness and accidents, free time, fashion, relationships and future plans.
- **Local Community.** Home town, school, education, local environment, pollution, recycling, local facilities, comparing towns and regions, weather and the seasons.
- **The world of work.** Work experience, part time jobs, future careers, technology (sending messages and accessing information).
- **The wider world.** Travel and holidays, media, social issues, life in the countries and communities where the language is spoken.

Key Skills

- Speaking – Prepare a conversation and presentation
- Listening – Listening and responding to different types of spoken language, including adverts, conversations, radio broadcasts.
- Reading – Respond to different types of written language, including signs, emails and the press.
- Writing- Express yourself in writing using a range of vocabulary and structures. For this element you are encouraged to be creative with language.
- World Class Learning Habits – These are very important in any language GCSE, so there is something for every style of learning to help you become an even more effective learner.

Any other information

- This course allows students and teachers the flexibility to choose when they do the writing and speaking tasks. This means students have full control over 60% of the course.
- Having ability and experience of a language is becoming an increasingly valuable asset for virtually every job available.
- More and more people travel abroad for leisure and being able to communicate in a language adds to the enjoyment of the trip.
- Spanish is available to all students of all abilities whether it has been studied in Year 9 or not.

BTEC Sport

What is a BTEC Sport?

A BTEC Level 1/2 First Award in Sport is a practical, work-related course. You learn by completing an external assessment, projects and assignments that are based on realistic workplace situations, activities and demands. It introduces you to the employment area you have chosen and provides a good basis to go on to a more advanced work-related qualification. A BTEC First in Sport is equivalent to one GCSE grade A*-C.

How is the course run and set up?

Students complete four units of work. Students will be required to complete a portfolio of work for three units, while the other will be external assessed by the awarding board Edexcel. The subject teacher then marks this portfolio of work for each of the three units. The subject teacher then grades this portfolio as PASS, MERIT or DISTINCTION standard. Once the assignment is marked students have the opportunity to revisit and improve weaker aspects before submitting their final piece of work. Each portfolio will have four to five tasks outlined through an assignment brief. This will be given to the students at the start of each unit. Overall grades are as follows:-

- Level 1 Pass
- Level 2 Pass – is equal to 1 GCSE at Grade C
- Level 2 Merit – is equal to 1 GCSE at Grade B
- Level 2 Distinction – is equal to 1 GCSE at Grade A
- Level 2 Distinction* - is equal to 1 GCSE at Grade A*

Advantages of the BTEC First in Sport

- Prepares young people for careers in the sport's sector and industry.
- Provides education and training for sports related personnel who are employed in a variety of types of work such as, fitness, coaching and outdoor pursuits.
- Motivates learners through ongoing assessment and practical learning.
- BTEC qualifications are recognised by employers and educational institutes.
- Provides a good progression route to BTEC Nationals which is the Level 3 equivalent course.
- Boosts self esteem through a practical learning approach.

Core Units that make up the Course

Unit 1 – Health and Fitness for Sport and Exercise

This unit gives learners the opportunity to explore the essential fitness requirements and training methods used to achieve successful sports performance. Learners will investigate their personal fitness levels by participating in a series of fitness tests.

Unit 2 – Practical Sports Performance

This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sports performers.

Two Specialist Units (Chosen by the teacher) out of the following:-

Unit 3 – The Mind and Sports Performance

This unit looks at the concepts that influence the mind in sporting situations and, most importantly, explores the effects that they can have on sports performance.

Unit 4 – The Sports Performer in Action

This unit will look at the training effects that occur when a person regularly participates in sport and physical activity over a given period of time.

Unit 5 – Training for Personal Fitness

This unit supports you in achieving personal training goals. Likewise, if you already possess good to exceptional levels of fitness, then this unit will help you to develop a training programme to maintain those levels while taking the opportunity to safely explore other training methods you might not usually experience.

Unit 6 – Leading Sports Activities

This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions.

GCSE Product Design

Assessment

60% coursework made up of four modules, completed during Years 10 and 11

- **A Design task worth 30%** here you just research&design the product, you do not make it e.g. a night light for a small child/a car scraper that squirts de-icer/a hairdryer that you do not need to hold – you need lots of imagination!
- **A 6 hour Design Challenge worth 20%** here you have a brief and model solutions using paper, card, foam
- **A Making task worth 30%** here you make and market a product e.g. metal/wood/plastic –jewellery /jewellery holder/interior design/lights/lamps/robot
- **A Design exam worth 20%** looking at why products are designed in a particular way and how design has changed over the last century.

Product Design is **only 15% making** – the rest is designing, analysing and modelling.

Key Skills

- Do you enjoy **drawing** and coming up with new and wonderful ideas?
- Do you enjoy writing **product specifications** and designing according to them?
- Do you enjoy using **pro-desktop** to model and make your ideas?
- Do you enjoy looking at existing products and **analysing** them?
- Do you enjoy **model making** and being resourceful?
- Do you enjoy looking at how products have changed over the years – **product evolution**?
- Do you enjoy looking at the work of **famous product designers**?
- Do you like to **organise** your time well and work **independently**?

If you have answered yes to these questions then you should definitely talk to Mrs. Dhami about doing Product Design.

Any other information

- An ability to draw is preferable.
- This is not a purely making subject, it is also about designing, marketing and evaluating products.

This subject can lead to careers such as;

- **Product Designer, Jewellery Designer, Interior Designer, Graphic Designer, Architect, Computer Aided Designer, Computer Aided Manufacturing, Product Buying.**

Everyone has a good idea –

*Have **you** got the imagination?*



GCSE Resistant Materials

Assessment

- Controlled assessment (skills and making) = 60%, final exam = 40%
- Year 10. During this year you will complete two projects. One is a 'Free Choice' project and the other is a project where you demonstrate required skills.
- Year 11. During Year 11 you will complete another 'free' project.
- An external written examination. This also involves sketching, designing and answering questions on topics related to resistant materials e.g. Uses of softwoods and hardwoods.

Areas of Study

- This is a two year course leading to a GCSE.
- You will design and make projects using wood, metal and plastics.
- You will use a range of machinery and tools including CAD (Computer Aided Design) and CAM (Computer Aided Manufacture).
- You will learn about laser technology and manufacturing in industry.
- You will look at how the needs of customers influences design.

Key Skills

You should think about how much you enjoy working in the following skills if you intend to choose this subject:

- Researching for inspiration and ideas using the internet, books and databases.
- Designing using computers and pencil drawings
- Using tools and machines to make projects
- Working with wood, metal and plastics
- Using computers to make, engrave and cut materials.
- Learning about industrial practices and the world of work.

Any other information

The course has a strong vocational side to it and leads on to careers in Engineering, Carpentry, Designing, Teaching and other craft related careers.

There will be opportunities to look at the world of manufacturing and modern production techniques using CAD and CAM.

Students will be encouraged to use machine tools to improve the quality and accuracy of their work.

In Year 11 are given a free choice of project which is only limited by their ambition and imagination.

GCSE Textiles

Assessment

- Year 10- four projects, ***A FASHION JOURNAL, A LINED BAG, A GROUP FASHION TOP, A PATCHWORK CUSHION COVER***
- Year 11- one project, chosen from an extensive list and an exam
- ***The course is assessed through 60% Coursework and 40% Examination***

Areas of Study

- ***Baseline Assessment Project.*** A creative project to develop a journal to use as a source of inspiration throughout the two years.
- ***Bag Project.*** A fully lined decorative bag based on an artist/ designer of your choice.
- ***Summer Top Project.*** A group based project where you set up a small company and design and make a summer top aimed at the High Street. You will be in groups of 3-4
- ***Four corners of the world.*** To build techniques and inspirations from another country
- ***Year 11.*** Pupils select a project from a long list of possible options, which can include fashion, children's wear, interiors and accessories. Successful projects in the past have included: coats, wedding dresses, children's outfits, bags, wall hangings bedspreads and rag dolls.

Key Skills

You should think about how much you enjoy working in the following skills if you intend to choose this subject:

- ***Research.*** Taking photos, creating mood boards, questionnaires, looking at current fashions.
- ***Designing.*** Creating fun, lively design folders which will give you a huge feeling of achievement. (good drawing skills are **NOT** essential)
- ***Making Skills.*** Making actual, unique, functional items.
- ***ICT.*** To research, design and present work.
- ***Reciprocity.*** Working in groups, sharing ideas and helping each other.
- ***The Environment.*** Do you want to know how to make your products sustainable and environmentally friendly?

Any other information

Armani, Fred Perry, Ted Baker or even Victoria Beckham... could you be the next trend setter?

There are many career opportunities involving textiles such as designer, teacher, wedding dress maker, children's wear designer, card designer, buyer, merchandiser, visual merchandiser, retail manager, textile technologist, retail manager, trend setter, researcher, photographer, advertiser, printer, designer maker and interior designer are to name but a few.

Just think...it's the people who took textiles that now put the designer clothes on your back!

Catering

Assessment

60% Controlled Assessment – a written folder and assessed practical.
40% Exam

Areas of Study

- Practical work (making) including starters, mains and desserts.
- The industry –food and drink
- Job roles, employment opportunities and relevant training
- Health, safety and hygiene
- Nutrition and menu planning
- Costing and portion control
- Specialist equipment
- Environmental considerations

Key Skills

You should think about how much you enjoy working in the following skills if you intend to choose this subject:

- Practical skills a range of different techniques from pastry to bread
- Researching - to gain information
- Designing- Creating different dishes that the world is yet to see
- Evaluation skills – to judge the success of your product
- ICT- to research, design, use of excel to cost products and present work.
- Building Learning Power-being Resourceful, Resilient, Reflective and Reciprocal are all extremely important in Catering

Any other information

Over 2 million people are employed in the catering industry in the United Kingdom. There are a huge range of jobs that can take you all over the world. Jobs include chef, catering manager, front of house and waiter.

You could study this subject further at Birmingham University College, Dudley College, Wolverhampton College and Halesowen.

There will be opportunities in this course to gain an insight into the catering industry.

You must have a willingness to cook and create different dishes and be able to provide your own ingredients.

BTEC Construction (Level 1)

Assessment

- This is a level one course (Equivalent to GCSE grades D-G).
- Year 10 consists of two or three assignments looking at the world of construction, carpentry, joinery and the built environment.
- Year 11 is similar to Year 10 but also studied during this year are Health and Safety regulations, preparing for an interview and working on assignments.
- There is no external examination all work will be assessed as coursework.

Areas of Study

- This is a two year course leading to a BTEC.
- You will study the following areas: Making with wood, finishing protocols, brick work, painting and decorating.
- You will use a variety of machinery and tools.
- You will study the Construction Industry in preparation for the world of work.

Key Skills

You should think about how much you enjoy the subject and you should consider the following if you intend to choose this subject:

- Do you enjoy making, using hand tools and machinery?
- Can you see yourself working in the building or construction trade?
- Do you like working with wood, painting and other similar practical activities?
- Are you interested in industrial practices and the world of work?

Any other information

This course has a strong vocational element to it and will help lead to a career as a Building Tradesman.

There will be opportunities to look at the world of construction and the built environment with visits to colleges and taster days.

Students will become proficient in the use of hand tools and will gain skills that will enable them to access Level Two courses at college when they leave.

In Year 11 students will be given help with job interview techniques, writing job applications and applying for apprenticeships.

