

Broadgreen International School  
A Technology College

Key Stage 4 Curriculum Document  
For Pupils and Parents



Option Process  
**Yellow**  
**Pathway B**  
2016-2018

# INTRODUCTION

Year 9 students are approaching one of the most important times in their education, the transition into Year 10 and GCSEs and BTECs. The purpose of this booklet is to provide information on the range of courses available in Years 10 and 11 along with guidance about the process of choice.

We have 3 Pathways for students to follow: Yellow Pathway B, Green Pathway and Yellow Pathway A. Each student will be given a Pathway to follow based on academic strengths. This has been done to maximise the opportunity for every student to achieve - all students will be following the core subjects of GCSE English, GCSE maths, GCSE science, RE, citizenship and PE.

For the first time in their education, students will be able to exercise a degree of choice over aspects of the curriculum they will follow. It is important that all students consider the options available to them carefully and in full consultation with parents and teaching staff.

Years 10 and 11 should be demanding for all students, but if realistic choices of subjects are made, success is possible for everyone. It is the intention of the school to use our experience of the courses available allied to our knowledge of the individual student's strengths to offer professional judgements which we hope families will consider carefully before making final decisions.

**It should be noted that courses need a viable number of students to run, and if over or under-subscription of courses occurs some adjustments to student choices will be necessary. In all such cases, students will receive advice and parents will be kept informed.**

Finally, I am confident that if students follow the advice given and show commitment, they will acquit themselves with credit and gain success in their external assessments in 2018.

P. Duffy  
Deputy Headteacher

February 2016

## FOR PUPILS...

In making choices, it is easy to be influenced by friends and preferences for certain teachers. **You should try to avoid these influences**; there is absolutely no guarantee you will have the same teacher in Years 10 and 11 as you have in Year 9 and there is no point in choosing a subject because your friend likes it and is good at it! You should aim to choose a **variety** of subjects to give you a **broad and balanced** experience which will be a good basis for future study or employment.

Choose subjects which play to your **strengths** and which you enjoy. We offer a range of courses to suit different students; some subjects require a very good level of maths, some courses are designed to help students who have struggled in English/maths, some courses are more practical and have more direct links to the world of work.

As you approach the task ahead of choosing your options for study in Years 10 and 11, you should try to consult fully with both your parents and staff within the school. Choosing carefully and wisely will lead to enjoyment of the courses and to ultimate success in the final assessments.

Having spent sufficient time to find out as much as possible about the courses on offer, make your choices for the right reasons. You should make sure that:

- You will **ENJOY** studying the subject ( being careful to distinguish between your opinion of the subject and of the teacher);
- You are **CAPABLE** of studying the subject to examination level ( consult your teachers about this);
- The **COMBINED WORK LOAD** of all the subjects is not too easy nor too difficult;
- If you have a particular **CAREER** in mind, consult with the careers staff to find out if specific subjects are required;

# FOR PARENTS...

You have a key role in deciding which combination of courses is best for your son or daughter. We will advise you as carefully and as professionally as we can, and I am sure you will consider the advice carefully in completing your choices.

*In addition to this booklet, you are invited to the **Options Evening on 17<sup>TH</sup> March** (I will send you a letter nearer the date with the details) which gives general advice on courses and the process of choice.*

## What is the English Baccalaureate?

The government has introduced a measure of achievement called the 'English Baccalaureate'. It is to be awarded to any pupil who secures good GCSE passes in all of the following:

- English
- mathematics
- sciences/computer science
- modern or ancient foreign language
- humanities: history or geography

The 'E Bacc.' is a composite award designed to ensure that students study a broad and balanced curriculum. This combination of GCSEs at grades A\*-C will entitle the student to gain the E Bacc.

Students, supported by parents, as well as schools generally, need to take account of the potential implications of this E Bacc qualification for example; it may be recognised as a future entry requirement for university. The Government has given no guidance as to the currency of the E Bacc and we could speculate that a change of Government could well result in further changes to the 'measures of success' upon which students' and schools' achievements will be judged. The Government were influenced by the Russell Group of universities in the 'design' of the E Bacc, information about the group is included on the following page.

## ***The Russell Group***

*The Russell Group represents 20 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience for students of all backgrounds and unrivalled links with business and the public sector.*

*Many courses at university level build on knowledge which you will gain while still at school. Where this is the case, universities need to make sure that all the students they admit have prepared themselves in the best way to cope with their chosen course. For this reason, some university courses may require you to have studied a specific subject prior to entry, others may not. However, there are some subjects that are required more often than others. These subjects are sometimes referred to as facilitating subjects.*

*Subjects that can be viewed as 'facilitating' subjects are:*

- Mathematics*
- English*
- Physics*
- Biology*
- Chemistry*
- Geography*
- History*
- Languages (Classical and Modern)*

Visit <http://www.russellgroup.ac.uk> to find out more.

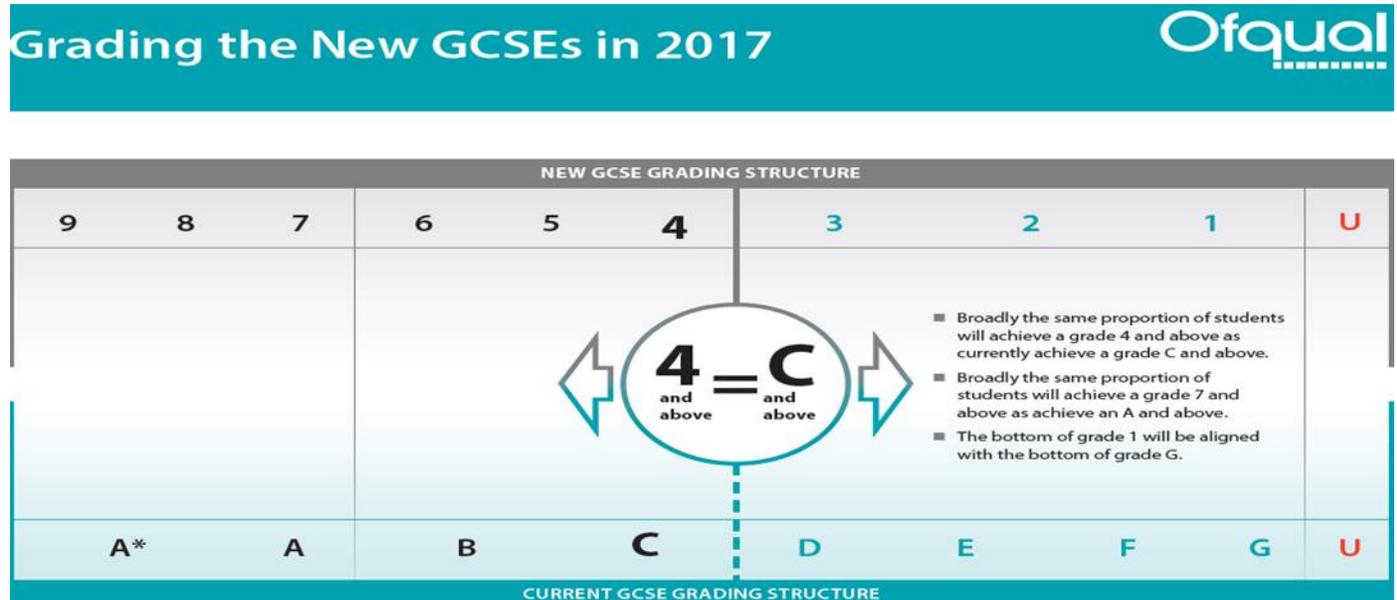
## **Some other useful information**

**Coursework/Controlled Assessment** is a key element in some GCSE specifications. These are specific assignments, which pupils complete during the two years of the course, and the marks for their coursework contribute towards the final results. The importance of the coursework element varies from subject to subject and it will now be undertaken as 'controlled assessments' in lessons.

'**Tiers of entry**' is a term used in relation to exams. Some subjects have papers with two tiers of difficulty. Where there is a Higher Tier, the papers will be quite challenging and the top grade achievable is A\* or 9. Foundation Tier has more direct questions but allows pupils still to gain a Grade C or 4 if they do well in the examinations. Decisions on entry tiers are generally not made until Year 11.

## New GCSEs

The new GCSEs will be more demanding and require higher levels of literacy and numeracy to access the top grades. There will be a new grading scale, replacing the current A\* to G grading, that uses the numbers 9 to 1 to identify levels of performance, with 9 being the top grade. A comparison between the 9 to 1 grading and the current A\* to G grades can be most easily represented by the following diagram.



## As of September 2016

As well as English Language, English Literature and mathematics pupils will start studying new GCSEs, graded 9 to 1, in:

- ancient languages
- art and design
- biology
- chemistry
- citizenship studies
- computer science
- dance
- double science
- drama
- food preparation and nutrition
- geography
- history
- modern foreign languages
- music
- physical education
- physics
- religious studies

## CURRICULUM STRUCTURE 2016-2018

Yellow Pathway B students entering Year 10 in September 2016 will follow a two year curriculum as outlined below:

English	4 periods
Maths	4 periods
Science ( 2 GCSEs )	5 periods
EBACC Option	3/2 periods
PE	1 period
RE	1 period
Option subjects	7 periods
Total	25 periods

# CORE SUBJECTS

Subjects in this section are compulsory and will be studied by all pupils

# GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE

## **COURSE DESCRIPTION**

The course will help you to:

- Read with understanding texts of different kinds
- Speak clearly and confidently in different situations
- Write in different genres, for different audiences, for different purposes.

## **METHOD OF STUDY**

Studying English involves;

- Reading to yourself and to others
- Speaking to a group, discussing in a group and some role play
- Writing alone and in groups, asking questions and marking writing tasks

## **METHODS OF ASSESSMENT**

For Year 10 students English will be taught in two strands: English Language and English Literature. Pupils receive two separate GCSEs at the end of the course.

**Assessment will consist of examination at the end of the course.**

*GCSE English Language is designed for creative and analytical minds. The course allows students to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics, drawing on personal experience.*

*GCSE English Literature requires candidates to explore texts from a personal perspective and offers an experience of:*

- Literature today
- Literature globally
- The Literary heritage (ELH).

# GCSE MATHEMATICS

## **COURSE DESCRIPTION**

The course will help you to:

- Use and apply mathematics in practical tasks, in real-life problems and within mathematics itself
- Develop and use flexibly a range of methods of computation, and apply these to a variety of problems
- Consider how relationships between number operations underpin the techniques for manipulating algebraic expressions
- Explore shape and space through drawing and practical work using a wide range of materials
- Undertake purposeful enquiries based on data analysis.

## **METHOD OF STUDY**

- Demonstrating and modelling
- Explaining and illustrating
- Questioning and discussing
- Exploring and investigating
- Consolidating and embedding
- Reflecting and evaluating
- Summarising and reminding

## **TIER OF STUDY**

- Higher
- Foundation

## **METHODS OF ASSESSMENT**

100% Written Examination (Paper 1 Non Calculator)  
(Paper 2 Calculator)  
(Paper 3 Calculator)

**ALL PUPILS WILL STUDY THIS COURSE**

# GCSE SCIENCE

## COURSE DESCRIPTION

The course will help you to:

- Recognise, recall and show understanding of scientific principles and concepts.
- Devise, plan and carry out practical investigations.
- Understand why science is important for society and the environment.

## METHOD OF STUDY

Demonstrations and practical work form an important part of the course and these skills will be assessed in the final exam. Pupils will have an opportunity to use ICT, including software packages, presentations and Internet research.

## METHODS OF ASSESSMENT

### GCSE CORE SCIENCE and ADDITIONAL SCIENCE

- This qualification will result in the pupils achieving 2 GCSEs in Combined Science.
- Assessment of Combined Science will be in year 11 and will consist of six written exam papers, each worth 16.7% of the final grade.
- Each exam paper will be 1 hour 10 mins in length and test knowledge of subject content, numeracy skills and practical skills.

The GCSE examinations are available at two levels:

- HIGHER                      Covers grades 9-4
- FOUNDATION              Covers grades 5-1

# ENGLISH BACCALAUREATE OPTION

Pupils need to select a 1<sup>st</sup> choice and a reserve choice from this section.

- Geography
- History
- Modern Foreign Language

Please note the Modern Foreign Language choice will be the language studied in Year 9.

# GCSE GEOGRAPHY

**Geography takes you in the right direction! Geography is:**

**Big** - it's about knowing what's where, why it's there, and why it matters. Geography will make your life more interesting, more exciting, and more fun.

**Out there** - Geography is near AND far. It's in your backyard and across the globe. Get to know your local and global community.

**What you eat** - Ever explored the world with a fork and a spoon—or with chopsticks? When you eat you are exploring the geography of the world through cultures and global links.

**What you buy** - Everything comes from somewhere. Geography helps you understand where things come from and why. It helps you understand the issues related to this globalisation.

**Your future** - Geography can take you anywhere and everywhere. It's about understanding and tackling challenges—globally and close to home.

**Important** - through its study you can help shape the future of our Earth and the lives of those who inhabit it.

## OCR GCSE Geography Specification A: Course summary

Unit title	Content overview	Assessment summary
Living in the UK	Landscapes of the UK People of the UK UK environmental challenges	1 hour written paper 60 marks 30% of the total GCSE
The World around us	Ecosystems of the planet People of the planet Environmental treats to our planet	1 hour written paper 60 marks 30% of the total GCSE
Geographical skills	Geographical skills Fieldwork assessment	1 hour 30 minutes written paper 80 marks 40% of the total GCSE

### Fieldwork

You will be required to take part in **two** fieldwork trips visiting two contrasting locations such as a coastal environment and a city and completing a range of fieldwork tasks using a variety of techniques. In your examination you will refer to these techniques to help you answer a series of questions. **Remember**, fieldwork trips can be some of the best trips you will take part in whilst at school! So answering a question on your examination about a great day is a bonus!

**Geographers are:** good communicators / spatially aware / socially, economically and environmentally aware / problem solvers / good team players / well rounded and flexible individuals / creative thinkers / inquisitive and employable!

# GCSE HISTORY

The course will help you to:

- Understand the world that you live in now, based on what has happened before - how countries are run, how they make money, why wars happen, why some countries get on and some countries don't.
- Most importantly History helps to develop a wide range of skills that you can use in any career that you want to go in to; communication; logical thinking; analysis; research; seeing how a complex series of events interact; decision-making; interpretation; deciding between relevant and irrelevant information; questioning; social interaction; attention to detail - to name a few!

## METHOD OF STUDY

You are **expected to do a lot of reading and writing** in History; assessing evidence; solving puzzles; research and presentation; developing and arguing your opinion, working individually, working in groups.

**METHODS OF ASSESSMENT: GCSE history is 100% exam.**

Paper 1 - 30% 1 hour 15	Paper 2 - 40% 1 hour 45	Paper 3 - 30% 1 hour 15
<p><b><u>Thematic study and historic environment:</u></b> <u>Medicine in Britain through time, c1250-present</u></p> <ul style="list-style-type: none"> <li>• This unit looks at ways in which medicine in Britain developed through time, from the causes of The Black Death in 1348 to the Cholera outbreak in London in 1854, to the development of penicillin during WW2, to the 20<sup>th</sup> century fight against cancer.</li> </ul>	<p><b><u>World depth study: Superpower rivalry 1945-1991.</u></b></p> <ul style="list-style-type: none"> <li>• This unit focuses on the Cold War between Russia and the USA, investigating a range of events which created tension and threats between the two countries, almost leading to World War 3!</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• <u>The American West, c1835-c1895.</u> Some groups will have the option to study life of the Plains Indians, migration and the conflict and tension between settlers and Indians.</li> </ul> <p><b><u>British Depth Study: Early Elizabethan England, 1558-88</u></b></p> <ul style="list-style-type: none"> <li>• This unit looks at how Queen Elizabeth governed Britain and dealt with numerous problems at home (the poor, her cousin, and marriage) and abroad (Spain).</li> </ul>	<p><b><u>Modern depth study: Germany 1919-1939</u></b></p> <ul style="list-style-type: none"> <li>• This unit focuses on one country in depth, how Germany came out of WW1 and dealt with a range of problems in the 1920s. This unit also investigates how Hitler got in to power and what life in Germany was like under the Nazis rule.</li> </ul>

Any student interested in taking this subject should ask themselves the following questions:

*Am I prepared to think for myself and ask questions?*

*Am I interested in history? Am I prepared to work hard at it for 2 years?*

*Am I interested in people and the world I live in?*

*Do I like reading and writing?*

*Am I prepared to argue my case, when sometimes, there isn't one right answer*

# GCSE MODERN FOREIGN LANGUAGES

Pupils will continue to study the language that has been studied in Year 9.

## COURSE DESCRIPTION

The course will help you to:

- Develop understanding of the spoken and written forms of the modern foreign language in a range of contexts.
- Develop the ability to communicate effectively in the language, using a range of vocabulary and structures.
- Develop knowledge and understanding of countries and communities where the language is spoken.
- Develop positive attitudes to modern foreign language learning.

## METHOD OF STUDY

Over the two year course, you will study topics from these four contexts: **Personal and social life, Local community, The world of work and The wider world.**

A range of methods are used during this course: you will listen to the CD to try and find relevant information; you will learn through a variety of activities e.g. games, chanting, repeating, watching video clips and role-play.

## METHODS OF ASSESSMENT

There are four skill areas that are assessed over the 2 years:

- Listening - 20%  
*This forms part of the final exam and has 2 levels Foundation or Higher.*
- Speaking - 30%  
*This forms part of the final exam but pupils can prepare part of this in advance (refer to use of MP3 players and CD)*
- Reading - 20%  
*This forms part of the final exam and has 2 levels Foundation or Higher.*
- Writing - 30%  
*This is completed over the 2 years in the form of controlled written assessment. Various pieces are completed over the course and the best two pieces are put forward for assessment.*

During both years of study there are many opportunities for pupils to attend after school activities to enrich and support their work.

If pupils are entered for Foundation level they can achieve grades 5-1

If pupils are entered for Higher level they can achieve grades 9-4

# OPTION A

**Pupils need to select a 1<sup>st</sup> choice and a reserve choice from this section.**

- You cannot choose a subject twice as a first choice!

# The NCFE Level 2 Certificate in Creative Studies: Interactive Media

## COURSE DESCRIPTION

This course will help you to explore how technology is created and the effects it has - not just on daily life, but in everything from commerce and communication, to politics and the music industry.

This qualification is designed for learners who have an interest in interactive media, design or animation.

This qualification aims to:

- focus on an applied study of the interactive media industry
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- use a range of primary and secondary sources to develop ideas
- understand how artists and designers use visual language and formal elements in their work
- select, use and apply a range of 2D and 3D techniques, processes, media and materials to interactive applications
- develop personal responses to artistic themes and design briefs
- determine areas of interest and skill for progression to further courses of study or employment.

## METHOD OF STUDY

All 3 Mandatory Units will be completed plus one Option Unit

Unit 01 Originate ideas in response to an interactive media design brief	Mandatory	Internally assessed portfolio of evidence
Unit 02 Understand and explore a variety of interactive media products and processes	Mandatory	Internally assessed portfolio of evidence
Unit 03 Plan and produce a creative interactive media product	Mandatory	Externally assessed assignment
Unit 04 Investigate typefaces in developing a graphic interface design	Optional	Internally assessed portfolio of evidence
Unit 05 Investigate the creative use of moving images through interactive media	Optional	Internally assessed portfolio of evidence
Unit 06 Investigate the use of sound for an interactive media product	Optional	Internally assessed portfolio of evidence
Unit 07 Authoring an interactive DVD	Optional	Internally assessed portfolio of evidence

## METHODS OF ASSESSMENT

80% Coursework, internally assessed, externally moderated

20% Controlled assessment, externally assessed. (30 hrs)

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions: Do I enjoy working with computers?

Can I work independently and to strict deadlines?

# GCSE DANCE

## COURSE DESCRIPTION

Dance is both physical and expressive - this is what makes it similar to and different from other art forms and physical activities. The course promotes physical activity and will help you to critically appreciate the background of different dance styles through performance, choreography and studies of professional pieces.

## METHOD OF STUDY

The majority of the course is based on practical work through performance and choreography with one written examination based around critical appreciation of two professional dance pieces.

## METHODS OF ASSESSMENT

Unit	Assessment Method	Weighting
1	<b>Unit one</b> requires you to complete a short and concise written examination focusing on critical analysis and understanding of two professional pieces of dance. Questions may also refer to your own performance and/or choreography.	20%
2	<b>Unit two</b> requires you to demonstrate your physical competence as a solo performer. You will have to learn a set piece of dance choreographed by professional dancers from the contemporary genre.	20%
3	<b>Unit three</b> requires you to demonstrate your physical competence as a performer in a duo/group this performance can be in <u>any style</u> and will be choreographed by your teacher and/or dance artist.	20%
4	<b>Unit four</b> is in two parts; Part one (15%) is based around solo composition and requires you to choreograph your own short dance showing links to a professional piece you will study. Part two (25%) is based around choreography for solo or group performance this piece can be in <u>any style</u> .	40%

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions

- Do I have any prior dance knowledge?
- Have I participated in any dance in or out of school in the past 3 years?
- Do I intend to achieve maximum attendance over the next two years?
- Do I have an excellent kit and participation record?
- Do I understand that this is a very demanding course (80% practical in a range of dance styles)
- Am I committed to completing set work and maintaining deadlines for homework and practical work submissions?
- Am I committed to attending compulsory extra - curricular Dance after school.
- Am I committed to improving and maintaining a high level of fitness that is required over the 2 years.

# GCSE ART & DESIGN

## **COURSE DESCRIPTION**

The course will help you to:

Analyse and critique the work of other artists, become a creative thinker, develop aesthetic awareness and problem solving skills.

Students will develop their confidence and technical skill in a wide range of media and processes such as drawing, painting, mixed media, sculpture, printmaking and photography.

The course will lead to post 16 courses and Further and Higher Education courses in the Arts. GCSE Art & Design is a stepping towards having a fulfilling career in the creative industries examples are wide ranging from:- Theatre Designers, Makeup artists, Fashion designers, Architects, Children's book Illustrators, Games designers, Gallery educators, Graphic designers to mention but a few!

## **METHOD OF STUDY**

This course offers students a wide range of creative and exciting and stimulating opportunities to explore their interests in Art and Design in ways that are personally relevant and developmental in nature. The topics that students will explore on our course is reviewed and updated annually the current topics are Objects/Surrealism, Portraits/identities and Abstract/ Landscape. Students will also have opportunities to visit local galleries to develop critical knowledge and understanding of the art and its cultural and historical context in particular referencing contemporary practices.

## **METHODS OF ASSESSMENT**

This qualification is divided into two sections which are; - 'Portfolio of work 'this is produced as classwork and home learning it is worth 60% of the marks. There are 3 units of work, including preparatory work in sketchbooks, assessed by the teacher and moderated by AQA (exam board).

The second component of the course is the 'Externally set task' in this section pupils respond to a starting point set by AQA and then produce 8 weeks sustained investigation as preparation work leading up to a 10 hour final exam. The Externally set task is 40% of the final grade.

## **IS THIS SUBJECT FOR YOU?**

Any student interested in taking this subject should ask themselves the following questions:

*Do I enjoy designing and making Art, such as drawing, painting, print making, sculpture?*

*Do I enjoy using a computer to make images and using the Internet to find and select information on the work of artists?*

*Can I use my initiative and imagination?*

*Do I enjoy using tools and equipment and experimenting with a variety of materials?*

*Am I willing to work in my own time to research ideas?*

*Have I enjoyed my art lessons during years 7-9?*

# GCSE Child Development

## COURSE DESCRIPTION

The course will help you to:

- Understand the development and care of children from conception to the age of five years.
- Understand the social, emotional, physical and intellectual development of a child which is inter-linked through the study of the family, community and the responsibilities of parenthood.
- Consider a career in early years, or related sectors such as teaching, nursing or midwifery.
- Progress to a more specialised level 3 vocational course, such as in early years, health and social care, psychology, or an apprenticeship

## METHOD OF STUDY

<b>Term 1 (Y10)</b>	<b>Term 2 (Y10)</b>	<b>Term 3 (Y10)</b>
Pregnancy	Family and Child and Food and Health	Controlled Assessment - Child Focus Task
<b>Term 4 (Y11)</b>	<b>Term 5 (Y11)</b>	<b>Term 6 (Y11)</b>
Physical, Intellectual and Social Development	Controlled Assessment - Child Study	Exam revision and preparation.

## METHODS OF ASSESSMENT:

Unit 1: Principles of Child Development (40%) Written Paper 1.5 hours

Unit 2: Child Study (30%) Controlled Assessment on a child's development

Unit 3: Child Focused Task (30%)

### IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions;

- Can I meet deadlines which will be set for each part of the coursework?
- Can I be selective in my choice of research and information?
- Can I use a variety of research methods?
- Am I prepared to commit the regular effort needed to complete a 2 year course which has significant coursework content?

# GCSE DRAMA

## COURSE DESCRIPTION

Drama provides a fantastic curriculum to ignite and engage learners' creativity, passion and interests. It is a subject that provides you with an invaluable set of skills which will be useful in whatever career path you choose. It will help you to develop your confidence and presentation skills, teach you how to work successfully as part of a team and show you how to communicate meaning effectively. Through practical workshops, theatre visits and exploring a variety of classic and modern play texts; you will have the opportunity to engage with a range of issues. You will be able to explore the world from a different perspective working with your group to produce exciting and challenging work.

## METHOD OF STUDY

Drama allows learners to explore their own interests and develop their skills in either performance or design. It also provides freedom for learners to experiment and take risks with their work while developing their own style. You must be willing to spend time after school rehearsing with your group as class time will not be sufficient.

## METHODS OF ASSESSMENT: OCR

UNIT	Assessment Method	Weighting
<b>1</b> <b>Devising</b> <b>Drama</b>	You will research and explore a stimulus, work in a group and create your own drama performance.	<b>30%</b>
<b>2</b> <b>Presenting</b> <b>and</b> <b>Performing</b> <b>Texts</b>	You will develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a play in front of a visiting examiner.	<b>30%</b>
<b>3</b> <b>Performance</b> <b>and Response</b>	You will study a full play and demonstrate your knowledge and understanding of drama. We will take you to see a theatre production which you will analyse and evaluate. This will be a written exam which will be 1 hour 30 minutes.	<b>40%</b>

## IS THIS SUBJECT FOR YOU?

If you want to work in a career which involves working with people or demands presentation or good communication skills then Drama would be an excellent choice. Drama demands good attendance and discipline as it is a subject where other people rely on you. You will be able to express yourself in a creative and safe environment and explore and develop your thinking and understanding in an exciting and challenging way.

# GCSE PSYCHOLOGY

## COURSE DESCRIPTION

The course will help you to:

- Develop understanding of psychological models, including biological, developmental, social and cognitive models of behaviour.
- Learn psychological processes, including learning development, individual differentiation and social influence.
- Psychological issues, including reasons for human behaviour, the effects of applications of Psychology and ethics.

## METHOD OF STUDY

Learning methods include:

- Making notes on your own experience of the social world in which they live.
- Analysing given case studies and producing your own case studies on the way in which an individual's life is influenced by their physical, social and psychological conditions.
- Using internet and teacher produced resources to investigate the influence of psychological theories/studies.

## METHODS OF ASSESSMENT

The course consists of:

- Two written examination papers (1.5 hours each), comprising of a number of topics including mental illness, animal psychology, extra-sensory perception, conformity and research methods.

## IS THIS THE SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

*Am I a confident mathematician?*

*Will I be interested in a subject that relates to behaviour and society?*

*Do I enjoy carrying out my own research / working on group projects?*

*Am I prepared to commit the regular effort needed to complete a 2 year course which requires some maths and biology components?*

*Do I want to start a subject from which I can progress directly onto advanced level and then later on to university degree level studies?*

# GCSE BUSINESS STUDIES

## COURSE DESCRIPTION

The course will help you to:

- Learn about how a new business is set up and the role of an entrepreneur.
- Understand how large and small businesses operate and are organised.
- Learn about the different kinds of jobs which people can do in different businesses.
- Understand how businesses motivate their employees.
- Study the key marketing activities and customer services used by businesses.
- Find out how businesses keep their financial records and accounts and produce samples of these accounts for a simulated business of your own.

## METHOD OF STUDY

Learning methods include:

- Visits to different businesses and listening to visiting speakers who come into school.
- Carrying out your own research into the operations of different kinds of businesses.
- Making notes on your research findings and from given resource materials.
- Analysing case studies to find out about the marketing activities of successful businesses.
- Word processing reports and using ICT to produce financial documents and accounts.

## METHODS OF ASSESSMENT

There is a combination of examination and controlled assessment units to complete. The following units are studied and assessed:

Unit 1 Setting up a Business (examination unit) - Written paper (1 hour) 40%

Unit 2 Growing as a Business (examination unit) - Written paper (1 hour) 35%

Unit 3 Investigating Business (controlled assessment unit) - 25%

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

*Do I enjoy using a computer?*

*Do I enjoy carrying out my own research?*

*Do I enjoy working on group projects?*

*Am I interested in a qualification that will provide me with the business skills demanded by employers?*

# GCSE RESISTANT MATERIALS

## COURSE DESCRIPTION

The course will help you to:

- Develop your designing skills.
- Develop your making skills.
- Enable you to go on to study other design based courses

## METHOD OF STUDY

- Individual lessons focusing on both designing skills and making skills, along with the safe use of tools and machinery.
- Computer Aided Design/Computer Aided Manufacture including the use of a Laser Cutter.
- Major project dealing with design and make assignments in a variety of resistant materials.

## METHODS OF ASSESSMENT

Year 10 work will be Teacher Assessment. You will practise the theory of Resistant Materials Technology through a series of practical projects. Year 11 work is the controlled assessment major project and accounts for 60% of the overall marks - 20% for the coursework folder and 40% for the practical element. The remaining 40% is for the written examination which is based on the theory of Resistant Materials Technology which is studied throughout the two years of the course.

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

*Do I enjoy drawing out design ideas?*

*Do I enjoy using my imagination?*

*Do I enjoy thinking and acting in a creative way?*

*Do I enjoy working with tools and machinery?*

*Do I enjoy working in a variety of materials?*

*Do I enjoy using computers?*

*Am I interested in products and how they are made?*

# OPTION B

**Pupils need to select a 1<sup>st</sup> choice and a reserve choice from this section.**

- You cannot choose a subject twice as a first choice!

# GCSE PHYSICAL EDUCATION

## COURSE DESCRIPTION

The course will help you to:

- Improve physical skills in an informative and competitive environment.
- Combine written knowledge with physical skill assessment.
- Study health related exercise and health related fitness in detail.
- Understand the impact of lifestyle on health and fitness

## METHOD OF STUDY

- Classroom based study of theoretical aspects of sport.
- Facility based practical teaching and coaching.

## METHODS OF ASSESSMENT

- External examination grading.
- Internal assessment of physical skills in chosen areas
- Externally moderated assessment of physical skills in end of course practical examination
- **40%** practical exam, **60%** theory exam.

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

- *Do I have an **excellent** kit and participation record?*
- *Do you attend regular extra-curricular clubs after school?*
- *Have you represented the school in a sporting context (have I attended clubs to try and represent the school)*
- *Will I be fully committed to the course by attending compulsory extra - curricular sessions, on weekends and attending residential trips?*
- *Am I committed to improving and maintaining a high level of individual fitness that is required throughout the 2 year course?*
- *Do I intend to achieve maximum attendance over the next two years?*
- *Do I understand that being good at sport is not enough? I will need to demonstrate reading, writing and analytical skills in addition to physical performance.*

## If your answer to most of the above is "YES"

You will enjoy this course if you;

- Enjoy the challenge of different activities (not just football) that will not only improve your sporting ability but your overall physical fitness, your ability to outwit an opponent and develop knowledge and understanding of how to live a healthy and active lifestyle.
- Can work independently and as part of a team.
- Would like to improve your confidence in performing.
- Would like to develop skills such as team work and problem solving.

# BTEC FIRST AWARD IN SPORT

## COURSE DESCRIPTION

It is a vocational course which is intended to give pupils an insight into the workplace of Sport leading to further study or a career within the Sporting Industry. The course will provide an opportunity for pupils to gain a nationally recognised vocational qualification for the sporting sector. It will include approximately 75% classroom based lessons.

## METHOD OF STUDY

- The pupils will conduct research and carry out assessment in working conditions taking responsibility for their own learning and achievement (75% coursework/ 25% exam)
- Examples of study areas include units such as 'Practical Sport', 'Training for Personal Fitness', 'Leading Sports Activities' and 'Fitness for Sport and Exercise'

## ASSESSMENT

- All work is carried out and undertaken by pupils
- 75% Coursework taken from 3 modules.
- 25% Exam taken from 1 module ('Fitness for Sport and Exercise')
- Pupils can achieve a pass, merit, distinction or distinction star award

## IS THIS COURSE FOR YOU

- Have you participated fully in PE during Key Stage 3 (full PE kit) and intend to continue to do so
- Have you attended regular extra-curricular clubs after school and will continue you to?
- Have you represented the school in a sporting context (have I attended clubs to try and represent the school)
- Do you have a wide range of interests in different sports (not just football).
- Can I work independently? Can I work as part of a team?
- If you are genuinely interested in the sports industry and are looking to continue studying sport or to gain employment within the industry
- If you are committed and motivated enough to take responsibility for your own work over the 2 years and complete it in accordance to deadlines
- If you understand that this is not only a practical course involving performance in different sports but a theory based coursework driven option.

If your answer to most of the above is "YES"

You will enjoy this course if you;

- Enjoy the challenge of different activities (not just football) that will not only improve your sporting ability but your overall physical fitness, your ability to outwit an opponent and develop knowledge and understanding of how to live a healthy and active lifestyle.
- Can I work independently? Can I work as part of a team?
- Would like to develop skills such as team work and problem solving and improve creativity, imagination, physical, emotional and intellectual capabilities.

# GCSE Food Preparation and Nutrition

## COURSE DESCRIPTION

This is a new course that has been designed to give students strong cooking skills and an understanding of food in all its different contexts.

50% of the final mark an examination at the end of year 11 that tests the principles of food and food preparation and 50% is coursework that puts this knowledge into practice.

## METHOD OF STUDY

In year 10 the areas of study have been planned so that practical sessions account for over 50% of the lessons. There are six areas of study:

1. **Food commodities**—you will study a range of different foods and ingredients looking at where they come from, how they are used, the value they play in the diet
2. **Principles of nutrition**—different nutrients and their use in the body as well as what happens when you eat too much or too little of them
3. **Diet and good health**— what makes a healthy diet and the implications of a poor diet
4. **The science of food**— most of this is studied through practical lessons and food experiments—for example which fat works best to make shortcrust pastry and why?
5. **Where food comes from?** This includes different ways that animals are reared, food miles, Fairtrade etc.
6. **Cooking and food preparation**— you will work with a wide range of food stuffs and prepare a wide range of dishes

## METHODS OF ASSESSMENT

50% is a 1 hour 45 minutes written examination at the end of year 11.

□ **Assessment 1**— Sept—Nov in year 11. A food investigation which tests your understanding of how ingredients work

□ **Assessment 2**—Nov—February in year 11—a practical assessment in which you will research, prepare, cook and present a menu of 3 dishes.

## IS THIS SUBJECT FOR YOU?

Do you like to cook?

Are you interested in how ingredients work?

Are you creative with food?

Do you want to learn a skill for life?

*If the answers to the above are YES then this course is for you!*

# GCSE COMPUTER SCIENCE

## COURSE DESCRIPTION

The course will help you to:

- Develop your knowledge and understanding of computers and related areas.
- Develop an in-depth understanding of how computer technology works and look at what goes on 'behind the scenes'.
- Investigate computer programming.
- Develop critical thinking, analysis and problem solving skills.
- Stimulate interest and engagement with technology and technology-related careers.

## METHOD OF STUDY

- Pupils will complete a practical investigation (30%) making mobile phone apps and a programming project (30%) using python programming.

## METHODS OF ASSESSMENT

60% coursework, 40% written paper examination.

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

*Do I enjoy working with computers?*

*Do I attend regularly?*

*Can I work independently and to strict deadlines?*

*Do you like solving problems?*

This course is suitable if you want to go on to higher study and employment in the field of Computer Science.

# GCSE MUSIC

## COURSE DESCRIPTION

The course will help you to:

- Improve your music performance
- Learn different techniques in composing music
- Learn about and identify different styles of music from across the music spectrum
- Have a working knowledge of music theory
- Strive for excellence

## METHOD OF STUDY

- Performing pieces of music ( Grade 2/3 + standard )
- Listening to and analysing different kinds of compositions and performing your own compositions
- Composing music using a variety of music sources
- Keeping a record of the methods you have used to compose your music
- Listening and analysing pieces of music from different areas of study

## METHODS OF ASSESSMENT

1. Compositions are marked internally and then externally moderated
2. Performances are recorded, assessed in school and then externally moderated
3. Knowledge of music is assessed by a "listening" exam which is marked externally

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

*Do I enjoy performing, either singing or playing?*

*Can I listen to different types of music and identify what goes on in those pieces?*

*Will I be able to produce consistently good standards of composition coursework?*

*Will I be interested in using a computer or other technical equipment to help in my composition work?*

*Will I be able to put in enough personal practice to ensure that my performance standards improve?*

*Do I know enough about music theory and if not, can I catch up?*

*Can I work independently? Can I work as part of a team?*

*Do I know sufficient about the areas of study that will be set by the examining board?*

*I can't read music; do I need to be able to? **Yes** - so you must be prepared to learn.*

*Do I need to be able to play an instrument or sing? **Yes** - you have been playing/singing for three years.*

## Some reasons why you should study music:

Increases memory capacity, Improves time management, Organisation skills, Boosts your team skills, Perseverance, Enhances co-ordination, Improves maths skills, Improves literacy, Exposes you to cultural history, Improves concentration, Relieves stress, Promotes social skills, Improves discipline.

# GCSE TEXTILES

## COURSE DESCRIPTION

The aim of the Textiles Technology course is to explore textiles through fashion, furnishings and product design. GCSE Textiles will appeal to students who like working and designing with a wide range of fabrics and who enjoy finding out how these fabrics are made, decorated and shaped. During the course students are offered opportunities to visit places of interest, which help with research and the development of design ideas. No prior knowledge or skills are needed, as these are taught during the course, but a willingness to learn and a good work ethic are essential.

Each year we aim to visit the Clothes Show at the NEC and other relevant exhibitions as an exciting dimension to researching the world of fashion.

## METHOD OF STUDY

- \* Independent research
- \* Development of techniques in practical work
- \* Ideas shown through graphical illustration
- \* Note taking of changes made to your original ideas
- \* Use of CAD/CAM with new resources

## METHODS OF ASSESSMENT

Towards the end of the course, with the help of your teacher, you will put together a portfolio of your work, selected from everything you have done in GCSE Textile fashion Design. This is worth 60% of your final mark. At the end of the course you will complete a written examination, which is worth the remaining 40% of the final grade.

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

Interested in fashion or design? GCSE Textiles could be for you. Want to work in one of the biggest industries in the UK today? The world of fashion design, high-street retail, home-furnishings, product design, marketing and all aspects of business - are all career paths possible with a textiles background.

# RELIGIOUS STUDIES

This new and exciting course will be launched in September 2016 and promises to be as successful as in previous years. Pupils have expressed how much they look forward to studying the topics we will cover in the atmosphere we work so hard to create within our classroom.

## COURSE DESCRIPTION

The course will help you to:

- Gain knowledge and understanding of religious beliefs and how human experiences affect the way people live their lives.
- Adopt an enquiring, critical and reflective approach to your studies.
- Enhance your personal, social and cultural development.
- Reflect on and develop your own values, opinions and attitudes to topics we cover. TOPICS WE COVER INCLUDE:

Abortion, euthanasia, medicine, forgiveness, war and weapons, capital punishment, religious dress, identity, attitudes to sex and belief in life after death.

## METHOD OF STUDY

Pupils will learn through discussion, debate, visiting places of interest, listening to outside speakers, note taking, problem solving, watching relevant film clips and independent research.

## METHODS OF ASSESSMENT

Pupils will be assessed throughout the course continually by the oral responses they give in class time, written responses they give in their exercise books and practice exam questions they tackle. Pupils' ability to develop a well reasoned and balanced argument will also be assessed. Pupils will sit two exams at the end of year 11. The first exam will be two hours and the second exam will be one hour.

**THERE IS NO COURSEWORK IN THIS SUBJECT.**

## IS THIS SUBJECT FOR YOU?

This course will be useful for those pupils wishing to pursue careers in the armed forces, police, caring professions (eg. Teacher, doctor, nursery nurse, nurse) and any profession where you deal with members of the public (eg. solicitor, barrister, hairdresser, shop assistant).

Any student interested should ask themselves the following questions:

*Have I enjoyed RE in year 7,8 and 9?*

*Do I like discussing and debating topics that I feel strongly about?*

*Am I willing to try and see other peoples' points of view?*

# GCSE PSYCHOLOGY

## COURSE DESCRIPTION

The course will help you to:

- Develop understanding of psychological models, including biological, developmental, social and cognitive models of behaviour.
- Learn psychological processes, including learning development, individual differentiation and social influence.
- Psychological issues, including reasons for human behaviour, the effects of applications of Psychology and ethics.

## METHOD OF STUDY

Learning methods include :

- Making notes on your own experience of the social world in which they live.
- Analysing given case studies and producing your own case studies on the way in which an individual's life is influenced by their physical, social and psychological conditions.
- Using internet and teacher produced resources to investigate the influence of psychological theories/studies.

## METHODS OF ASSESSMENT

The course consists of:

- Two written examination papers (1.5 hours each), comprising of a number of topics including mental illness, animal psychology, extra-sensory perception, conformity and research methods.

## IS THIS THE SUBJECT FOR YOU ?

Any student interested in taking this subject should ask themselves the following questions :

*Am I a confident mathematician?*

*Will I be interested in a subject that relates to behaviour and society?*

*Do I enjoy carrying out my own research / working on group projects?*

*Am I prepared to commit the regular effort needed to complete a 2 year course which requires some maths and biology components?*

*Do I want to start a subject from which I can progress directly onto advanced level and then later on to university degree level studies?*

# GCSE Health and Social Care

## **COURSE DESCRIPTION**

The course will help you to:

- Develop your knowledge and understanding of the Health & Social Care sector
- Gain an appreciation of the Health & Social care sector, including effective communication with people and how support is provided in care settings

## **METHOD OF STUDY**

- Pupils will have access to healthcare professionals both in and out of school.

## **METHOD OF ASSESSMENT**

- 60% exam and 40% Controlled Assessment.
- One piece of Controlled Assessment and one exam

## **IS THIS SUBJECT FOR YOU?**

This subject is suitable for pupils who are preparing to enter employment in the Health & Social Care sectors, especially in job roles, (e.g. doctors, nurses, midwives, physiotherapists, human resources, social workers, care workers, finance officers etc), where they will be expected to communicate effectively with people and provide active support within environments such as care settings.

This qualification is also suitable for pupils who wish to further their studies and progress to a L3 qualification.

# CITY & GUILDS HAIRDRESSING/BEAUTY THERAPY LEVEL 2

This qualification is an introduction to the world of hair and beauty.

The qualification is designed to provide young people with a good understanding of the hair and beauty sector in a way that is interesting, challenging and enjoyable and offers a fascinating insight into six industries, hairdressing, African type hairdressing, barbering, beauty therapy, spa therapy and nail services and provides the opportunity to combine academic study with the practical application of skills.

## **What sorts of things will I cover?**

- Safe and healthy working practices in the hair and beauty sector and related industries
- The world of hair and beauty
- The science of hair and beauty
- Communication and clients' care in the hair and beauty sector
- History of hair and beauty
- Promoting and selling products and services by professional recommendation in the hair and beauty sector
- Salon business systems and processes
- Exploring skin care and make up
- Exploring hair care and styling
- Exploring hand care and nail art

## **Methods of assessment**

- **Coursework.** You will be required to complete assignments and build up a portfolio of evidence covering full competence in all areas outlined above.
- **Internally and externally assessed oral/written questions.** You will undertake oral and / or written assessments.
- **Practical Observation.** Your trainer/assessor will observe you undertaking practical tasks and your work will be judged against set criteria. A log book will be used to regularly record your achievements validated by your assessor.

## **What careers can this lead to?**

It provides a gateway to the different sectors of hair and beauty. It allows you to build on acquired knowledge and understanding and progress into further/higher education and future employment. You will gain the skills and knowledge required to progress onto hair and beauty apprenticeships, further education or university.

In addition, there is also a Level 4 qualification Diploma in Management practice and advanced techniques in the hair and beauty industry.

## **Is this subject for you?**

Any student interested in taking this subject should ask themselves the following questions:

- Do I enjoy completing assignment work as home study when required?
- Do I enjoy meeting and talking to people?
- Can I stand for long periods and still look happy and friendly?
- Do I mind physical contact with other people?
- Do I enjoy styling hair, planning new styles and being creative with colour?

# OPTION C

**Pupils need to select a 1<sup>st</sup> choice and a reserve choice from this section.**

- BTEC Outdoor Education and GCSE PE/BTEC Sport is a prohibited combination so you can only choose one!
- You cannot choose a subject twice as a first choice!

# The NCFE Level 2 Certificate in Creative Studies: Interactive Media

## COURSE DESCRIPTION

This course will help you to explore how technology is created and the effects it has - not just on daily life, but in everything from commerce and communication, to politics and the music industry.

This qualification is designed for learners who have an interest in interactive media, design or animation.

This qualification aims to:

- focus on an applied study of the interactive media industry
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- use a range of primary and secondary sources to develop ideas
- understand how artists and designers use visual language and formal elements in their work
- select, use and apply a range of 2D and 3D techniques, processes, media and materials to interactive applications
- develop personal responses to artistic themes and design briefs
- determine areas of interest and skill for progression to further courses of study or employment.

## METHOD OF STUDY

All 3 Mandatory Units will be completed plus one Option Unit

Unit 01 Originate ideas in response to an interactive media design brief	Mandatory	Internally assessed portfolio of evidence
Unit 02 Understand and explore a variety of interactive media products and processes	Mandatory	Internally assessed portfolio of evidence
Unit 03 Plan and produce a creative interactive media product	Mandatory	Externally assessed assignment
Unit 04 Investigate typefaces in developing a graphic interface design	Optional	Internally assessed portfolio of evidence
Unit 05 Investigate the creative use of moving images through interactive media	Optional	Internally assessed portfolio of evidence
Unit 06 Investigate the use of sound for an interactive media product	Optional	Internally assessed portfolio of evidence
Unit 07 Authoring an interactive DVD	Optional	Internally assessed portfolio of evidence

## METHODS OF ASSESSMENT

80% Coursework, internally assessed, externally moderated

20% Controlled assessment, externally assessed. (30 hrs)

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions: Do I enjoy working with computers?

Can I work independently and to strict deadlines?

# BTEC Level 2 Hospitality

## COURSE DESCRIPTION

Choosing to study for a BTEC hospitality qualification is a great decision to make for many reasons. The hospitality industry is very diverse and offers a wide variety of exciting careers here in the UK or internationally. So, whether you want to be a top sous chef at a Michelin-starred restaurant, an events co-ordinator running big named corporate events or a front office manager for a large international hotel chain, this qualification can help you achieve your dream job as well as sharpen your skills for employment or further study and help you take that first step.

## METHOD OF STUDY

All students will complete the following four units in order to gain the BTEC First Level 2 Award.

**Introducing the Hospitality Industry:** In this unit you will investigate the structure, size and different areas of the hospitality industry, as well as the products and services it offers. You will also investigate the trends that affect hospitality businesses and impact of these trends.

**Working in the Hospitality Industry:** This unit will give you an opportunity to look at the working skills needed for a number of roles within the hospitality industry. You will learn of the importance of team working, customer services, and effective communication with customers.

**Food Safety and Health and Safety in Hospitality:** In this unit you will learn about the importance of following and maintaining food safety procedures. You will also build your knowledge of the procedures for storing, preparing, cooking and serving food and will explore how food safety hazards can be prevented.

**Planning, Preparing, Cooking and Finishing Food:** In this unit you will cook, prepare and finish a wide range of dishes with different levels of complexity working towards a practical based controlled assessment which will showcase the variety of skills you have learnt.

## METHODS OF ASSESSMENT

All units are assessed and graded then an overall grade for the qualification is then awarded.

Each unit is worth 25% of the overall qualification. 75% is assessed by your classroom teacher as coursework, practical assessments and controlled assessments, and 25% is the examination unit externally assessed by Pearson.

## IS THIS SUBJECT FOR YOU?

Do you like to cook?

Are you interested in how ingredients work?

Are you creative with food?

Do you want to learn a skill for life?

*If the answers to the above are YES then this course is for you!*

# CITY & GUILDS HAIRDRESSING/BEAUTY THERAPY LEVEL 2

This qualification is an introduction to the world of hair and beauty.

The qualification is designed to provide young people with a good understanding of the hair and beauty sector in a way that is interesting, challenging and enjoyable and offers a fascinating insight into six industries, hairdressing, African type hairdressing, barbering, beauty therapy, spa therapy and nail services and provides the opportunity to combine academic study with the practical application of skills.

## What sorts of things will I cover?

- Safe and healthy working practices in the hair and beauty sector and related industries
- The world of hair and beauty
- The science of hair and beauty
- Communication and clients' care in the hair and beauty sector
- History of hair and beauty
- Promoting and selling products and services by professional recommendation in the hair and beauty sector
- Salon business systems and processes
- Exploring skin care and make up
- Exploring hair care and styling
- Exploring hand care and nail art

## Methods of assessment

- **Coursework.** You will be required to complete assignments and build up a portfolio of evidence covering full competence in all areas outlined above.
- **Internally and externally assessed oral/written questions.** You will undertake oral and / or written assessments.
- **Practical Observation.** Your trainer/assessor will observe you undertaking practical tasks and your work will be judged against set criteria. A log book will be used to regularly record your achievements validated by your assessor.

## What careers can this lead to?

It provides a gateway to the different sectors of hair and beauty. It allows you to build on acquired knowledge and understanding and progress into further/higher education and future employment. You will gain the skills and knowledge required to progress onto hair and beauty apprenticeships, further education or university.

In addition, there is also a Level 4 qualification Diploma in Management practice and advanced techniques in the hair and beauty industry.

## Is this subject for you?

Any student interested in taking this subject should ask themselves the following questions:

- Do I enjoy completing assignment work as home study when required?
- Do I enjoy meeting and talking to people?
- Can I stand for long periods and still look happy and friendly?
- Do I mind physical contact with other people?
- Do I enjoy styling hair, planning new styles and being creative with colour?
- Do I enjoy applying skin care and make-up, hand care and nail art?

# GCSE GEOGRAPHY

**Geography takes you in the right direction! Geography is:**

**Big** - it's about knowing what's where, why it's there, and why it matters. Geography will make your life more interesting, more exciting, and more fun.

**Out there** - Geography is near AND far. It's in your backyard and across the globe. Get to know your local and global community.

**What you eat** - Ever explored the world with a fork and a spoon—or with chopsticks? When you eat you are exploring the geography of the world through cultures and global links.

**What you buy** - Everything comes from somewhere. Geography helps you understand where things come from and why. It helps you understand the issues related to this globalisation.

**Your future** - Geography can take you anywhere and everywhere. It's about understanding and tackling challenges—globally and close to home.

**Important** - through its study you can help shape the future of our Earth and the lives of those who inhabit it.

## OCR GCSE Geography Specification A: Course summary

Unit title	Content overview	Assessment summary
Living in the UK	Landscapes of the UK People of the UK UK environmental challenges	1 hour written paper 60 marks 30% of the total GCSE
The World around us	Ecosystems of the planet People of the planet Environmental treats to our planet	1 hour written paper 60 marks 30% of the total GCSE
Geographical skills	Geographical skills Fieldwork assessment	1 hour 30 minutes written paper 80 marks 40% of the total GCSE

### Fieldwork

You will be required to take part in **two** fieldwork trips visiting two contrasting locations such as a coastal environment and a city and completing a range of fieldwork tasks using a variety of techniques. In your examination you will refer to these techniques to help you answer a series of questions. **Remember**, fieldwork trips can be some of the best trips you will take part in whilst at school! So answering a question on your examination about a great day is a bonus!

**Geographers are:** good communicators / spatially aware / socially, economically and environmentally aware / problem solvers / good team players / well rounded and flexible individuals / creative thinkers / inquisitive and employable!

# GCSE GRAPHIC PRODUCTS

## COURSE DESCRIPTION & METHOD OF STUDY

- The course has been designed to encourage pupils to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. Pupils will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make product(s) using a graphic media and new technologies to prepare them for the world of work.
- Computer Aided Design/Computer Aided Manufacture using Laser Cutters.
- Longer project based work dealing with design ideas and the development of product design.

## METHODS OF ASSESSMENT

Year 10 work will be teacher Assessment. Year 11 work is the controlled assessment project and accounts for 60% of the overall mark. The remaining 40% is for the written examination which is based on a research topic set by the exam board.

## IS THIS SUBJECT FOR YOU?

Any student interested in taking this subject should ask themselves the following questions:

*Do I enjoy drawing out design ideas?*

*Do I enjoy using my imagination?*

*Do I enjoy thinking and acting in a creative way?*

*Do I enjoy making models, prototypes and mock-ups?*

*Do I enjoy using a computer to produce design drawings?*

# GCSE HISTORY

The course will help you to:

- Understand the world that you live in now, based on what has happened before - how countries are run, how they make money, why wars happen, why some countries get on and some countries don't.
- Most importantly History helps to develop a wide range of skills that you can use in any career that you want to go in to; communication; logical thinking; analysis; research; seeing how a complex series of events interact; decision-making; interpretation; deciding between relevant and irrelevant information; questioning; social interaction; attention to detail - to name a few!

## METHOD OF STUDY

You are **expected to do a lot of reading and writing** in History; assessing evidence; solving puzzles; research and presentation; developing and arguing your opinion, working individually, working in groups.

**METHODS OF ASSESSMENT: GCSE history is 100% exam.**

Paper 1 - 30% 1 hour 15	Paper 2 - 40% 1 hour 45	Paper 3 - 30% 1 hour 15
<p><b><u>Thematic study and historic environment:</u></b> <b><u>Medicine in Britain through time, c1250-present</u></b></p> <ul style="list-style-type: none"> <li>• This unit looks at ways in which medicine in Britain developed through time, from the causes of The Black Death in 1348 to the Cholera outbreak in London in 1854, to the development of penicillin during WW2, to the 20<sup>th</sup> century fight against cancer.</li> </ul>	<p><b><u>World depth study: Superpower rivalry 1945-1991.</u></b></p> <ul style="list-style-type: none"> <li>• This unit focuses on the Cold War between Russia and the USA, investigating a range of events which created tension and threats between the two countries, almost leading to World War 3!</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• <b><u>The American West, c1835-c1895.</u></b> Some groups will have the option to study life of the Plains Indians, migration and the conflict and tension between settlers and Indians.</li> </ul> <p><b><u>British Depth Study: Early Elizabethan England, 1558-88</u></b></p> <ul style="list-style-type: none"> <li>• This unit looks at how Queen Elizabeth governed Britain and dealt with numerous problems at home (the poor, her cousin, and marriage) and abroad (Spain).</li> </ul>	<p><b><u>Modern depth study: Germany 1919-1939</u></b></p> <ul style="list-style-type: none"> <li>• This unit focuses on one country in depth, how Germany came out of WW1 and dealt with a range of problems in the 1920s. This unit also investigates how Hitler got in to power and what life in Germany was like under the Nazis rule.</li> </ul>

Any student interested in taking this subject should ask themselves the following questions:

*Am I prepared to think for myself and ask questions?*

*Am I interested in history? Am I prepared to work hard at it for 2 years?*

*Am I interested in people and the world I live in?*

*Do I like reading and writing?*

*Am I prepared to argue my case, when sometimes, there isn't one right answer?*