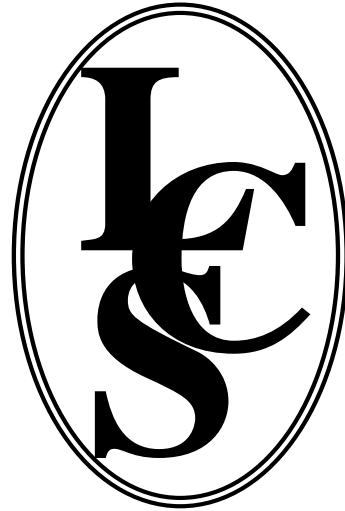
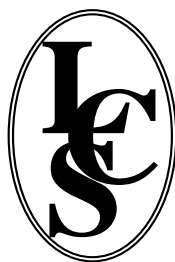


SMC-CHC MSCOC



Years 10-11

2010-2012



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All parents and pupils should be aware that the contents of this Booklet are as accurate as possible at the time of publication, but circumstances may cause changes in the courses on offer before September 2010. From September 2010 GCSE courses for English, Mathematics and ICT will start new specifications (syllabuses). This is a national change affecting all schools. At present some examination boards have not released the final versions of their specifications. This means that the information given in this booklet, though as accurate as possible, is subject to change. For example, the details of topics to be studied or the balance between controlled assessment and examinations may in the end be different to that stated here. If you would like further information, please contact Mr. Venkatesh.

INFORMATION FOR PARENTS

INTRODUCTION

During the Spring Term, all Year 9 pupils are able to choose some of the subjects which they will study in Years 10 and 11. This is obviously an important decision for your child's future, and we offer to both parents and children a programme of guidance to make the choice as effective as possible.

In English, Mathematics and Science, all pupils follow GCSE courses. In addition, they study: Religious Education, Physical Education and Personal, Social and Health Education (including Careers and Citizenship). Pupils are then asked to make four choices, as follows:

- A Foreign Language
- A Technology-related subject
- Two other subjects

The choice of at least one foreign language is *compulsory* for all pupils, except for a very small number for whom Study Support (see Page 29) is more appropriate.

Although we are keen to respond to the needs of individual pupils, we are unable to allow any pupil, other than those doing Study Support, to opt out of a foreign language at GCSE. This is part of our commitment to specialist Language College status.

This booklet gives details of all the courses available (compulsory and optional).

Pupils and parents should be aware that if there is insufficient demand or staffing for a particular optional course, we may not be able to offer it. In addition, some courses can only cater for a limited number of pupils. For these reasons, pupils will be asked to make reserve choices.

If a pupil has exceptional reasons for a particular set of subject choices which is not possible under the system as it stands, it may be possible to accommodate his/her individual needs. Under these circumstances, parents should attach to the completed options form a letter addressed to Mr. Venkatesh, explaining the particular circumstances. The form itself should be filled in as described in the instructions. The request will then be considered in the light of all available evidence, and a decision made by the school in the best interests of the child concerned.

If you feel that you need further information or explanation, there will be opportunities provided for individual discussion.

All GCSE courses are open to pupils of all levels of ability.

We should like to ask for your help, as parents, in three main ways:

1. To play an active part in the choices made by your child through discussion and advice.
2. To attend the two special Parents' Evenings.
3. To continue this interest and support during the whole of Key Stage 4 when your child will be studying for GCSE examinations. Great demands will be made on his/her time and energy, and on your patience. Much hard work will be required and your son or daughter will need constant support and encouragement.

HELPING PUPILS TO CHOOSE

Form tutors are available to help pupils with their choices in the first instance. There will be lessons in **Personal, Social and Health Education** to aid understanding of how to make decisions. In other lessons the **subject teachers** will explain the courses available. The **Careers Library** and the specialist staff are available to pupils at lunchtimes for specific advice on how subjects link with careers. An adviser from the **Connexions Service**, based at Curzon House, 8 Curzon Street, Derby, is willing to make appointments with any pupil requesting more specialist advice.

Parents have the opportunity to attend two evenings arranged to give them information and advice about the Key Stage 4 programme. The first evening, on **Thursday, 28th January**, explains how parents can support their child through this decision making process and provides an opportunity to discuss the content of courses on offer.

The second evening, on **Thursday, 4th February**, is an opportunity to talk with the subject teachers. All pupils will have received a report in every subject. Parents will be able to gain more information about their child's progress and to discuss which choices will be suitable for their child in Key Stage 4.

Finally, parents who wish to may ask for an individual interview, to discuss the choices to be made.

STAFF AVAILABLE TO HELP

If you have any queries regarding the Course Choice process, please contact Mr. A. Venkatesh, Deputy Head (Curriculum). Other staff available to help include:

Miss C. Mulcahy	<i>Head of Year 9</i>
Mr. J. Woods	<i>Assistant Head of Year 9</i>
Mrs. C. Lockett	<i>Co-ordinator of Learning Support</i>
Mr. J. Wilding	<i>Deputy Head (Pastoral)</i>
Mr. D. Nichols	<i>Headteacher</i>
Mr. R. Archer	<i>Head of Millennium Centre Sixth Form</i>
Ms. L. Wilson	<i>Co-ordinator of PSHE</i>
Miss F. Came	<i>Head of Careers</i>

EXAMINATION BOARDS

We use three examination boards, as shown below:

- AQA:** An alliance of the Northern Board (NEAB) and Southern Examining Group (SEG), together with the City and Guilds (C&G).
- EDEXCEL:** A consortium of University of London (ULEAC) and BTEC.
- OCR:** Formed from all Oxford and Cambridge boards, which includes the Midlands Examining Group (MEG), together with the Royal Society of Arts (RSA).

TERMS USED

1. **CORE SUBJECTS:** Subjects taken by all pupils.
2. **CONTROLLED ASSESSMENT:** A new form of internal assessment replacing coursework in many subjects. Teachers will assess pupils' work during Years 10 and 11, and after **MODERATION** (see below), these marks count towards the final GCSE grade. Some subjects have no controlled assessment (only examinations), while some have 25% or 60% of the marks via controlled assessment.
3. **EXTERNAL EXAMINATIONS:** Examinations set by approved Examining Groups. They award nationally accepted certificates to successful pupils in the final term of Year 11. The most common examinations lead to GCSE qualifications.
4. **FOLDER/FOLIO/PORTFOLIO:** An accumulation of controlled assessment compiled during an examination course. The folder/folio contributes to the final assessment leading to the candidate's mark and grade.
5. **GCSE:** The General Certificate of Secondary Education. This is a government approved national qualification taken when pupils complete their secondary education. For candidates who complete the course satisfactorily, one of eight grades from A* to G is awarded.
6. **MODERATION:** A way of checking that school-marked controlled assessment satisfies an agreed standard; that is, that the marking is not "harder" for some pupils than for others.

INTERNAL MODERATION: This takes place in school in subjects where there is more than one teacher of GCSE groups. It ensures that candidates who have produced the same quality of work, receive the same mark.

EXTERNAL MODERATION: Trained moderators compare and standardise the marks awarded by all schools, by checking samples of marked work.
7. **MODULE:** A unit of work connected with a subject area. It may last for a few weeks or longer.
8. **NATIONAL CURRICULUM:** The government decides what pupils learn at school. It describes what must be taught to children from ages 5 to 16. Secondary school pupils enter in Year 7 and leave in Year 11. This period of time is divided into two Key Stages:
 - **Key Stage 3 (KS3)** comprises Years 7, 8 and 9.
 - **Key Stage 4 (KS4)** comprises Years 10 and 11.
9. **RECORD OF ACHIEVEMENT:** This is a document issued when a student leaves at the end of Year 11. It is a record of qualifications, qualities, experiences and activities, showing the best the student has achieved in his/her time at school.
10. **PROJECT:** An extended study of a particular topic undertaken by a candidate on an examination course.
11. **VOCATIONAL:** Connected with work after leaving school.
12. **ICT:** Information and Communication Technology. Use of computers and other related technology.
13. **TIERS:** In some subjects, pupils may be entered for different levels of examinations (eg Higher Tier, Foundation Tier). The tier will be chosen according to each pupil's ability and performance.
14. **SPECIFICATION:** Details of the knowledge, understanding and skills needed and the scheme of assessment for a particular qualification. (Previously called a SYLLABUS).

INFORMATION FOR PUPILS

INTRODUCTION

In September you will enter Year 10 and start your examination courses. Several subjects (the Core Curriculum) are compulsory, but you may choose four subjects yourself. This booklet gives you information about all the courses, both compulsory and optional, which are available.

This is an exciting opportunity for you to choose courses which you will enjoy and which will suit your own interests and skills. In order to make the most of this opportunity, you need to read this booklet carefully and talk to your teachers and parents before you make your choices.

A consistent effort will be required in each subject for the whole of the two-year course. In most courses you will be assessed by your teacher during Years 10 and 11 (controlled assessment), as well as by external examinations. Much of the work you will do in Years 10 and 11 will, therefore, contribute directly to your GCSE grades.

We hope you enjoy making your choices and will make a success of the subjects you choose.

ADVICE ON CHOOSING COURSES

As you will see, some courses are compulsory for all pupils, and some choices are guided (languages and technology). This means that whatever other subjects you choose, it is not possible to end up with a poor or unbalanced choice of subjects.

If you have a particular career or post-16 course in mind, then you must ensure that you have done enough research, so that you know which subjects it would be best for you to choose. Please seek advice on this from Ms. Wilson, Miss Came, Mr. Venkatesh or Mr. Archer (Head of Sixth Form).

Many pupils do not yet have a clear plan for their future career. We encourage such pupils to maintain a balanced curriculum by choosing a range of different types of subject, for example a Humanities subject (History, Geography, Sociology, and Religious Studies) and a Creative Arts subject (Art, Music, and Drama). This is not the correct choice for everyone, but it is important that pupils keep their options open for post-16 study, and do not specialise too early.

THE CORE CURRICULUM

These are the subjects you will all study:

- **English Language and English Literature (2 GCSEs)**
- **Science - Double or Triple Award (2 or 3 GCSEs)**
- **Mathematics and Statistics (2 GCSEs)**
NB: A small number of pupils will follow a "Managing Money" course instead of GCSE Statistics.
- **Physical Education (PE)**
- **Religious Education (RE)**
- **Personal, Social & Health Education/Citizenship (PSHE)**

LIST OF COURSE CHOICES

The following GCSE courses are offered:

- **Art**
- **Business Studies**
- **Child Development**
- **D&T Electronics and Control Systems**
- **D&T Graphic Products**
- **D&T Resistant Materials**
- **D&T Textiles**
- **Drama**
- **Food & Nutrition**
- **French**
- **Geography**
- **German**
- **History**
- **Information & Communication Technology**
- **Media Studies**
- **Music**
- **Punjabi**
- **Physical Education**
- **Religious Studies**
- **Sociology**
- **Spanish**
- **Urdu**

COURSE CHOICES

You will choose **4 GCSE courses**, each of which you will study for 5 periods per fortnight.

CHOICE ONE:	A modern language
CHOICE TWO:	A technology-related subject
CHOICES THREE & FOUR:	Two subjects from a wide range of courses

You will be asked to choose **2** reserve courses in case one of your subjects is unavailable.

CHOICE ONE:

One modern language chosen from:

- **French**
- **German**
- **Panjabi**
- **Spanish**
- **Urdu**

Choosing two languages: *If you wish to study two modern languages, choose Spanish, German, Panjabi or Urdu here and French as Choice Three or Four.*

CHOICE TWO:

One technology-related subject chosen from:

- **Business Studies**
- **Design & Technology Electronics and Control Systems**
- **Design & Technology Graphic Products**
- **Design & Technology Resistant Materials**
- **Design & Technology Textiles**
- **Food & Nutrition**
- **Information and Communication Technology**

CHOICES THREE AND FOUR:

Two subjects, plus two reserve subjects, chosen from the list below. These choices may include another modern language (French) and/or another technology-related subject.

- | | |
|--|---|
| ➤ Art | ➤ Geography |
| ➤ Business Studies | ➤ History |
| ➤ Child Development | ➤ Information & Communication Technology |
| ➤ D&T Electronics and Control Systems | ➤ Media Studies |
| ➤ D&T Graphic Products | ➤ Music |
| ➤ D&T Resistant Materials | ➤ Physical Education |
| ➤ D&T Textiles | ➤ Religious Studies |
| ➤ Drama | ➤ Sociology |
| ➤ Food & Nutrition | |
| ➤ French (<i>second language</i>) | |

STUDY SUPPORT:

Study Support may be chosen as an alternative to one choice. See page 29 for further information.

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CHOICE ONE

One modern language chosen from:

- **French**
- **German**
- **Panjabi**
- **Spanish**
- **Urdu**

MODERN LANGUAGES

All pupils follow a course in a language leading to GCSE. At Littleover, we have maintained this policy of 'Languages for All', for the following reasons:

- The importance of foreign languages for communication in an increasingly globalised society and economy.
- The high value of GCSE language qualifications in employment, training and further/higher education. A language qualification puts our pupils in a strong position in comparison with other pupils of their age who have not studied a language.
- Recognition of the diversity of our school community, which includes pupils from many different backgrounds.

Courses Available

Pupils can choose to study **one or two** of the following languages:

- **French**
- **German**
- **Panjabi**
- **Spanish**
- **Urdu**

We would encourage able and committed language learners to consider studying two languages at GCSE.

GCSE Course Description

The language is broken down for teaching and examination purposes into four components:

- Listening
- Speaking
- Reading
- Writing

Learning and writing homework is set regularly and examination style assessments are practised frequently in lessons. Much time is devoted to developing confidence and competence in speaking the language.

Assessment

Speaking and writing will be assessed by controlled assessment in Year 10 and 11.
Reading and Listening are assessed by examination in Year 11.

Tiers

Higher
Foundation

Target Grades

A*-D
C-G

Pupils are examined in each of the four skills at either Foundation or Higher Tier. Teachers select the appropriate tier for each skill separately.

Certification

EDEXCEL – GCSE French, German Spanish and Urdu
AQA – GCSE Panjabi

CHOICE TWO

One technology-related subject chosen from:

- **Business Studies**
- **Design & Technology Electronics and Control Systems**
- **Design & Technology Graphic Products**
- **Design & Technology Resistant Materials**
- **Design & Technology Textiles**
- **Food & Nutrition**
- **Information and Communication Technology**

BUSINESS STUDIES

Course Description

Business Studies GCSE encompasses knowledge and understanding of business, social issues and how the economy operates. It is taught in three sections:

Unit 1	:	Setting up a business
Unit 2	:	Growing as a business
Controlled assessment	:	Investigating businesses

Business Studies is a lively and dynamic subject which heightens pupils' knowledge of business, current affairs, the economy and social and ethical issues. It is a demanding course where pupils are expected to develop into independent thinkers who can offer professional, business-like responses and present their points of view in a variety of ways.

Through studying Business, pupils develop a strong insight into enterprise, decision-making, the economy, the role of the government and what enables some businesses to succeed, when four out of five small businesses fail. A diverse range of topics is covered.

Unit 1 focuses on small businesses: how they set up; how they decide who their market will be; how they attract customers; where they get money to finance the business and how they recruit and motivate employees.

Unit 2 provides a deeper understanding of the subject, especially how businesses manage growth and all the issues that come with it, such as remaining competitive, sourcing more finance, creating financial documents, retaining workers and developing marketing strategies.

The controlled assessment focuses the pupils on particular aspects of the course and requires them to undertake research, analysis and judgement-forming about the likely success of a venture. This helps to promote the idea of enterprise to young people as the student can concentrate on a business or area of business they themselves, are interested in. For example one student might focus their controlled assessment on a fashion outlet in Westfield, whereas another might choose a limousine hire firm or web design business.

Assessment

The course is assessed by a combination of examination and controlled assessment as follows:

Unit 1	:	40% 1 hour written examination in Year 10
Unit 2	:	35% 1 hour written examination in Year 11
Controlled assessment	:	25% Class-based assessment answering a pre-seen task sheet

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Certification

AQA – GCSE Business Studies 4133.

DESIGN AND TECHNOLOGY

ELECTRONICS AND CONTROL SYSTEMS

Course Description

The course provides an opportunity to develop imagination and ingenuity through 'design and make' activities in Electronics and Control Systems. Pupils are able to develop individual design work, enhanced by the use of ICT. One important element of the course is the study on sustainability issues related to Design and Technology, including decision making and careful selection of sustainable materials and resources.

Pupils develop a basic knowledge of electrical components and their uses, combining them to control simple situations. They can then develop more complex control using integrated circuits and modular construction, involving amplifiers, speech synthesisers, LCD units and PICs. ICT is used extensively to model, plan, manufacture and control individual projects.

The course essentially involves the developing and combining of skill, knowledge and understanding in D&T Electronics and Control Systems in order to produce quality products. Pupils who have enjoyed and achieved in Key Stage 3 D&T Electronics should find the course motivating, challenging, enjoyable and fulfilling.

Assessment

Pupils are assessed through one 'design and make' task and one exam in Year 10 and the same in Year 11, as described below.

YEAR 10:

Unit 1 (A511) :	Introduction to Design & Making	Controlled Assessment	30%
Unit 2 (A512) :	Sustainable Design	Exam	20%

YEAR 11:

Unit 3 (A513) :	Making Quality Products	Controlled Assessment	30%
Unit 4 (A514) :	Technical Aspects of Designing and Making	Exam	20%

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further Information

In order to maintain the high level of success that has been achieved at AS and A2 Product Design, it is essential that pupils who are considering the A Level course study a suitable Design and Technology GCSE. The course in Electronics provides the necessary foundation for the A Level.

Certification

OCR - GCSE Design and Technology (Electronics and Control Systems).

DESIGN AND TECHNOLOGY

GRAPHIC PRODUCTS

Course Description

The course provides an opportunity to develop imagination and ingenuity through 'design and make' activities in Graphic Products. Pupils are able to develop individual design work, enhanced by the use of ICT. One important element of the course is the study on sustainability issues related to Design and Technology, including decision making and careful selection of sustainable materials and resources.

The course essentially involves the developing and combining of skill, knowledge and understanding in D&T Graphic Products in order to produce quality products. Pupils who have enjoyed and achieved in Key Stage 3 D&T Graphics should find the course motivating, challenging, enjoyable and fulfilling.

Assessment

Pupils are assessed through one 'design and make' task and one exam in Year 10 and the same in Year 11, as described below.

YEAR 10:

Unit 1 (A531) :	Introduction to Design & Making	Controlled Assessment	30%
Unit 2 (A532) :	Sustainable Design	Exam	20%

YEAR 11:

Unit 3 (A533) :	Making Quality Products	Controlled Assessment	30%
Unit 4 (A534) :	Technical Aspects of Designing and Making	Exam	20%

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further information

In order to maintain the high level of success that has been achieved at AS and A2 Product Design, it is essential that pupils who are considering the A Level course study a suitable Design and Technology GCSE. The course in Graphic Products provides the necessary foundation for the A Level.

Certification

OCR - GCSE Design and Technology (Graphic Products).

DESIGN AND TECHNOLOGY

RESISTANT MATERIALS

Course Description

The course provides an opportunity to develop imagination and ingenuity through 'design and make' activities in Resistant Materials. Pupils are able to develop individual design work, enhanced by the use of ICT. One important element of the course is the study on sustainability issues related to Design and Technology, including decision making and careful selection of sustainable materials and resources.

The course allows pupils to make careful, thoughtful and skilful use of Resistant Materials, principally wood, metal, plastics, composite, smart and modern materials and associated pre-manufactured items and components. Pupils use their skills to respond to the situations set by the exam boards to produce two innovative and imaginative products during the two years of the course. Both the accompanying folder and the final product allow pupils to develop and utilise ICT skills to improve the quality of their work.

Assessment

Pupils are assessed through one 'design and make' task and one exam in Year 10 and the same in Year 11, as described below.

YEAR 10:

Unit 1 (A561)	:	Introduction to Design & Making	Controlled Assessment	30%
Unit 2 (A562)	:	Sustainable Design	Exam	20%

YEAR 11:

Unit 3 (A563)	:	Making Quality Products	Controlled Assessment	30%
Unit 4 (A564)	:	Technical Aspects of Designing and Making	Exam	20%

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further Information

In order to maintain the high level of success that has been achieved at AS and A2 Product Design, it is essential that pupils who are considering the A Level course study a suitable Design and Technology GCSE. The course in Resistant Materials provides the necessary foundation for the A Level.

Certification

OCR - GCSE Design and Technology (Resistant Materials).

DESIGN AND TECHNOLOGY

TEXTILES

Course Description

The course provides an opportunity to develop imagination and ingenuity through 'design and make' activities in Textiles. Pupils are able to develop individual design work, enhanced by the use of ICT. One important element of the course is the study on sustainability issues related to Design and Technology, including decision making and careful selection of sustainable materials and resources.

Pupils are taught a range of designing and making techniques using a variety of textiles materials. This includes the use of Photoshop to produce realistic Computer Aided Design (CAD) ideas.

The course essentially involves the developing and combining of skill, knowledge and understanding in D&T Textiles in order to produce quality products. Pupils who have enjoyed and achieved in Key Stage 3 D&T Textiles should find the course motivating, challenging, enjoyable and fulfilling.

Assessment

Pupils are assessed through one 'design and make' task and one exam in Year 10 and the same in Year 11, as described below.

YEAR 10:

Unit 1 (A571) :	Introduction to Design & Making	Controlled Assessment	30%
Unit 2 (A572) :	Sustainable Design	Exam	20%

YEAR 11:

Unit 3 (A573) :	Making Quality Products	Controlled Assessment	30%
Unit 4 (A574) :	Technical Aspects of Designing and Making	Exam	20%

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further information

In order to maintain the high level of success that has been achieved at AS and A2 Product Design, it is essential that pupils who are considering the A Level course study a suitable Design and Technology GCSE. The course in Textiles provides the necessary foundation for the A Level.

Certification

OCR - GCSE Design and Technology (Textiles).

FOOD AND NUTRITION

Course Description

This course provides pupils with an insight into a range of food and nutrition topics. It enables them to focus on topics including diet and health throughout life, food hygiene and consumer choice and to develop a range of practical skills and processes.

The main study areas are:

- Nutrition and Health
- Food Commodities
- Meal Planning
- Food Preparation and Cooking
- Food Safety and Preservation
- Consumer Education

Each of the above has several sub-sections which require individual research and appropriate practical work.

In Year 10 pupils complete three Short Tasks which assess planning, practical work, investigative work and evaluation.

In Year 11 pupils complete one Food Study Task covering skills including research, justification of choices, planning, practical work and evaluation. The use of ICT is a compulsory part of the course.

Assessment

Three Short Tasks	30%
One Food Study Task	30%
Written Examination	40%

The written examination consists of five compulsory questions, including short answers and free-response, covering all aspects of the specification.

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further Information

This course can lead on to AS/A Level in a variety of subjects. There are career opportunities in the food and hotel industry, retail and business professions.

Please note that the maximum number of pupils able to take Food & Nutrition for GCSE is limited to 40. If more than 40 pupils choose this option, preference will go to pupils who have shown a genuine interest and enthusiasm for this subject during KS3.

Certification

OCR – GCSE Home Economics: Food and Nutrition

INFORMATION AND COMMUNICATION TECHNOLOGY

Course Description

This course is a Double Award GCSE, leading to two GCSEs in ICT. The new specification is designed to provide pupils with the opportunity to investigate and develop an awareness of the nature and importance of Information and Communication Technology (ICT), in a rapidly changing society. It enables pupils to develop their ability to solve problems through the application of various ICT devices and skills.

Pupils will explore how digital technology in all its forms impacts on the lives of individuals, organisations and society. Covering both existing and emerging technologies, such as the internet, computer games, databases and social networking, the course offers broad and relevant content to meet the needs of today's proficient user of ICT.

One important aspect is the study of safety and security within the use of both static and portable digital devices, ensuring users are fully conversant with their rights and responsibilities whilst using ICT.

Assessment

The course is assessed by a combination of examination and controlled assessment tasks as follows:

YEAR 10

UNIT 1:	Living in a digital world	Examination	20%
UNIT 2:	Using Digital Tools	Controlled Assessment	30%

YEAR 11

UNIT 3:	Exploring Digital Design	Examination	20%
UNIT 4:	Creating Digital Products	Controlled Assessment	30%

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further Information

No home computer is necessary, but an interest in communications devices, music players, cameras and portable media devices and their use is helpful. Due to the nature of the controlled assessment, the ability to plan and organise work is very important.

Certification

EDEXCEL - GCSE Information & Communication Technology.

CHOICES THREE AND FOUR

Two subjects, plus two reserve subjects, chosen from the list below. These choices may include another modern language (French) and/or another technology-related subject.

- Art
- Business Studies
- Child Development
- D&T Electronics and Control Systems
- D&T Graphic Products
- D&T Resistant Materials
- D&T Textiles
- Drama
- Food & Nutrition
- French (*second language*)*
- Geography
- History
- Information & Communication Technology
- Media Studies
- Music
- Physical Education
- Religious Studies
- Sociology

*For further information about Language choices, please see page 9.

Study Support

Please see page 29 for further information.

Any pupil or parent interested in this course should discuss the matter with Mrs. Lockett or Mr. Millar. We may also suggest to some pupils that this course would be appropriate for them.

ART

Course Description

GCSE Fine Art is a lively and engaging course, which offers pupils the opportunity to learn more about visual communication and expression. Pupils develop the skills to organise and express their ideas, observations and feelings through drawing, painting, surface pattern, ICT, sculpture, printmaking and mixed media. They are encouraged to build upon their repertoire of practical skills, alongside a critical appreciation of a range of work produced by artists and designers.

Pupils learn to:

- Develop their ideas through investigations informed by contextual sources
- Refine their use of media and techniques through experimentation
- Record ideas and observations in a range of visual forms
- Realise a personal response that makes critical and visual connections

The course begins with a series of skills-based workshops allowing pupils to explore a variety of new media and techniques, such as rolled paper sculpture and collograph printing. This enables them to make informed choices about their practical strengths for their second project.

In their second project we visit galleries in London, to enable pupils to experience the art and architecture of the city first-hand. This experience informs their response to the theme of 'Identity'.

The third unit is a 'mock exam' where pupils use a past paper to generate an extended project with a ten hour supervised practical session. This allows them to explore their own ideas in more depth, in preparation for the exam.

The course lays the foundation for the study of Art & Design at AS and A2, and prepares for courses and careers in the creative field.

Assessment

- Controlled Assessment – 60% Pupils produce a 'Portfolio' of controlled assessment during their GCSE, which consists of work selected from three major projects: Natural Forms, Identity and a Mock Exam Project.
- Examination – 40% An 'Externally Set Task' forms their summative project, which culminates in a ten-hour, supervised final piece.

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Certification

AQA - GCSE Art and Design - Fine Art

CHILD DEVELOPMENT

Course Description

This course aims to develop knowledge and understanding of human needs within a diverse society and in the context of relevant technological and scientific developments. It encourages an understanding of the overall needs of young children and the social and environmental influences on their development.

The main study areas are:

- Family and Parenting
- Preparation for Pregnancy and Birth
- Physical Development
- Nutrition and Health
- Intellectual, Social and Emotional Development
- Community Support

In Year 10 pupils complete three short tasks. These give them the opportunity to demonstrate their ability to plan, carry out practical work or investigative work and evaluate independently.

In Year 11 pupils complete a child study task which shows their ability to research, justify choices, plan, carry out practical work and evaluate independently. The use of ICT is a compulsory part of the course.

Assessment

The course is assessed by a combination of controlled assessment and examination as follows:

Three Short Tasks	30%
One Child Study	30%
Examination	40%

The written examination consists of five compulsory questions, including short answers and free-response, covering all aspects of the specification.

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further Information

This course is especially suited to those who are interested in nursery teaching, nursing or working with young children in any capacity. Pupils must be able to visit a child under 5 as part of the individual task.

Certification

OCR – GCSE Home Economics Child Development

DRAMA

Course Description

This course aims to develop the understanding, appreciation and use of skills associated with Drama and Theatre.

Pupils explore and participate in many varied theatrical styles and genres. They have the opportunity to create their own work as well as look at plays by other people. The course consists of practical performance work and associated written exploration and evaluation.

In **Part One**, pupils use Drama to express their ideas on a range of issues.

In **Part Two**, they look at a play to see how the playwright expresses his/her ideas about a theme or topic and explore ways of making the play work on stage.

In **Part Three**, they are involved in the performance of a play from an existing script or from one they create themselves, either as an actor or as technical support, eg: design, lighting etc.

Other skills developed

As well as acquiring the skills involved in creating and performing Drama, pupils learn to work with others in problem-solving and communication. Drama builds self-confidence and prepares pupils to deal with a range of different situations and people.

Assessment

Parts 1 and 2: Controlled Assessment: 60%

These are two units completed in two six-hour practical workshops. Each workshop is supported by a written portfolio produced by the pupil under supervised conditions. Both the practical and portfolio are marked by the teacher and moderated by the exam board, reflecting the pupil's practical work, their understanding of drama as an art form, their individual and group skills, personal research and the quality of their written communication. The portfolio also includes a written review of a professional live theatre production.

Part 3: Performance: 40%

An externally examined practical performance of either a recognised scripted play or a student-devised piece, or a combination of the two.

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further Information

Pupils are required to make a number of theatre visits during the course.

Certification

EDEXCEL - GCSE Drama.

GEOGRAPHY

Course Description

The study units cover four broad themes:

1. Rivers and Coasts.
2. Population and Settlement.
3. Natural Hazards and People.
4. Economic Systems and Development.

Each of these themes is divided into a set of enquiries, all related to specific locations. This continues the practice established in Key Stage 3.

Two geographical investigations are undertaken. The first is based on any part of the specification content and must include fieldwork, map work and use of ICT. The second is an issue based investigation on a topic outlined by the exam board and researched using secondary sources. Topics may include: disease, trade, ecosystems, sport, fashion, energy, new technology, crime or tourism.

Assessment

The course is modular and assessed in three ways:

- | | | |
|-----|--|-----|
| (a) | A single examination at the end of Year 11, consisting of two tiers.
Each paper has three sections. | 50% |
| (b) | A decision making exercise (DME), taken in January of Year 11. | 25% |
| (c) | Two pieces of controlled assessment completed over the two years | 25% |

Fieldwork

All pupils have to take part in a non-residential field trip to Flamborough Head which is an essential part of their controlled assessment.

Tiers

Higher
Foundation

Target Grades

A*-D
C-G

Certification

OCR - GCSE - Geography - Specification C.

HISTORY

Course Description

GCSE History offers training in skills as well as an understanding of local, national and world history.

The specification has been designed to allow candidates to gain insights into some of the most important aspects of the modern world. This course offers an interesting and stimulating approach to modern world history through one Outline Study, one Depth Study, one Source Enquiry and one Controlled Assessment Exercise.

Outline Study:

International Relations 1943-1991

Depth Study:

Germany 1918-1939

Source Enquiry:

War and the transformation of British Society 1931-1951

Controlled Assessment:

Vietnam 1960-1975

Assessment

Outline Study	:	25%	Examination
Depth Study	:	25%	Examination
Source Enquiry	:	25%	Examination
Controlled Assessment	:	25%	In Class

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Certification

EDEXCEL - GCSE History.

MEDIA STUDIES

Course Description

This is a Double Award GCSE, leading to two GCSEs in Media Studies.

The specification is designed to enable students to develop critical thinking skills, appreciation of media, practical skills and analytical skills using key concepts. The course covers print and electronic publishing, moving image media (including television film and video) and radio and web based media such as blogs, vlogs, and podcasts. Cross media topics such as news, advertising and music are also areas for study.

Assessment

Each candidate is assessed through four units.

Unit 1 : Investigating the Media

This unit contributes 20% to the final award. It is externally assessed under exam conditions and takes the form of a pre-released brief on a subject published by the exam board each year. Pupils will sit this exam at the end of Year 10.

Unit 2 : Understanding the Media

Pupils complete three assignments taken from a bank of assessment tasks provided by the exam board. This unit contributes 30% of the final award. It is internally assessed under controlled conditions.

Unit 3 : Exploring Media Industries

This unit contributes 20% to the final award. It is externally assessed under exam conditions and takes the form of 10 shorter and 5 longer responses to a media stimulus. Pupils will sit this exam at the end of Year 11.

Unit 4 : Responding to a Media Brief

Pupils develop a media product in response to a set brief provided by the exam board. This unit contributes 30% of the final award. It is internally assessed under controlled conditions.

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Certification

AQA - GCSE Media Studies.

MUSIC

Course Description

There are three core elements to the course:

- **Performing:**
Pupils are required to perform two pieces on one or more instruments (voice can be counted as an instrument).
- **Composing:**
Pupils compose in a number of different styles covered in the listening areas of study.
- **Listening & Appraising:**
Pupils explore the following areas, through the study of 12 set works:
 - (a) Repetition and contrast in Western Classical Music, 1600-1899.
 - (b) Music in the 20th Century.
 - (c) Popular music in context.
 - (d) World music.

Assessment

Performing: Controlled Assessment 30%
Pupils perform two pieces, one of which is solo (15%) and one an ensemble performance (15%).

Composing: Controlled Assessment 30%
Pupils offer two pieces of composition for assessment, chosen from two of the four areas of study.

Listening & Appraising: Examination 40% Written paper 1½ hours
Pupils answer questions on the four areas of study listed in the course description. Questions are both listening and knowledge based.

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further Information

It is possible to take this course without previously having learnt to play an instrument, though in practice such candidates may find it difficult to achieve high grades. Pupils in this situation who are considering GCSE Music as an option should first discuss it with a member of the Music Department.

Certification

EDEXCEL - GCSE Music.

PHYSICAL EDUCATION (GCSE)

Course Description

GCSE Physical Education provides an opportunity for studying sport and physical activity in greater depth.

This course offers pupils an ideal opportunity to further develop their practical skills. They are also able to increase their knowledge in the areas of body systems, fitness, the social development of sport and its importance today. Pupils who have taken GCSE PE in the past have gone on to study PE at A Level and other sports-related courses at University.

There are four main areas of study, two of which are classroom based.

1. An Introduction to Physical Education

- Key concepts in Physical Education.
- Key processes in Physical Education.
- Opportunities, pathways and participation in Physical Education.

2. Practical Performance and Analysis 1

- Two performances from two different activity areas.
- An analysing lifestyle task.

3. Developing knowledge in Physical Education

- Developing skills, techniques and motivation.
- Developing physical and mental capacity.
- Informed decision making using the principles of training and safe exercise.
- Opportunities, pathways and participation in Physical Education.

4. Practical Performance and Analysis 2

- Two performances from any activity area.
- An analysing performance task for one activity.

Activities may include: soccer, netball, rounders, basketball, badminton, athletics, and tennis. If a pupil possesses a particular talent in an activity we are unable to offer, for example swimming or golf, we may be able to assess that sport out of school.

Assessment

Written examination on Areas 1 and 3	40%
Controlled Assessment on Areas 2 and 4	60%

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Further Information

In view of the large element of assessed practical controlled assessment, pupils aiming for higher grades will need to have demonstrated a fair degree of ability in practical activities during Key Stage 3.

Certification

OCR - GCSE Physical Education.

RELIGIOUS STUDIES, PHILOSOPHY & ETHICS

Course Description

Pupils study two modules, each divided into six topics. The first module is examined at the end of Year 10 and the second module is examined in Year 11. Marks from the two exams combine equally to form the overall result. There is no controlled assessment.

Year 10 Module: Unit 2 – Religion and Life Issues

Students study six topics:

- | | |
|--------------------------------|-------------------------------|
| 1. Religion and Animal Rights. | 4. Religion and Early Life. |
| 2. Religion and Planet Earth. | 5. Religion, War and Peace. |
| 3. Religion and Prejudice. | 6. Religion and Young People. |

Pupils study questions raised by these issues and examine the teachings of two religions relevant to them. One is Christianity; the other religion can be chosen from Buddhism, Hinduism, Islam, Judaism or Sikhism.

Year 11 Module: Unit 4 – Religious Philosophy and Ultimate Questions

Students study six topics:

- | | |
|---------------------------------------|--------------------------|
| 1. The Existence of God. | 4. Immortality. |
| 2. Revelation. | 5. Miracles. |
| 3. The Problems of Evil and Suffering | 6. Science and Religion. |

Pupils investigate philosophical questions raised by these topics and develop skills of critical thinking. Two religions' teachings are explored, one of which is Christianity. Pupils can choose a second religion to study.

Assessment

Two modular examinations are taken, one for each unit. These are equally weighted and are each worth 50% of the overall result.

Examination 100% (No controlled assessment)

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Certification

AQA – GCSE Religious Studies 4055 - Specification B (Ethics, Philosophy and Religion in Society).

SOCIOLOGY

Course Description

Sociology is the study of societies and it looks at how people live, behave and work together. It asks questions about the world we live in and tries to explain why it is the way it is.

We consider questions like: *Why is the family constructed the way it is? Why do some groups do better than others in education? Who benefits from politics? Why do some people commit more crime than others? Why do some people have more wealth than others?*

Pupils learn how sociologists have attempted to answer these questions and also come to some of their own conclusions on the issues we cover. Sociology teaches pupils to question the world around them.

The course is split into two units covered over two years. Unit One is studied in Year 10. Unit Two is studied in Year 11. Both of the units are examined at the end of Year 11.

Unit One covers

- **Studying society** – What is Sociology? What makes Sociology different to other subjects such as Psychology? What kind of methods do sociologists use to collect data?
- **Education** – Why do certain groups do better than others in the education system? What functions does education perform for individuals and society? What changes have been made to the education system in recent years?
- **Families** – What different types of families exist in Britain today? Why has marriage become less popular? What different roles do men and women carry out in the family?

Unit Two covers

- **Crime and Deviance** – What is the difference between crime and deviance? Why are certain groups likely to commit more crime than others? What are the consequences for the victims of crime? Are the police effective in carrying out their job?
- **Mass Media** – How important is the media in shaping the way people behave? Does the media encourage stereotypes? How powerful are the people who own and control the media?
- **Power** – How do we participate in the political process? Is politics just about MPs and Westminster? What have politicians done to try and address issues such as unemployment? Is the Welfare State a good or a bad thing?
- **Social Inequality** – Why do some people have more wealth than others? What is social class? How do age, gender, ethnicity and social class affect how successful we are in life?

Assessment

There are two exams at the end of Year 11, each worth 50%.

Tiers

There is only one standard tier in this subject.

Target Grades

A*-G

Certification

AQA – GCSE Sociology

STUDY SUPPORT

Course Description

Study Support is taken as an option choice. During the five, one-hour lessons per fortnight, pupils work on the areas listed below:

Study Areas

- ASDAN (Certificate of Personal Effectiveness). A course which develops life skills and personal qualities. Pupils complete modules and collect credits over the two years. They work on areas such as Communication, Independent Living, Citizenship and Health and Fitness. Careers, preparation for Work Experience and researching Post-16 opportunities are covered in depth. Pupils also have the chance to follow up their own interests.
- Basic skills such as numeracy, literacy and ICT. These support work done in other subjects.
- Additional support with the controlled assessment components of pupils' other GCSE qualifications.

Assessment

- A portfolio of work is externally moderated where the key skills of Working with Others, Improving Learning, Problem Solving, Research, Discussion and Presentation are assessed.

Further Information

This course is suitable for:

- Pupils who might benefit from a more vocational approach.
- Pupils for whom a programme of ten or more GCSEs is not appropriate.
- Some pupils on the SEN Register.
- Some pupils for whom English is an additional language.
- Some pupils who might benefit from support within a small group situation.

Any pupil or parent interested in this course should discuss the matter with Mrs. Lockett or Mr. Millar. We may also suggest to some pupils that this course would be appropriate for them.

Certification

ASDAN - Certificate of Personal Effectiveness (Equivalent to GCSE Foundation Level)

THE CORE CURRICULUM

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ENGLISH

Course Description

Pupils study two GCSE courses: English Language and English Literature.

The specifications for English Language and English Literature for 2010 have still not been accredited by Ofqual, therefore a final decision cannot yet be made regarding the choice of exam board.

The new specifications will involve both external examinations and the new controlled assessments which have been introduced to replace coursework. We will choose the specifications that best suit the needs and interests of all our pupils. A brief overview of one available course (AQA Specification B) is outlined below:

GCSE ENGLISH LANGUAGE:

Areas of study

- Understanding and producing non-fiction texts.
- Speaking and listening.
- Understanding spoken and written texts and writing creatively.

Assessment

The final grade is made up of:

- One external examination worth 40%.
- Speaking and listening controlled assessment worth 20%.
- Three pieces of written controlled assessment worth 40%.

GCSE ENGLISH LITERATURE:

Areas of study

- Exploring Modern Texts.
- Poetry Across Time.
- Shakespeare and the English Literary Heritage.

Assessment

The final grade is made up of:

- Two external examinations: one worth 40% of the final grade and one worth 35%
- One piece of controlled assessment worth 25% of the final grade.

Further Information

Pupils are placed in teaching groups based on ability and performance in Year 9. There is considerable overlap of ability between groups. Final decisions on tiers of entry will be made by the English Department to best meet the needs of each pupil.

SCIENCE

Science is offered as both a **Double Award** subject and a **Triple Award** subject.

The Double Award subject occupies five periods per week, twice the time available for most other subjects. The Triple Science course occupies six periods per week. Both courses are modular in nature and offer good preparation for further study of the Sciences at Sixth Form level and beyond.

Pupils are placed on the appropriate course based upon evidence gained from their performance during Key Stage 3.

The two courses are described on the following two pages.

Double Award Science: Page 34

Triple Award Science: Page 35

DOUBLE AWARD SCIENCE

Course Description

Double Award Science leads to two GCSE examination qualifications: **Science A**, a Core Science course which is examined in Years 9 and 10, and **Additional Science**, which is examined in Year 11.

SCIENCE A:

This course consists of six modules studied in Years 9 and 10, assessed by short examinations set by the examination board and taken under examination conditions. All modules are taught and tested as distinct Biology, Chemistry and Physics units. Each module is offered at both Foundation and Higher Tiers.

Modules:

Biology	Chemistry	Physics
Biology 1a	Chemistry 1a	Physics 1a
Biology 1b	Chemistry 1b	Physics 1b

The dates for the tests are:

- **Late June 2010** : Each pupil completes C1a module test
- **Late November 2010** : Each pupil completes two module tests
- **Early March 2011** : Each pupil completes two module tests
- **Late June 2011** : Each pupil completes one module test.

In addition, all pupils complete an Investigative Skills Assessment (ISA) which is a normal class practical followed by an externally set, internally assessed test, and a Practical Skills Assessment which assesses their ability to perform practical work and analyse and evaluate data.

YEAR 11 – ADDITIONAL SCIENCE:

This course is a separate GCSE and consists of three modules: Biology Unit 2, Chemistry Unit 2, Physics Unit 2 and a Centre-Assessed Unit. Each module is offered at both Foundation and Higher Tiers.

Assessment

The final GCSE grades are determined by two components.

Year 10 – Science A		Year 11 – Additional Science	
Six module tests	75%	Three written papers	75%
Centre-assessed Unit	25%	Centre-assessed Unit	25%

Tiers

Higher
Foundation

Target Grades

A*-D
C-G

Further Information

Achieving the higher grades at GCSE forms a sound basis for A Level studies in Biology, Chemistry, Physics, and Geology. For those not aspiring to A Level, the course provides a good general education in Science.

Certification

AQA - Science A
AQA - Additional Science

BIOLOGY, CHEMISTRY AND PHYSICS: Triple Award Science

Course Description

This course leads to three distinct GCSE qualifications at the end of Year 11, in Biology, Chemistry and Physics. It consists of six modules assessed by short examinations during Years 9 and 10 and a further six which are assessed in Year 11. Each pupil also completes an Investigative Skills Assessment (ISA) in each of the science subjects.

All modules are taught and tested as distinct Biology, Chemistry and Physics modules. They are only offered at the Higher Tier.

	Biology	Chemistry	Physics
Year 10	Biology 1a	Chemistry 1a	Physics 1a
Year 10	Biology 1b	Chemistry 1b	Physics 1b
Year 11	Biology 2	Chemistry 2	Physics 2
Year 11	Biology 3	Chemistry 3	Physics 3
Year 10/11	Biology ISA	Chemistry ISA	Physics ISA

The dates for the tests in Units 1a and 1b are:

- **Late June 2010** : Each pupil completes C1a module test
- **Late November 2010** : Each pupil completes three module tests
- **Early March 2011** : Each pupil completes two module tests

Units 2 and 3 are assessed by written examinations during Year 11.

Assessment

The final GCSE grade in each subject is determined by four components:

- | | | |
|-----|---------------------------------|-----|
| (a) | Two module tests | 25% |
| (b) | Unit 2 | 25% |
| (c) | Unit 3 | 25% |
| (d) | Investigative Skills Assessment | 25% |

Tiers

Higher

Target Grades

A* - D

Further information

Triple Science is only offered at the Higher Tier. It is aimed at pupils who have demonstrated, by their achievement and attitude during KS3 in Science and Maths, that they can respond positively to the intellectual challenge and the increased workload. Pupils who are likely to achieve grades A or A* in both Science and Maths will be considered for Triple Science.

Achieving the higher grades at GCSE forms a sound basis for A Level studies in Biology, Chemistry, Physics and Geology. For those not aspiring to A Level, the course provides a good general education in Science.

Certification

AQA - Biology
AQA - Chemistry
AQA - Physics

MATHEMATICS

Course Description

GCSE Mathematics covers four areas for study:

- Number
- Algebra
- Geometry
- Statistics

For Higher tier pupils there is more Algebra content than Number and vice versa for Foundation tier pupils.

Pupils are taught to calculate mentally, as well as to use a calculator efficiently.

All pupils are taught problem solving skills as part of the curriculum. These and quality of written communication are an important part of the assessment.

Assessment

The final GCSE grade is determined by the aggregate marks of the papers taken. The number of papers our pupils will take has yet to be decided as the exam boards are currently having their specifications ratified. Clear information will be given to pupils upon commencement of the course.

Tiers

Higher
Foundation

Target Grades

A* - D
C - G

Further Information

All pupils are given every opportunity to achieve their full potential. Final decisions on tier of entry will be made by Mathematics staff who will take into account all factors when making a decision.

Certification

AQA –Mathematics.

STATISTICS

Course Description

This course covers:

- Number
- Collection of Data
- Presentation of Data
- Analysis of Data
- Interpretation and Inference
- Probability

The course is taught as part of the normal allocation of Mathematics lessons as the two courses overlap considerably. It is made clear to pupils which topics are specifically for the Statistics GCSE.

Assessment

(a) One controlled assessment task 25%

This task is broken down into 2 sections.

1. An investigation, completed in lessons and at home, worth 20 marks.
2. A formal written assessment, completed in test conditions, worth 20 marks.

(b) One written examination at the end of Year 11 75%
(Higher 2 hours, Foundation 1 ½ hours)

NB: A small number of pupils may follow a Freestanding Maths Qualification course in "Managing Money", instead of GCSE Statistics. This decision is made by Maths staff.

Tiers

Target Grades

Higher
Foundation

A*-D
C-G

Further Information

As in Maths, all pupils follow a course leading to one of the two tiers above. They are taught work that can take them beyond their target grades. This ensures that all pupils are stretched and given every opportunity to succeed.

The final tier of assessment is decided after the Year 11 mock examinations.

Certification

AQA – GCSE Statistics

PHYSICAL EDUCATION

Course Description

During Years 10 and 11 all pupils follow a Physical Education course.

In Year 10 pupils are given a choice of three option pathways. The pathways on offer allow pupils to take part in activities that are best suited to their skill and interests gained from their experiences at Key Stage 3. All pupils have the opportunity to increase their effectiveness through a balance of improvements in knowledge, understanding and performance.

The three pathways are:

- Games Option** : Predominantly made up of team games, eg: football, netball.
- Individual Option** : Predominantly made up of individual sports, eg: badminton, trampolining.
- Leadership Option** : Pupils develop important leadership skills in a variety of activities. They spend three out of the six modules gaining their leadership award. For the rest of the year pupils continue to follow a balanced PE experience.

The three option choices are for four out of the six modules. For the remaining two modules, pupils have a choice of activity. The choices include: cycling, extreme golf, fitness, trampolining but also include activities that pupils may already have done. This allows pupils to participate in activities they enjoy.

All pupils participate in a fitness module to promote a healthy lifestyle through the planning, performance and evaluation of a personal exercise programme.

In Year 11 there are four modules and pupils may choose to focus on one or more of the activities previously taken in Year 10. They also have the opportunity to participate in activities which are not normally offered in the curriculum. Some of these activities involve pupils participating at sporting centres around the City, or sports instructors visiting the school. These activities attract a small charge to either pay for the hire of a facility or instructor. The activities on offer include:

- Swimming
- Golf, driving range
- Extreme golf
- Judo
- Indoor cricket
- Skiing
- Dance

Pupils also have the opportunity in Year 11 to continue gaining leadership experience through visiting primary schools to help lead or assist in PE lessons.

Assessment

Pupils are assessed on:

- (a) Safe practice. (d) Ability to take different roles such as official or coach.
- (b) Knowledge and understanding. (e) Ability to judge performances.
- (c) Performance. (f) Ability to plan, carry out and monitor a programme for a healthy lifestyle.

Sports Leadership Level One Course

Pupils who choose to take the leadership pathway undertake the Sports Leaders, Level One Course, which is a national award. This course is recognised by higher education and employers. During and after the course, pupils have the opportunity to assist and run lunchtime/after-school clubs, inter-form competitions and also work with local primary schools, through a range of fun sporting activities and festivals.

RELIGIOUS EDUCATION

Course Description

Pupils follow the local agreed specification for RE at Key Stage 4.

The scheme of work enables the delivery of two attainment targets:

1. Human Experience.
2. Religious Perspectives.

These are explored through the following topics:

Year 10:

- Animal Issues – Vivisection and Vegetarianism.
- Medical Ethics – Abortion, Euthanasia and Cloning.

Year 11:

- What is Religion?
- Capital Punishment.
- Ultimate Questions – The Purpose of Life.

Assessment

Pupils' work and approach to work are monitored and each unit has an assessment piece built into it. Pupils may be asked to prepare a talk or produce a written or visual presentation, sometimes as part of a small group exercise.

PERSONAL, SOCIAL AND HEALTH EDUCATION/CITIZENSHIP

Course Description

In Year 10 there are modules of Citizenship, Health Education, Enterprise Education and Careers Education and Guidance. Work Experience preparation begins in the Spring of Year 10. Pupils experience a wide range of learning activities and develop a growing knowledge and understanding of personal and social issues. Local employers and the Connexions Service are involved in the delivery of the Careers module.

At the start of Year 11 pupils follow a second Careers Education and Guidance module which includes one week of Work Experience. This is followed by modules of Health Education and Citizenship. Pupils are also given the opportunity to review their progress regularly and update their Careers Action Plan.

Assessment

Throughout the two year PSHE/Citizenship course, pupils are involved in assessing their ability to work both independently and co-operatively, their ability to make informed and relevant choices, and their understanding of issues. In addition, they assess their personal strengths and qualities such as confidence, reliability and responsibility.

All Year 11 pupils work on compiling a personal Record of Achievement. Through this process they develop records listing their experiences and achievements, qualifications, credits and awards. They also set themselves targets and develop their career planning.

CAREERS EDUCATION AND GUIDANCE

When young people leave Year 11 they need to be aware of the many and varied opportunities available to them. Through our Careers Education and Guidance Programme pupils are able to gain the knowledge and skills necessary to make well informed decisions:

For all pupils in Years 10 and 11 there is:

- easy access to up-to-date and comprehensive printed, computerised and visual material in the Careers Library;
- group and individual guidance organised by careers staff within school and the Connexions Service;
- a module of timetabled lessons within the PSHE programme.

In addition, the Careers Education and Guidance Programme includes:

In Year 10

- advice about letters of application for appropriate Work Experience placements;
- an Industry Day working with local employers in preparation for Work Experience;
- individual interviews with advisers from Connexions.

In Year 11

- an "Options 16 Evening" to inform parents about Post-16 opportunities;
- a week's Work Experience placement for every pupil;
- advice about preparation for interviews;
- workshops with representatives from the local colleges and other agencies to offer advice and guidance on courses, training opportunities and employment;
- individual interviews with advisers from Connexions;
- completion of a Careers Action Plan;
- access to relevant "Taster Days" provided by training organisations and local industry.

