

KEY STAGE 4 OPTIONS 2016

The Key Stage 4 curriculum model has been designed to be as flexible as possible. However, it is important that students make the right choice first time: once everyone has chosen their subjects for September, the timetable will be shaped and some subject combinations will become impossible. Students who change their minds will not have such a flexible choice. It is important that students read the details about these subjects and talk to the appropriate teachers before making their choice.

Any general questions can be addressed to Mrs Dawson or anyone from the Senior Leadership Team.

Block A – all students study these subjects as part of the core curriculum.

Block B – This Block contains the optional subjects. Each subject is studied for four lessons a week so students should opt for four subjects.

Students should opt for *only one* Design Technology subject.

Students who are planning on applying to the top universities or wishing to study Law, Medicine or Veterinary courses should seriously consider including at least one Language and one Humanities subject in their option choices.

During Year 10, many subjects carry out controlled assessments which contribute to the final GCSE grade. It is therefore very important that students attend school whenever possible. Please do not book holidays during term-time.

***Please note:* we are offering a very flexible choice and we cannot predict which course might be undersubscribed. If there are not enough students, some courses might not run.**

Also, because we adapt the timetable to student choices each year, there may be a clash of certain subjects. If these problems arise, we will speak to individual students about alternative choices.

Block A

THE CORE

GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE Edexcel

Overview

- These are new GCSEs which ran for the first time in September 2015.
- Students will study the courses over two years and will be assessed by examinations at the end of Year 11.
- There is no coursework or controlled assessment; assessment is by examination only.
- It is anticipated that *all* students will take both GCSEs: English Language *and* English Literature.
- Final grades will be awarded on the 9-1 scale (*not* the existing A*-G)

English Language

What will I do?

Reading skills:

- You will study a range of texts including C19th fiction and non-fiction writing from the C20th and C21st.
- You will develop the skills to analyse and compare these texts, building upon the skills you have developed at Key Stage 3.



Writing skills:

- You will develop your creative writing skills as well as your ability to write for specific audiences and purposes.
- You will also develop your written accuracy. (Spelling, punctuation and grammar are worth 20% of the marks)

Spoken Language: You will also be required to give a presentation to the class and take questions. This will not count towards your final English Language grade, but you will be given Pass, Merit or Distinction.

EdExcel English Language GCSE Examinations	
Paper 1 Fiction & Imaginative Writing 40% 1 hour 45 minutes	Paper 2 Non-fiction & Transactional writing 60% 2 hours
<u>Section A:</u> Questions on an unseen C19th fiction text <u>Section B:</u> Choice of 2 writing tasks - Imaginative/Recount/Narrative (thematically linked to Section A)	<u>Section A</u> Questions on 2 thematically linked C20th & C21st non-fiction extracts. <u>Section B</u> Choice of 2 writing tasks for specific purpose/audience (letter/article etc.) (thematically linked to Section A)

English Literature

What will I do?

You will study:

- A play by Shakespeare
- A British play or novel written after 1914
- A C19th British novel
- A selection of poetry written between 1789 and the present day



You will develop your skills, building on the work you have been doing at Key Stage 3.

You will read, interpret, analyse and compare texts and gain confidence in applying your skills to unseen texts.

EdExcel English Literature GCSE Examinations	
Paper 1 Shakespeare & Post 1914 Literature 50% 1 hour 45 minutes Closed Book	Paper 2 C19th Novel & Poetry since 1789 50% 2 hours 15 minutes Closed Book
<u>Section A: Shakespeare</u> 2 questions – 1 on a passage from the play, one linking the passage to the play as a whole <u>Section B: Post 1914 British play or novel</u> 1 essay question	<u>Section A: C19th Novel</u> 1 question on extract from novel, 1 question linking the passage to text as a whole <u>Section B: Poetry since 1789</u> Q1: Comparing printed poem from their anthology and one other poem from their chosen cluster. Q2: One question comparing 2 unseen contemporary poems

Functional Skills

There is a possibility that we will continue to offer the AQA Functional Skills qualification in addition to the GCSE courses.

MATHEMATICS

EdExcel 1MA1

Course outline:

The Mathematics GCSE covers a wide range of mathematical knowledge and skills with a strong focus on depth of understanding and problem solving. The knowledge and skills content is grouped into five areas:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Probability and Statistics

While studying Mathematics you will be expected to:

- Recall and use standard mathematical skills and knowledge to solve problems.
- Be able to break down more complex problems into small steps in order to solve them.
- Be able to apply mathematical skills to analyse problems in a real life context.
- Be able to use a calculator to solve problems quickly and effectively.

What should students expect to do during the course?

Mathematics is related to everyday life. Students will be given the opportunity to discuss mathematical ideas in groups and undertake investigations. The core textbooks provide learning through practical activities and traditional exercises. These books are supplemented by other appropriate materials, including computer software.

Homework is set on a regular basis to consolidate work taught in class or to revise topics previously learned. On-line homework may be set on occasions and students without internet access should speak to their teacher to get a hardcopy of the homework.

How is the course assessed?

The assessment is 100% final examination which consists of:

- Three 1½ hour papers, one non-calculator and two calculator papers.
- Each paper is marked out of 80 giving a total of 240 marks.

CORE PHYSICAL EDUCATION

Students will continue to participate in a range of activities, with involvement in shaping the curriculum of their group. Lessons will focus upon increasing development of knowledge, skills and understanding and present opportunities for leadership and officiating whilst ensuring students gain adequate activity.

Students will be given the chance to learn how to train to improve their fitness for life.

CORE RELIGIOUS STUDIES: SHORT COURSE AQA 4051

As part of the legal statutory requirements regarding the study of Religious Education throughout Key Stage 4, all students will follow the AQA Religious Studies Short Course in Year 10.

Course Outline:

The course explores various ethical and moral issues that are faced in the contemporary world including:

The Right to Life - Christian views on the sanctity and quality of life, including attitudes to abortion and euthanasia.

The Use of Medical Technology – Christian views on the sanctity of life, fertility and genetic treatments and cloning.

Personal Responsibility – Christian views on what it means to be human and on the importance of commitment and responsibility, including attitudes to personal lifestyle in relation to sexual relationships and the use of drugs.

Social Responsibility - Christian views on the importance of commitment, responsibility, equality and justice, including attitudes to marriage, prejudice and discrimination.

Global Concerns - Christian views on the world as God's creation, stewardship, justice and respect for life, environmental problems and World Poverty.

Peace and Conflict - Christian views on justice, forgiveness, reconciliation and peace, including attitudes to war and peace, and to crime and punishment.

What should students expect to do during the course?

The course will provide students with the opportunity to develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning; express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

How is the course assessed?

There is one 1 ½ hour written paper at the end of Y10

The paper is not tiered: students have the opportunity to gain grades A* - G.

There is no coursework for this course.

SCIENCE

Science is a compulsory subject but students have a choice over which route they follow: the core Combined Science course which is outlined below or Triple Science which means choosing Science as an option in Block B.

GCSE Combined Science – ‘Double Course’- AQA

The three Sciences are taught in a combined way by two teachers leading to two GCSE certificates in Science. There are four double lessons per week throughout the course. The ‘double course’ has less content to learn than the ‘Triple course’. Students who take this course are still eligible to apply for A Level courses.

The aims of both courses are to enable students to:

- Learn about the unifying patterns and themes of Biology, Chemistry and Physics.
- Acquire knowledge and understanding of Biology, Chemistry and Physics facts, concepts and principles.
- Appreciate the practical nature of Biology, Chemistry and Physics, developing experimental and investigative skills based on correct and safe laboratory techniques.
- Appreciate the importance of accurate experimental work and reporting as scientific methods.
- Develop a logical approach to problem solving in a wider context.
- Understand the widespread importance of Biology, Chemistry and Physics and how they are used in the world.
- Evaluate, in terms of their Biology, Chemistry and Physics knowledge and understanding, the benefits and drawbacks of real-life applications of Science, including their everyday, industrial and environmental aspects.
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions.
- Prepare for more advanced courses in Biology, Chemistry and Physics and for other courses which require them to have a knowledge of the Sciences.

All assessment takes place at the end of Year 11: six x 1 hr 15 mins exams (two per subject).

Typical content of either ‘Double’ or ‘Triple’ Award course:

Biology	Chemistry	Physics
The nature and variety of living organisms	Principles of chemistry	Forces and motion
Structures and functions in living organisms	Chemistry of the elements	Electricity
Reproduction and inheritance	Organic chemistry	Waves
Ecology and the environment	Physical chemistry	Energy resources and energy transfer
Use of biological resources	Chemistry in industry	Solids, liquids and gases
		Magnetism and electromagnetism
		Radioactivity and particles

Wider Skills

In Key Stage 4, all students have an entitlement or a statutory obligation to learn about certain wider issues relating to their personal development and well-being. Some of these will be addressed in timetabled lessons; some will be addressed through whole-day events when students will be taken off timetable. These include the following:

Work Related Learning

- ◆ Students will all have the opportunity to undertake a week's work experience in the summer term of Y10. This will be followed by time in PSHCE to write a report about their experience and to analyse and evaluate key aspects of the work place.
- ◆ Students will be offered interviews with a careers advisor as and when appropriate to help them to make decisions about what they would like to do after Year 11.

Personal, Social, Health Education and Citizenship (PSHCE)

- ◆ Students will cover a programme of dedicated lessons that cover aspects of personal wellbeing, financial wellbeing and citizenship.
- ◆ Some topics may also be addressed in half or whole day sessions.
- ◆ Many aspects of wellbeing and citizenship are also addressed across the curriculum and through the variety of extra-curricular activities on offer to students in Key Stage 4.

Farmor's Student Skills

- ◆ Students will engage in a number of activities across the curriculum that practise and develop personal, learning and thinking skills. These are designed to provide students with the skills they need to succeed in school, in the world of work and in life.
- ◆ Students are expected to reflect regularly on the skills they are using in lessons and think about how they can improve them.

Block B

OPTIONS

ART and DESIGN

AQA 4201

Course outline

GCSE Art and Design is a course in which students have the opportunity to further develop their skills in using different art and craft media in both 2D and 3D form. They will look at a range of artists and explore different types of art work in order to help develop their own ideas and personal styles. As students move through the course they are encouraged to find their own voice with their work and the results become increasingly personal; emphasis is placed on the development of a personal style based on each student's interests and abilities. Success requires a high degree of involvement and a willingness to work seriously

What should students be expected to do during the course?

Art and Design at KS4 is a rigorous course which offers the individual an opportunity to develop and refine skills in a range of media. It provides a challenge for the student's intellect as well as his or her skill. It provides students with the opportunities to develop personal responses to ideas, observations and experiences in practical, critical and contextual forms. They will learn creative thinking skills and develop their knowledge of art practitioners through analysis and visits.

The course consists of two major projects which take place over the two years. Emphasis is placed on sketchbook work which should show the exploration and development of the project, culminating in a final piece at the end of the project. A visit to a Gallery, Museum or Botanical Garden will take place in both years which enables the students to study art works at first hand and draw from observation.

How is the course assessed?

Coursework **60%**

Final exam 40% (6-8 weeks preparation; ten-hour final exam)

All work is presented in a folder for marking and moderation in May in Y11.

What can I do after this course? Experience shows that this course provides an excellent foundation for further studies and careers in the expanding world of Art and Design. **Students go on to study Art A' level as well as other art or design based courses including BTECS and NVQs. Here are some of the careers people choose with a background in Art:** film, TV, theatre, stage and set design, Illustrator, Computer game designer, museum Curator, art teacher, art therapist, tattoo artist, landscape designer, car designer, furniture and lighting designer, photographer, textile and clothing designer, architect, product designer and much more...

Look at the following websites for information about a career in the arts:

www.theartcareerproject.com
www.creativepool.co.uk

www.creative-choices.co.uk

BUSINESS STUDIES

EdExcel 2BS01

This course is both active and enjoyable. You need to be good at communicating and explaining your ideas, and not afraid of learning new things and working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. What's more, you will also learn about the world of business through research and investigation, as well as through practical tasks.

What will I learn?

While studying the first two units of this course you are likely to learn a lot of new things. You will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved.

In the third unit, you will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. You will learn how businesses manage both their finances and their employees.

How will I be assessed?

During the course you will take written examinations and carry out a controlled assessment task which is a project researched in class and homework time and then written under exam conditions.

What can I do after I've completed the course?

This course can help you prepare for further and higher education. It prepares you for A' Levels as well as BTEC and NVQ courses in many different subjects. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team. Even if you do not want to go on to study business further you will have benefited from studying a GCSE Business course because many jobs involve working for a business. However, a GCSE Business course could lead to work in a business-related profession such as accountancy, marketing or the leisure and tourism industry.

Next steps

If you want to find out more about the skills you might learn or should develop when studying this course, watch BBC programmes like *The Apprentice*, *Dragons' Den* and *Working Lunch*. You could also look at the following websites to discover the types of things you might learn:

www.bbc.co.uk/schools/gcsebitesize/business/
www.bized.co.uk/
www.businessstudiesonline.co.uk/
www.thetimes100.co.uk

GCSE COMPUTER SCIENCE (New in 2016)

This course will run for two hours after school on Wednesday evenings and runs as a fifth option.

Why should I study Computer Science?

There has been a transformation in the study of computing from the IT industry. Blue-chip companies such as Apple, Microsoft, Google and Cisco have stated that not enough people are being taught essential “computational skills” to prepare them for the high tech industries and the world of business.

“Over half a million new Computing & IT professionals are needed in the next five years.”

What should students expect to do during the course?

This course gives students a real, in-depth understanding of how computer technology works and an insight into what goes on “behind the scenes”, including computer programming.

Principles of computer science will be applied, including:

- The opportunity to develop analytical and problem-solving skills (*transferable skills that are highly sought after*)
- Understanding of components that make up digital systems, and how they communicate with each other
- Develop an in-depth understanding of the impact of digital technology to the individual and to wider society

How is the course assessed?

Component 1: Principles of Computer Science – **40%** external examination

Component 2: Application of Computational Thinking – **40%** external examination

Component 3: Computer Science Project -**20%** non-examined assessment (NEA)

Future Progression

Students who have taken this subject, and who study the subject at a higher level, will have an advantage over their colleagues. Universities will allow students to combine Computing with other subjects: Mathematics, Engineering, Science, Medicine, Business Management, Languages, leading to many diverse career opportunities.

Careers Associated with this qualification

App and Game Developer, Programmer, Network Engineer, IT Systems Manager, Systems Analyst and many more...

Additional Information

- This course is suitable for those students with a strong mathematical and scientific background and a keen interest in computing and technology

DRAMA

AQA 8261

Why Drama?

The GCSE course encourages and enables students to become confident performers and designers, providing them with the skills they need for a bright and successful future. Students are given as much opportunity as possible to do what they enjoy best – participating in performance and experiencing a wide range of stimulating live theatre.

All students devise drama, explore texts practically and work on two text-based performances.

Students can choose to develop as a:

- Performer
- Designer (lighting, sound, set, costume, puppets)
- Performer and Designer

Whichever option they choose, students can be sure to gather invaluable skills, both theatrical and transferrable, to expand their horizons.

Transferrable Skills

Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas as well as to reflect and refine their efforts. Whatever their plans for the future, students of GCSE Drama emerge with a toolkit of transferrable skills, applicable in further studies and in the workplace.

Subject content & Assessment

The subject content for GCSE Drama is divided into three assessed components:

1. Understanding Drama - 40%

Written exam: 1 hour and 45 minutes. Open book. (80 marks)

2. Devising Drama - 40%

Practical: Devising log (60 marks). Devised performance (20 marks)

3. Texts in practice - 20%

Practical: Performance of two extracts (50 marks)

Clear progression to A-level

The GCSE Drama course ensures continuity for students progressing to A-level Drama and Theatre. Students will have experience of studying whole set texts for the written papers and they will have built solid foundations in reviewing live theatre productions and interpreting key extracts.

“GCSE Drama really helped me to become more confident in communicating my ideas. I enjoyed learning so many skills during the course and loved seeing such great live theatre which I will never forget.”

Y11 student

FOOD PREPARATION & NUTRITION OCR

This two-year course has been designed from a scientific point of view with the help of Heston Blumenthal.

Course outline:

- Exciting and contemporary – motivating students to develop a high level of knowledge.
- Keeping it meaningful – how to improve lives through nutrition and diet.
- Being inspirational from around the world - looking at dishes which are nationally and internationally known.
- Exploring ingredients from around the world - learning about new cuisines & traditions.
- Skills for the future – learning Life Skills no matter where it takes you with your career.

Food GCSE will provide an opportunity for students to learn about the How/Where/Why of Ingredients. How to prepare dishes from scratch but also understanding how to keep costs down by using cost efficient supermarkets and using local or fair trade produce to help farmers and their co-workers.

It will build upon the skills and techniques that students learn in KS3.

It will provide further understanding of the importance of food groups, allergies, intolerances, different cultures and beliefs, traditions from around the world.

The course will also provide a greater depth of knowledge in understanding what happens to ingredients when they are exposed to different temperatures and cooking techniques.

Course Content:

1. Understanding Food Preparation and Nutrition – Written Exam (50%) taken in Y11.
2. Two internally assessed modules: (50%)

Y10 – Food Investigation – based on knowledge, skills, understanding in preparing & cooking food.

Y11 – Prepare, cook and present a menu- based on knowledge, skill, planning, time management, preparation, cooking & presentation.

FRENCH

Edexcel 1FR0

Course outline:

The course aims to increase students' ability to communicate in a foreign language. They will develop their skills in listening, speaking, reading and writing and will sit formal exams to test all four skills at the end of Year 11. Students will learn about the culture and lifestyle of countries where French is spoken. Studying French will improve employment prospects and enhance foreign travel experiences.

What should students expect to do during the course?

We expect students to recognise the equal importance of all skills areas; a wide range of learning approaches will be employed.

- a) Students will develop their ability to use French in the following contexts:
 - 1. Identity and Culture
 - 2. Local area, Holiday and Travel
 - 3. School
 - 4. Future aspirations, Study and Work
 - 5. The International and global dimension

- b) Spoken French is vital for the development of expression and understanding.

- c) Students should seriously consider taking part in any visits or exchanges which are offered.

How is the course assessed?

Examination in Listening	25%
Examination in Reading	25%
Examination in Speaking (Three tasks – 10 – 12 minutes)	25%
Examination in Writing (One translation question and two open-response questions)	25%

Physical Ice Climate
 Issues Weather Rural
 Fieldwork Global
 Urban Environment Economic
 Enquiry Water Human
 Political

Geography



Scan the QR code to visit the AQA website for more details.

At Farmor's we follow the AQA 9032 GCSE Geography Specification.

We study the following subjects in addition to completing fieldwork for Controlled Assessment:

Weather and Climate

Why does it rain so much in the UK? Is our weather becoming more extreme? Climate change- what's all the fuss about and how will it affect me?

“Geography: We'd all be lost without it”
Michael Palin

Water on the Land

Where does your water come from? Do rivers change along their course? Flooding appears to be an increasingly frequent event – how do we prepare for it? Is 'doing nothing' a viable option?

Ice on the Land

Will we ever have another ice age? What is a corrie? Is there any evidence for ice in the UK? What have glaciers got to do with bulldozing? Who's moraine? Will you be able to ski in the Alps in 20 years' time?

Changing Urban Environments

Do you want to live in a megacity? Is living in the city good for everyone? Can you provide solutions to urban problems? Could you be a future city planner? Are cities right for the planet?

Changing Rural Environments

Is the rural-urban fringe the latest hairstyle? What's a NIMBY? Do we have any truly rural areas left? Is farming the best use of the countryside? Are 'cash crops' when money grows on trees?!

Tourism

How is the course assessed?

- Unit 1: Physical Geography 1hr 30mins written paper (37.5%)
- Unit 2: Human Geography 1hr 30mins written paper (37.5%)
- Unit 3: Local Fieldwork Investigation based on local fieldwork (Controlled Assessment) (25%)

Are holidaymakers' exploiters of our environment? Travel and tourism – could it damage our health? Are you an eco-tourist? What is your idea of the *perfect* holiday?

Fieldwork opportunities include a day trip visit to a local farm to study changes in farming practice (and to cuddle the lambs!) and also a fieldwork research trip to support our controlled Assessment. The location is dependent on the questions provided by the exam board.

Students of GCSE Geography will have the opportunity to develop highly employable skills including:

- Communication Skills
- Graphical and map skills
- Technological skills including ICT
- Interpersonal Skills through debate and discussion
- Literacy and Numeracy Skills
- Problem-solving skills
- Entrepreneurial skills and awareness of career possibilities

D & T - Product Design: GRAPHIC PRODUCTS AQA 4552

Course Outline:

The aim of the course is to encourage and develop graphical and practical skills. The main focus is on visual impact and graphical communication. Students will be engaged in designing and modelling a wide range of products.

What should students expect to do during the course?

- Learn how to manage design projects effectively and develop a wide range of skills suitable to solving design related problems.
- Learn how to apply a wide range of graphical skills using specialist graphic equipment, Desktop Publishing & CAD software and how to interface these with CAM plotters and laser cutters.
- Develop digital photography skills and learn how to use 'photoshop'.
- Develop skills to make effective models and prototypes and learn how to evaluate "real" products and find ways of improving failing or old products.
- Develop awareness of 'sustainable' issues and how these are being addressed in the design industry.

During the course students will experience working in a range of areas: interior design, architecture, display and exhibition design, packaging, advertising and promotional products, corporate design, poster design, and product concept design.

Students will study historical design development to gain a wider appreciation of the impact that new materials and design have had upon our society.

How is the course assessed?

Unit 1	Written paper	40%
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Two hour exam – answer all questions in two sections
Pre-released material used.

Unit 2	Design and making	60%
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Approximately 45 hours of a single 'design and make' activity selected from a range of tasks set by the board.

HEALTH AND SOCIAL CARE AQA 4822

GCSE Health and Social Care is a nationally recognised qualification designed to provide you with a choice of routes into further education or employment. It is appropriate for students considering a future career in health, social care or early years' provision.

What should students expect to do during the course?

Students will be involved in a number of different learning activities, including: class discussions; presentations; internet searches; question and answer exercises; presentations from guest speakers; nursery and residential home placements; visits to care settings and some physical activity.

Unit 1:

Understanding Personal Development and Relationships

Students will learn about human growth and development and the factors that can affect growth and development. They will also have the opportunity to learn and discuss how major life changes such as marriage, having children, divorce and starting a new job can affect them physically, intellectually, emotionally and socially.

Assessment: written examination with a mixture of short-answer, structured and free-response questions which makes up 40% of the total marks.

Unit 2:

Health, Social Care and Early Years Provision

Students will learn about the needs of different people in society and what care services are provided to meet those needs. They will find out how people are able to access these services and the problems they may encounter in doing so. Students will have the opportunity to visit and work in care settings and find out about the roles and skills required by the professionals who work there.

Assessment: written coursework which makes up 60% of the total marks.

HISTORY

Edexcel

Study options will depend on the teacher and in some cases the quality of resources when published. The three examinations are a combination of source, factual and essay questions.

Paper 1: Thematic Study and Historic Environment

Written examination: 1 hour and 15 minutes. 30% of the qualification

- a) Crime and Punishment in Britain, c1000 – present and Whitechapel, c1870 – c1900: crime, policing and the inner city.

or

- b) Medicine in Britain, c1250 – present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study and British depth study

Written examination: 1 hour and 45 minutes 40% of the qualification

Anglo-Saxon and Norman England, c1060–88

or

Early Elizabethan England, 1558–88.

and

Conflict in the Middle East, 1945–95

or

The American West, c1835–c1895

Paper 3: Modern depth study

Written examination: 1 hour and 20 minutes. 30% of the qualification

Weimar and Nazi Germany, 1918–39

Principally, students develop the ability to understand and analyse issues and events to a high level of competence. Other transferrable skills include:

- a talent for clear expression, both oral and written;
- putting forward ideas and arguments in a concise manner;
- gathering, investigating and assessing material;
- basing conclusions on research and generating ideas;
- organising material in a logical and coherent way.

BTEC HORTICULTURE

Horticulture is the science of growing plants and gardening. It also includes aspects of garden design and commercial crop production. It is the *equivalent* of two GCSEs at grades A-C.

Course Outline:

The course has four units:

- Understanding Basic Plant Science. The scientific anatomy of plants and experiments into the factors that affect plant growth.
- Participating in propagation techniques: students learn different methods of growing new plants from seed, cuttings and other methods.
- Participating in horticultural crop production outdoors.
- Participating in protected horticultural plant production. These two units go together and form the largest part of the course. They involve growing crops inside the poly-tunnel and outside. Once crops are grown, students harvest them and they are sold by students to raise funds for purchasing further resources for the course. The aim is to be self-financing.

What should students expect to do on the course?

Students should expect a very practical course. There is a certain amount of theory and written work, but most lessons are outside: in the poly-tunnel, raised beds and greenhouses. There is an emphasis on teamwork. Activities are varied from constructing beds with wood or stone to sowing seeds, planting out, harvesting crops, pruning and maintaining plants. Students should be able to:

- Work as a team with other students and staff to complete practical tasks.
- Work safely with a range of hand-tools so that they do not put themselves or others at risk.
- Listen to instructions and follow them.
- Work independently when instructed and use initiative to complete tasks.
- Apply their learning to new crops and situations.
- Complete assignments on time and take responsibility for ensuring their folder of evidence is up to date.
- Be enthusiastic about practical learning and making a difference to the school site.

How is the course assessed?

There is no examination for this course. Each student has to build up a file of evidence (photographs and diaries) for the practical tasks undertaken. There are 15 assignments to complete, spread across the four units.

INFORMATION COMMUNICATION TECHNOLOGY

EdExcel 2IT01

Why Choose GCSE ICT?

“iTunes, Cloud, YouTube, Twitter, Facebook, Texting, Skype, Mobile Apps, Games Console, e-Commerce, e-Mailing, e-Book” are only some modern forms of technology that you feel confident using. Why would you then choose GCSE ICT?

Well, GCSE Information Communication Technology is not how you use technology but how it works and the effects it has – not just on our daily lives but in everything from commerce and communication to designing and the music industry.

What should students expect to do during the course?

This course will offer you the opportunity to become a competent user and develop the knowledge and understanding to be at the forefront of change.

You will also be equipped with valuable ICT skills for everyday use and challenged, by developing your independent and creative skills.

Unit 1: Living in a Digital World

You will explore:

- Current and emerging new technologies which you encounter in everyday life, such as smartphones, tablets and social networking.
- How digital technology impacts on the lives of individuals, organisations and society.
- Awareness of the risks in using ICT and the features of safe, secure and responsible practice.

Unit 2 Using Digital Tools

This unit will be based around a real-world problem which will test your practical ability in a range of industrial recognised applications. It will give you the opportunity to produce creative work through the means of web designing, multimedia and digital applications.

How is the course assessed?

Unit 1 – is externally assessed exam. This counts for 40% of the final mark.

Unit 2 - is a controlled assessment (CA) over two years. This counts for 60% of the final mark.

Future Progression

GCSE ICT is more than just a subject. It is a **highly-recognised** and **valued qualification** and will prepare you for the next step, whether that may be sixth form, college, university or employment. ICT will also provide you with a range of transferrable skills that can be used in a wide range of subjects and career paths.

ICT would help you achieve the future you want.

MEDIA STUDIES

AQA 4182

Course outline:

This is a popular course. There is a lot of work involved but it is a varied and interesting course with lots of scope for creativity. Students will develop an appreciation and an understanding of how the Media influence us in our daily life in different ways. Students are taught key concepts along with new terminology and theory. Although the work produced is mainly print-based, students will also need to show that they can analyse Moving Image texts such as music videos and TV trailers, using this research to influence their own ideas. Students must have very good ICT skills, as these are important when producing the CD/DVD and magazine work.

What should students expect to do during the course?

We expect all students to recognise and demonstrate a good understanding of the four Key Concepts:

- 1) **Media Language:** the way in which the meaning of a media text is conveyed to an audience.
- 2) **Audience:** who the target audience is and how they are targeted.
- 3) **Representation:** how different groups/people/places are portrayed.
- 4) **Institution:** the companies behind the media texts/products.

Key Controlled assessments (Subject to change):

- 1) Analysing the DVD covers for two television programmes, considering how each cover engages the interest of its audience. You will need to design your own DVD cover for a TV programme targeted at a particular audience.
- 2) Exploring how one band or artiste is represented and promoted across two different media platforms: a music video and a CD cover. You will need to promote a band or artiste creating a storyboard and a CD cover
- 3) Research and plan ideas for your own magazine and produce four pages including the front cover.

Please note that written reports, analyses and/or evaluations must be produced in all three controlled assessments. It is important that students can write in a detailed and analytical way.

How is the course assessed?

Unit 1: Examination on Television Game shows	40%
Unit 2: Controlled Assessments	60%

MUSIC

EdExcel 2MU01

Course outline:

The course has three main elements:

- Performing
- Composing
- Listening to and Appraising Music

What should students expect to do during the course?

The course presents a wide range of opportunities to students. These include: -

- Solo performance;
- Ensemble performance;
- Writing and recording your own music;
- Listening to and understanding a wide range of music from different styles and cultures.

There are **four areas of study** covered, each containing two set works:

1. Instrumental Music 1700-1820
2. Vocal Music
3. Music for Stage and Screen
4. Fusions

Within each area of study you will:

- ❖ Learn about the contextual nature of the period, style, movement or culture in which the set works were composed.
- ❖ Learn biographical information on the composers of the set works
- ❖ Carry out detailed analyses of the set works
- ❖ Complete listening and appraising tasks to prepare you for the exam
- ❖ Complete performing and composing tasks to develop a full range of musical skills
- ❖ Learn new musical vocabulary related to each set work.

Music is an interesting and wide-ranging subject but it is demanding. It requires academic rigour and will challenge you. Students should note that good skills on an instrument or voice are essential to follow the course successfully.

How is the course assessed?

Coursework: Performing and Composing	60%
Examination: Listening	40%

PHYSICAL EDUCATION

AQA

This course provides the opportunity to gain a knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

What should students expect to do during the course?

The course is interesting and wide-ranging but demanding. A common misconception students have is that PE is an easy, practical subject. The GCSE is weighted toward the theory component which has a scientific element which challenges many students. You will receive two double lessons per week and at certain times of the year one will be practical and one theory.

Theory component (2 exam papers - 60%)

The subject content includes:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

Practical component (30% practical performance, 10% analysis coursework)

Your practical performance will be assessed in three activities (at least one in a team activity and one individual). You will also complete an analysis and evaluation of your performance to bring about improvement in one activity.

D & T – Product Design: RESISTANT MATERIALS AQA

Course Outline:

The aims of the course are to develop students' designing and making skills in a variety of materials. Students are encouraged to become creative problem-solvers by exploring the work of past and present designers, design movements and products. They should also consider the ever-changing role that design plays in shaping our lives and how they can contribute to important decisions about resources, the environment, sustainability, and recycling.

What should students expect to do during the course?

- Learn how to manage design projects effectively and develop a wide range of skills suitable to solving design related problems.
- Learn how to apply a wide range of skills using specialist equipment, CAD software and how to interface with CAM laser cutters.
- Students will undertake a variety of "design and make" assignments, supported by focused practical tasks which build upon their KS3 work.
- Throughout the course students will produce a wide variety of products manufactured from each material area.

How is the course assessed?

Unit 1	Written paper	40%
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Two hour exam – answer all questions in two sections
Pre-released material used.

Unit 2	Design and making	60%
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Approximately 45 hours of a single 'design and make' activity selected from a range of tasks set by the board.

SOCIOLOGY

AQA 4192

Course outline: Why Study Sociology?

In studying Sociology, you will be actively involved in exploring and asking questions about the society in which you live. Studying Sociology offers you opportunities to gain a greater understanding of society and to make sense of your own experiences within it. This means that Sociology can be both thought-provoking and challenging, but most definitely rewarding.

What should students expect to do during the course and what skills are developed?

Studying GCSE Sociology involves a range of different learning activities including: class discussions, presentations, internet searches, essay-writing, note-taking, question and answer exercises, and carrying out mini research projects and surveys. Using a diverse range of materials and assessments, opportunities will be offered to learn the key skills of analysis, interpretation and evaluation. Alongside these there will be the development of skills involving communication, using statistics and ICT.

The syllabus components are:

In Y10 – Unit 1

- 📖 **Studying Society** looks at the basic principles of Sociology and the structure of Society and how sociologists research society.
- 📖 **Families** looks at the different family forms in existence in the UK and discusses the issues that affect the family like divorce and the decreasing fertility rate.
- 📖 **Education** looks at a range of issues including the structure and purpose of schools and tries to explain the different levels of achievement.

In Y11 – Unit 2

- 📖 **Crime and Deviance** looks at the effect of crime and deviance on society and discusses some of the possible explanations of why people fail to conform to society's norms and values.
- 📖 **Mass Media** looks at the effect of the media on individuals and the possible influence that it has on people's lives. One major issue discussed is the way certain groups are represented and the effect this can have.
- 📖 **Power** looks at the UK's political process and the work of the government in tackling social problems as well as discussing what affects the way people vote.
- 📖 **Social Inequality** looks at the distribution of wealth, income, status and power throughout British society and discusses possible explanations for the apparent inequalities that exist not only between rich and poor but also men and women and ethnic groups.

How is the course assessed?

- 📖 **Units 1 & 2** are assessed at the end of Year 11 in two 1 hour 30 minutes papers.

SPANISH

Edexcel 1SP0

Course outline:

The course aims to increase students' ability to communicate in a foreign language. They will develop their skills in listening, speaking, reading and writing and sit formal exams to test all four skills at the end of Year 11. Students will learn about the culture and lifestyle of countries where Spanish is spoken. Studying Spanish will improve employment prospects and enhance foreign travel experiences.

What should students expect to do during the course?

We expect students to recognise the equal importance of all skills areas; a wide range of learning approaches will be employed.

- a) Students will develop their ability to use Spanish in the following contexts:
 - 1. Identity and Culture
 - 2. Local area, Holiday and Travel
 - 3. School
 - 4. Future aspirations, Study and Work
 - 5. The International and global dimension

- b) Spoken Spanish is vital for the development of expression and understanding.

- c) Students should seriously consider taking part in any visits or exchanges which are offered.

How is the course assessed?

Examination in Listening	25%
Examination in Reading	25%
Examination in Speaking (Three tasks – 10 – 12 minutes)	25%
Examination in Writing (One translation question and two open-response questions)	25%

D & T – Product Design: TEXTILES AQA

Course outline:

The aim of the textiles course is to encourage students to develop unique design ideas and make quality prototypes using modern methods such as CAD/CAM to develop students' understanding of modern practices.

What should students expect to do during the course?

Students are expected to develop a good level of construction skills with a combination of computerised sewing machines. Practical skills form part of the course which is enhanced through building knowledge and understanding of industrial practices. Students are encouraged to develop solutions to design problems and to consider their impact on the user.

Students will learn about a wide range of aspects of textiles including:

- Fashion and interior products
- Surface decoration
- Pattern construction
- 3D construction techniques
- How to apply a wide range of media to create effective design work
- How to analyse existing fabric products and find ways of improving them.
- CAD/ CAM computer aided design/ computer aided manufacture.

How is the course assessed?

Unit 1	Written paper	40%
	Two hour exam – answer all questions in two sections Pre-released material used.	
Unit 2	Design and making	60%

Triple Science

GCSE Biology: EdExcel

GCSE Chemistry: AQA

GCSE Physics: EdExcel

If students opt to take the 'Triple Course', the three Sciences are taught separately by specialist teachers with the aim of achieving a separate GCSE certificate in each subject. Please read the information on Science in the Compulsory section of this booklet (Block A). Students who opt for Triple Science, need to select the subject from Block B. This will give them two double lessons a week in each of the sciences.

Typical content of either 'Double' or 'Triple' Award course:

Biology	Chemistry	Physics
The nature and variety of living organisms	Principles of chemistry	Forces and motion
Structures and functions in living organisms	Chemistry of the elements	Electricity
Reproduction and inheritance	Organic chemistry	Waves
Ecology and the environment	Physical chemistry	Energy resources and energy transfer
Use of biological resources	Chemistry in industry	Solids, liquids and gases
		Magnetism and electromagnetism
		Radioactivity and particles

How will this course be assessed? Through terminal exams in each subject at the end of Y11. There will be two 1 hour 45 minute exams in each subject.