

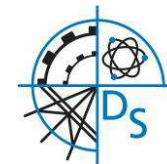
Denefield School

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# Key Stage 4 Course Information



Information, advice and guidance for students to make the right  
GCSE choices 2012 - 2014



## Contents

Letter of introduction

Options (some frequently asked questions) and the Sixth Form

### CORE SUBJECTS

English

Mathematics

Science

Physical Education

PSHEE

ICT (2 lessons/cycle)

### BTECs

BTEC Extended Certificate in Business Studies

BTEC Construction and Built Environment (guided choice)

BTEC Diploma in Sport & Leisure

### GCSEs

Art & Design

Business Studies/BTEC Extended Certificate in Business Studies

Child Development

Design Technology - Electronic Products

Food Technology

Graphics Products

Resistant Materials Technology

Textile Technology

Drama

Expressive Arts

Geography

Health and Social Care

History

ICT

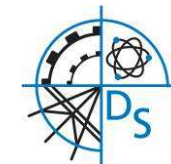
Media

Modern Languages - French or German

Music (twilight)

Physical Education

Philosophy and Ethics



## Dear Student and Parent/Carer

This booklet has been produced to help you make subject choices for GCSE or equivalent courses which begin in September 2012. The booklet outlines the different type of qualifications available, as well as details of the range of different subjects which can be studied. It is hoped that all the information you will need to make your choices is contained in this booklet, but staff are always happy to help and advise should you have any queries or need more information.

The opportunity to choose certain subjects is an important difference at Key Stage 4, hence the need for an information evening. Students need to think about what subjects they are interested in as well as their ability in particular subjects. In addition, consideration should be given to how different combinations of subjects or qualifications fit in with future career and educational aspirations. This year we have introduced some changes in how students are guided onto pathways to ensure that they are on the right courses to meet their full potential.

Another important difference at GCSE is the increased demand in terms of workload and standards. At Denefield, we value the partnership we have developed with parents and we trust that we will be able to provide the necessary information, advice and guidance to allow students to make informed choices at GCSE. It is really important to make the transition from Key Stage 3 to Key Stage 4 as successful as possible. Students will continue to receive support throughout the rest of Year 9 and into Year 10.

**PLEASE NOTE THAT STUDENTS ARE INDICATING THEIR PREFERENCE OF SUBJECTS TO BE STUDIED AT KEY STAGE 4 AND, ALTHOUGH THE SCHOOL WILL DO ITS BEST TO CATER FOR THESE, THERE ARE NO GUARANTEES THAT ALL COURSES WILL RUN OUTSIDE OF THE CORE.**

### The Core

The core curriculum is followed by **ALL** students:

- English
- Maths
- Science (triple or double)
- History and/or Geography & MFL (for some students)
- PE
- LIFE

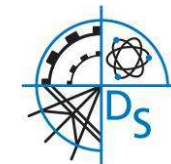
You will need to make between 2 and 4 subject choices depending on your guided pathway and indicate one reserve subject.

When forms are handed in they will be dated and popular courses will fill up accordingly.

Inevitably there may be some unique subject combinations and courses which do not run due to lack of numbers. If this is the case, students will be asked to attend an academic guidance interview to discuss their choices and will be given the chance to discuss their options with their parents/carers.

Yours sincerely

Miss L Brittain  
Deputy Head



## Some frequently asked questions (FAQs)

We hope that all the information you will need to make your choices has been provided in this booklet. However, this can be a really confusing and stressful time for students and their parents/carers. As a result, we have compiled the following answers in order to try and answer some of the most common questions. If you still have questions about any of the courses offered in this booklet, please do not hesitate to contact your child's tutor who will be delighted to offer whatever help and advice they can in order to help our students to make the choices which will be right for them.

It is important that students make the right choice for them. They will be studying these courses for the next two years, attending lessons, completing controlled assessments/coursework and doing the extended learning. As a guide, students at this level should choose subjects that:

- they are good at
- they enjoy
- they have a strong potential to succeed in
- are assessed in a way that suits them
- gives them the right pathway for future aspirations.

Choices should *NOT* be based on:

- what their friends are studying
- which teacher they have/don't have
- what parents would have liked to do at school.

Correct choices = happy students = success!

### Can I choose any subject I want?

You already know that some subjects are compulsory. In addition, you may select up to four optional courses.

### Why am I asked to make a reserve choice?

You are asked to make a reserve choice in case your preferred option is not running for some reason or is oversubscribed. We will always try to discuss any changes with you and help you make the best choice available.

### Can I change my mind in Year 10?

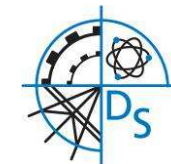
No. You need to think carefully about your decisions now. There will be some 'cooling off' time when interviews take place before the timetable is written, but by Year 10 everything will be set and so we want to get your choices organised in Year 9.

### What is a BTEC Diploma?

BTEC Diplomas are available at several levels, from very basic to near degree level. The BTEC courses we are offering are equivalent to one GCSE. They are, at present, recognised by colleges, universities and employers, and are suitable for those wanting to get a clear insight into working in that field, as well as greatly extending their knowledge and understanding of the subject. They are generally taught in a more active and varied way than more traditional GCSE courses. Students will be guided as to whether these are suitable courses for them to consider.

### What is the EBacc suite of qualifications?

The EBacc stands for the English Baccalaureate. It isn't the International Baccalaureate but is a group of subjects chosen by the government as a success indicator. The EBAC = six subjects: English language, maths, two sciences, history or geography and an MFL. It is likely to be a requirement for attending the top universities and so we are guiding a group of students to take this route. Some will study triple and some double science. If you are not in that guided group you may still take the EBAC by choosing at least one humanities subject and MFL. This may be a hard option for you but if you are up for the challenge we will support all students who aspire to achieve the new qualification.



## Some frequently asked questions (FAQs)

### Will I be able to cope with all the work?

GCSE work is going to be harder and there will be different expectations for you. If you have chosen subjects because you have succeeded in them or they look really interesting then you should be able to cope. There will be staff to ask for support and advice throughout your time in Key Stage 4, but especially at the beginning to help you make the transition.

### Where do I go if I need help?

You should always start with your tutor who knows you well and has a good overview of your strengths and weaknesses.

Your Head of House will also have lots of experience in this process; the Kentwood team will have oversight of this procedure and so you can also discuss your choices with Mrs Yates, Head of House, Miss Bryan, Deputy Head of House or Mrs Sawyer, Student Manager, who can also support you with careers guidance.

Talk to the subject teachers.

Finally talk to your parents; they are bound to want to be involved in this decision.

Don't forget to find out about subjects which are new to you. Remember, however, that no one can decide for you: you are the one who will be studying the courses.

## The Sixth Form

As the number of jobs for unskilled people decreases, it is becoming ever more important that job seekers can show that they have continued in education or training beyond the age of 16. Those students who do can expect:

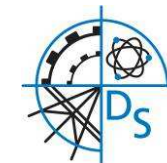
- higher rewards
- more interesting work
- greater job security.

Well worth thinking about!

It's a good idea to start thinking now about what you will do when you have finished your Key Stage 4 courses. One very popular choice is to continue your education in Denefield Sixth Form.

We currently offer a wide range of level 3 courses leading to *BTEC*, *Advanced Subsidiary* and *Advanced Level* examinations. You need five GCSEs at grade C or above (or equivalent) including English as an entry requirement for the majority of courses in our Sixth Form.

Your chances of success in the Sixth Form will *NOT* be affected by your choice of pathway at Key Stage 4. You can study new subjects in the Sixth Form too, as well as some traditional subjects you do not have at GCSE level.



## English Language & Literature GCSE

### English Language

Everyone studies English. It is one of the core subjects that all students study. You will be developing and building on all the reading, writing and speaking and listening skills that you have been working on during Years 7, 8 and 9. The activities that you will do will help you become more competent and confident in the use of language. You will also develop the skills to analyse the language use of others.

Controlled assessment	40%
Speaking and listening including spoken language study	20%
Examination	40%

You will produce three pieces of written work in controlled conditions at school which will go towards 40% of your final mark. These will consist of a piece of creative writing, a piece of non-fiction based on media, a study of spoken language and a study of a novel or play.

You will also have to demonstrate your speaking and listening skills in a minimum of three tasks. You will work as an individual and as part of a group in these tasks and you will have to demonstrate a range of skills from entertaining to persuading. The results of these tasks will make up a further 20% of your final mark.

The remaining 40% of the course will be assessed in a final examination.

Don't forget that English is a very important qualification. You need a grade C to study A levels, get onto some college courses and convince employers to take you on.

### English Literature

All students will study English Literature as well as English Language. This course will be integrated with your English course but you will end up with two GCSEs. You will study a number of texts closely including a novel from another culture, a modern play, a play by Shakespeare and texts from the literary heritage. You will also study a selection of poetry. The course will help you develop an understanding of the writer's craft and the social and the moral implications of literature. Hopefully you will also develop your enjoyment of reading!

Controlled assessment	25%
Examination	75%

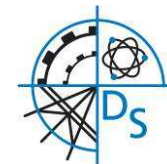
You will study a play by Shakespeare and a text from the literary heritage: under controlled conditions you will write an essay on a theme the two texts have in common. This piece of work will make up 25% of your final mark.

The remaining 75% of the course will be assessed in two final examinations.

*How are the groups organised for English Language and English Literature?*

At the end of Year 9, you will be organised into teaching groups according to your ability. We will be looking at your Key Stage 3 results to help us, as well as using information from your current English teacher.

This course will engage your creativity and skills to work independently with a wide range of spoken and written texts.



## Mathematics GCSE

Everyone studies mathematics as a core subject. You will be studying number, algebra, geometry, data handling and problem solving.

The course is designed to build naturally on what you have learnt in previous years; you will not experience any sudden leap or change in what you are studying. You will continue to be taught in ability groups.

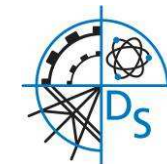
The course is externally examined at the end of the 2 year course but you will be assessed at various intervals; students are given plenty of practice with exam style papers at the appropriate times.

Entry for the examinations is at two different levels according to your ability and how hard you have worked. The table below shows the different grades that may be awarded at each level.

<i>Level of examination</i>	<i>Possible grades</i>
Higher	A* - D
Foundation	C - G

Students will be entered at the level appropriate to their ability on the recommendation of their teachers.

Students should be aware that many college courses, management training schemes and nearly all university degree courses have a minimum entry requirement of grade C for mathematics at GCSE.



## Science GCSE

Most students in Year 10 will follow a core GCSE Science course.

### Year 10 - GCSE Core Science

The core GCSE Science covers aspects of biology, chemistry and physics including:

Diet, exercise, hormones, genes and drugs	Energy and efficiency
Surviving and changing in the environment	Electrical energy and waves
Polymers, plant oils, the Earth and it's atmosphere	Atoms, rocks, metals and fuels

The GCSE specification also covers core ideas based on 'How Science Works' which are integrated throughout the modules. These involve:

- studying scientific topics relevant to everyday life
- evaluating media reports of scientific advances in health, the environment and technology
- considering the relationship between data, evidence, theory and explanations
- developing practical, problem solving and enquiry skills.

### Assessment of GCSE Science

The Core Science subject content and knowledge of how science works, is assessed through external examinations that may be taken in either January or June.

Students will also be required to complete a centre assessed unit which is worth 25% of the total marks. This consists of a minimum of one practical investigation that is linked to the specification.

### Year 11 - GCSE Additional Science

In Year 11, students take a second science GCSE. This is called GCSE Additional Science.

## Triple Science GCSE – Biology, Chemistry and Physics

Some students in Year 10 will follow a triple GCSE Science course.

### Year 10 and Year 11 – Triple Science GCSE

The Triple Science GCSE allows students to gain three separate qualifications in biology, chemistry and physics. The course covers aspects covered in the Core Science and Additional Science GCSE, as well as additional topics including:

Biological transport	Human impact on the environment
Chemical reactions and analysis	Water chemistry
Medical applications of physics	Kinetic transfers of energy

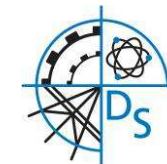
The GCSE specification also covers core ideas based on 'How Science Works' which are integrated throughout the modules. These involve:

- studying scientific topics relevant to everyday life
- evaluating media reports of scientific advances in health, the environment and technology
- considering the relationship between data, evidence, theory and explanations
- developing practical, problem solving and enquiry skills.

### Assessment of Triple Science GCSE

The subject content for biology, chemistry and physics and knowledge of how science works is assessed through external examinations that may be taken in either January or June.

Students will also be required to complete a centre assessed unit for each of the three separate sciences, which is worth 25% of the total marks. This consists of a minimum of one practical investigation that is linked to the specification.



## Physical Education – Core

The aims of physical education at this level are the same as those at Key Stage 3. We continue to encourage participation, enjoyment and assist students' social development through problem solving and decision making situations.

All students will follow a structured programme over the five terms. Students will be taught various activities from the areas outlined below that follow the National Curriculum.

### Athletic activities

Students will have the opportunity to:

- be taught more advanced techniques in their selected event(s), and how to analyse them to improve performance
- set performance targets, stretch their personal capabilities and evaluate their performance
- learn to plan and carry out an effective personal training schedule for their selected event(s)
- be taught the need for tactics in their chosen event(s) and to appraise their use by others in different events
- and be taught the basic principles of anaerobic and aerobic training in their chosen event(s).

### Dance

Students will have the opportunity to:

- be taught to perform complex and technically more demanding dances accurately and expressively
- be given opportunities to create dances which successfully communicate the artistic intention
- be given opportunities to dance in a range of styles showing understanding of form and content
- be enabled to record the process of composition
- be guided to devise and design aspects of production for their own compositions

- be given opportunities to describe, interpret and evaluate all aspects of dance - choreography, performance, context and production.

### Games

Students will have the opportunity to:

- be taught the rules/laws of the game(s) followed, including those of specific competitions, and observe the concepts of fair play
- be taught more advanced techniques in their selected game(s), and how to analyse them to improve performance
- be given opportunities to co-operate with others in regular practice to refine their techniques
- be taught the advanced strategies and tactics of play and encouraged to adapt these to the strengths and weaknesses of other players
- be given opportunities to play different positions in competitive situations and experience the full recognised version of a game.

### Gymnastic activities

Students will have the opportunity to:

- be taught more advanced techniques and how to analyse them to improve performance
- be taught to understand, design, monitor and record appropriate programmes to improve fitness and the capability of the body to undertake the activity chosen
- be taught the principles and rules for judging and planning for performance.

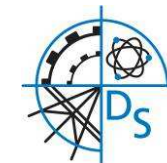
In addition to the above, students will also be given the opportunity to access new activity areas as follows:

#### *World sports*

This unit will cover various sports from different countries including orienteering, lacrosse, softball, ultimate Frisbee and world dance. These activities will be taught with specific reference to cross curricular elements with other subjects.

#### *Sports Leadership Programme*

To complement the world sports programme, students will also have access to a basic first aid course through a partnership with the British Heart Foundation and Sports Leadership



Programme that will result in a nationally recognised qualification. The leadership course can be tailored specifically to students' best activity areas including dance, football and netball. The generic sports leaders course will be taught through the following units:

- Planning and preparing a simple sporting activity/event
- Communication skills for sport leadership
- Principles and practice in delivery of basic health and fitness sessions
- Understanding fair play in sport
- Understanding the role of the sports official
- Understanding local sport and recreational activity
- Demonstration of leadership skills in sport.

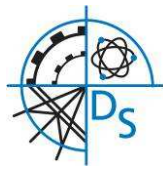
The course will be covered in 30 guided learning hours and then students will have the opportunity to demonstrate their leadership skills at various primary school sports events.

## LIFE

All students in Key Stage 4 will study LIFE, which is part of the core curriculum and brings together personal, social and health education, work-related learning, careers, enterprise and financial capability. LIFE will be taught once a week by the students' form tutor, as part of the tutor time programme, and it will deal with many of the issues students will face as they grow up. It will prepare students for life beyond the classroom, equipping them with the knowledge, understanding and skills necessary to lead a healthy, safe, productive, fulfilled and responsible life.

The following topics will form part of PSHEE at Key Stage 4:

- Learning Styles
- Time management
- Revision skills
- Sex and relationships
- Health and personal well-being
- The world of work
- Money, including budgeting and saving
- Post-16 options and making choices
- Family life and parenting
- Rights and responsibilities



## BTEC Level 2 Award in Business Studies

Are you interested in learning how businesses work and the skills needed to start your own business? Do you want to complete a course which is made up of a combination of coursework and one examination? If so BTEC Level 2 Award in Business Studies will be the right course for you.

### Qualification

This course is equivalent to *ONE GCSE*. On successful completion of the course you will have a BTEC Level 2 Award in Business Studies. You can gain a pass, merit, distinction or distinction plus depending on the level of thinking behind the work completed. The course is recognised by employers as it demonstrates that students can work independently to solve problems.

### Course content

Over the two years you will study four units:

- *Enterprise in the business world* – this unit introduces students to the language and terminology used in business, key business features and business start ups.
- *Finance for business* – this unit introduces students to the methods used by businesses to monitor their finances and will look at how businesses evaluate how successful they have been through their finances. This unit is externally assessed.
- *Promoting a brand* – in this unit students will study how businesses develop a brand and the important steps that they take to ensure that it is successful.
- Recruitment, selection and employment – this unit will introduce students to the variety of job roles that exist within businesses and the various functions that are performed by individual roles and organisation structures.

### Delivery

You will be expected to undertake lots of research and complete tasks in your own time. To be successful in this course you must be an independent learner and have access to a PC with internet access.

### Assessment

Over the two years you have to produce reports, complete group work and use research to complete the three coursework units; only the successful completion of the three units and the external assessment will allow the qualification to be gained. In this course there is one examination which will be based on students answering questions on a short case study through an online assessment system. The coursework is internally assessed by your teachers and your grade is then validated by external assessment of your work.

### Progression

This course can lead to students studying BTEC National Diploma in Business Studies.

For more information about the BTEC business studies options for September 2012, please contact Miss Lamport.



## BTEC Construction and Built Environment

This course is a specialist Level 2 qualification that gives students and introduction to working within the construction industry. The course focuses on some of the core practical skills that are used on sites and also gives an insight into what affects the industry and its ability to progress with the current constraints and considerations such as sustainability issues. This is an exciting opportunity to develop some very practical skills that will enable students to progress in many ways such as: continuing onto level 3, furthering their study through an apprenticeship, access construction careers at an introductory level and accessing further education at college. You will study six units over the two years under the following subject headings:

- Sustainability in the construction
- Use of science and maths in construction
- Exploring carpentry and joinery
- Performing block-work operations
- Performing brickwork operations
- Exploring wall and floor tiling

Each unit requires you to provide evidence of your work as a portfolio with graded outcome of pass, merit or distinction. All of the units have to be passed in order to achieve the qualification.

Please note: The specification and units are currently susceptible to change due to new government guidelines and will include a level of controlled assessment such as a timed piece of coursework or examination (practical or written).

## BTEC First Award in Sport (Level 2)

*This course is equivalent to one GCSE*

Are you a practical outdoors person who is interested in a career in sport? Does the thought of planning and coaching at training sessions excite you? If so, this dynamic and exciting course could be for you.

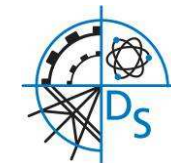
Assessment is in the form of practical demonstrations and presentations, as well as written projects. This course is 75% internally assessed coursework, combined with 25% of work which is set and assessed by the exam board.

Within this course, all BTEC students will follow a structured programme of core physical education that will be based on specific course units including practical sport and sports leadership.

The units covered in the course will include:

- Health and Fitness for Sport and Exercise
- Practical Sport Performance
- The Mind and Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities

**Learners completing this qualification may seek employment within the sport and active leisure sector at a junior level in a range of roles, including recreation assistant or sports leader, or may go on to study sport further at Level 3 BTEC or A Level in school or at college.**



## Art & Design GCSE

Art is a challenging and interesting course that enables students to develop their skills in such areas as drawing, painting, printmaking and pottery. Art also enables students to develop their understanding of the history of art and design, and of the importance of the visual arts and 'visual communication' in the commercial world.

Coursework	60%
Controlled test	40%

### Course content

The course is designed to enable all students to develop their own particular skills and interests. In Year 10, the course concentrates on developing practical skills - drawing, painting, printmaking, mixed media, pottery and 3D. In Year 11 we expect students to use these skills to develop very individual portfolios of work, often developing projects based on personal interests. During the course students will have the opportunity to visit a major gallery and may be able to take part in a department study visit abroad.

### Assessment

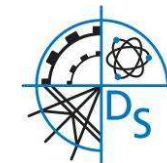
60% coursework - made up of three practical projects (20% each). Each project will contain experimental and preparatory work, notes, plus one or two final pieces.

40% controlled test - one topic chosen by the student from a variety of starting points set by the examination board. There will be several weeks to carry out preparatory work for the ten-hour examination, which normally takes place over two full school days.

### Opportunities for GCSE artists

GCSE Art & Design forms an excellent foundation for further studies in art such as A Level, or BTEC. It is recognised by all post-16 colleges and schools, as a valid and important qualification. It is valued by employers as a course that improves young people's ability to work independently, and to think of creative solutions to difficult problems. It also improves observational skills and hand to eye co-ordination.

There are many careers directly related to art, and many more which benefit indirectly from an education in art. Examples include: advertising, graphic design, architecture, illustration, fashion design, furniture design, interior design, website design, film, television and the media, photography, teaching in schools, colleges, universities, research, art therapy, youth work, publishing, marketing, retailing and tourism.



## Business Studies GCSE

Interested in studying how business works? Maybe you are thinking of setting up your own business at some time? Do you enjoy applying theories to a real life situation? If so this might be the course for you!

### Qualification

This course will help you to develop your study skills and knowledge of the world of business, will allow you to continue to study business studies or start economics at A level and is recognised by employers.

### Course content

In Year 10 you will study the following topics:

#### *Introduction to small business*

Students will study a wide variety of topics from marketing to finance through the idea of starting a small business.

#### *Investigating small business*

This unit will be based on developing skills and knowledge from the first topic to allow students to complete a controlled assessment. This will involve students researching a small business and answering a question set by the examination board using their research.

In Year 11 you will study the topic of:

#### *Building a business*

Students will develop their understanding of the key topics of the business environment, production, marketing, human resources and finance. This will then lead to the final examination in Year 11 which will include questions on the topics studied in Year 10 and Year 11.

### Delivery

You should note that this is not an ICT lesson, and whilst there will be some use of computers, some work will be written. Do not expect to be using computers 100% of the time!

### Assessment

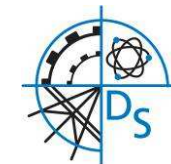
The course is comprised of one externally assessed examination at the end of year 11 and one internally assessed controlled assessment at the end of year 10. Each unit is assessed as below:

The examination at the end of Year 11 will comprise of a combination of multiple choice, short and extended answer, data response and scenario-based questions. The controlled assessment consists of students researching a scenario and then analysing and evaluating their research.

### Progression

This course can lead to students studying A Level Business Studies, A Level Economics and BTEC National Diploma Business Studies.

For more information about the business studies options for September 2012, please contact Miss Lampert.



## Child Development GCSE

This course focuses on child development from conception to the age of five. Students will develop knowledge, understanding and skills in relation to the roles and responsibilities of the family, pre-conception, conception, pregnancy, birth, post-natal factors, diet and health in relation to young babies and children, stages and conditions of development and support available to the child and family.

This is a flexible and practical work-based qualification.

### The syllabus content will include:

- Application of knowledge in relation to specific content
- Problem solving
- Investigation

Most of the skills and knowledge will be taught to develop students ability to work independently through tasks and enhance their understanding of new concepts to prepare them for the written examination.

### Assessment:

<i>Coursework</i>	
Three short tasks	20%
Child study task	20%
<i>Written examination</i>	
Principles of child development	60%

### Coursework

Students will be expected to complete three short tasks. These tasks demonstrate different practical skills and knowledge. Two tasks will assess planning, practical work and evaluation skills. The third will assess investigation skills.

The child study task will assess the following skills: researching, selecting and justifying choices, planning practical work and evaluation, which will enable students to progress to further education. The child to be studied must be aged 0-5 years.



## Design Technology

Learning design and technology at school helps to prepare young people for living in a technological world. It does this by teaching the technical understanding, design methods and making skills needed to produce practical solutions to real problems.

It stimulates both intellectual and creative abilities and develops the personal qualities needed to complete a design project from initial ideas to finished product.

The work of young people in design and technology enables them to:

- relate their personal experience to the work of commerce and industry
- understand how design and technology affects our lives
- contribute to the use and development of technology in our society through informed participation.

The courses available are as follows:

- Food Technology
- Textiles Technology
- Resistant Materials Technology
- Graphic Products
- Electronic Products

## Food Technology GCSE

Food Technology is all about the design and development of a wide range of food products to meet the needs of our growing and changing population. Cookery skills will be learnt and a range of foods will be studied to see how they can be used to make new products.

### The syllabus content will include:

- designing skills
- making skills
- knowledge and understanding

Many of the skills will be taught through practical work, much of which will be cookery based. Experimental and investigation work with food will also be undertaken. Students will be expected to provide food ingredients for practical cookery lessons.

Design and making practice	60%
Written examination	40%

### Design and making practice

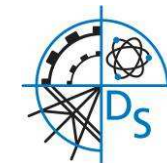
The controlled assessment will consist of a single design and make activity from a range of board set tasks where students will be expected to make a quality food product prototype(s) and a concise design folder. The controlled assessment will be completed during lesson time and should represent 45 hours work.

## Graphics Products GCSE

This course allows students to develop their application of knowledge, skills and understanding of graphic products within an overall design and make based project. Students' work will involve the use of graphical skills in advertising, promotional materials and point of sale displays. They will study product and packaging design, colour rendering and presentation skills together with the use of ICT and CAD.

### The syllabus content will include:

- designing skills
- making skills
- knowledge and understanding



Much of the skills and knowledge will be taught through a design and make approach to the practical work.

Design and making practice	60%
Written examination	40%

### Design and making practice

This will consist of a single design and make activity where the student will design and make a quality graphic product. The controlled assessment will be completed during normal lesson time and should represent 45 hours work.

## Electronic Products GCSE

This course allows students to develop their application of knowledge, skills and understanding of electronic products within an overall design and make based project. Examples of products made by students range from alarm systems, hi tec steady hand games, quick control systems to electronic games.

### The syllabus content will include:

- designing skills
- making skills
- knowledge and understanding

Much of the skills and knowledge will be taught through a design and make approach to the practical work.

Design and making practice	60%
Written examinations	40%

### Design and making practice

The controlled assessment will consist of a single design and make activity where students will be expected to make a quality electronic product. The controlled assessment will be completed during the lesson time and should represent 45 hours work.

## Textile Technology GCSE

Textile Technology will develop existing making skills and introduce many new skills which will allow students to design and make textile items suitable for the household or fashion industry.

### The syllabus content will include:

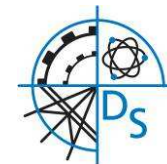
- designing skills
- making skills
- knowledge and understanding

Theory, knowledge, textile skills and processes will be taught through a wide range of practical projects. Much of the work will be of a practical nature, but investigative and experimental work will also be undertaken.

Design and making practice	60%
Written examination	40%

### Design and making practice

The controlled assessment will consist of a single design and make activity where students will be expected to make a quality textile technology product. The work will take the form of a concise design folder and realisation of design. The controlled assessment will be completed during the lesson time and should represent 45 hours work. Students will be expected to provide themselves with suitable fabric and components to complete their practical work.



## Resistant Materials Technology GCSE

This course allows students to develop their application of knowledge, skills and understanding of resistant materials within an overall design and make based project. Students use a range of materials (wood, metal and plastic) to design and make quality products such as CD storage systems, lighting systems and items of furniture.

### The syllabus content will include:

- designing skills
- making skills
- knowledge and understanding.

Much of the skills and knowledge will be taught through a design and make approach to the practical work.

Design and making practice	60%
Written examination	40%

### Design and making practice

The controlled assessment will consist of a single design and make activity where students will be expected to make a quality resistant materials technology product. The controlled assessment will be completed during the lesson time and should represent 45 hours work.



## Drama GCSE

### What is it?

Drama is about acting. Although this may sound obvious, the focus is acting for the Stage, (rather than Film and Television) as they are different. On stage, the actor has very little to hide behind and limited effects, so they need to rely on their actual performance skills.

### The three mandatory units:

#### *From the Page to the Stage*

This focusses on how a published text is brought to life for an audience. The emphasis is on working to the intention of the playwright and not on devising.

#### *Drama in the making*

This focusses on developing the candidate's understanding of the decision process using stimulus material.

#### *From Concept to Creation*

This focusses on exploring and realising a performance from a stimulus given to the candidate from the exam board. Here you will study the role of the Deviser, Designer, Director and Performer.

Ways in which students can be supported from home:

- Students will be given regular extended learning pieces over the cycle.
- Extended learning should last around an hour so please check, where possible, that tasks are completed thoroughly.
- Students should be encouraged to go to the theatre. There are several in Reading.
- Access to a computer would be helpful to research theatre companies and practitioners relevant to each module.
- We always ask students to ask 'why?' and 'how?'. 'Why' did the performer use certain techniques? 'How' would it appeal to an audience?

### How will I be assessed?

#### *From the Page to the Stage:*

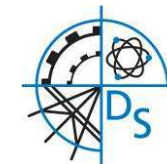
40 marks performance + 20 marks for the working record = 30% of total GCSE.

#### *Drama in the Making:*

40 marks workshop presentation + 20 marks working record = 30% of total GCSE.

#### *From Concept to Creation:*

80 marks practical exam + 20 marks working record = 40% of total GCSE.



## Expressive Arts GCSE

Expressive Arts is a challenging course that enables students to study a number of creative art forms including Art, Drama, Music and Dance in a single GCSE subject. Project work will enable students to explore the links between different art forms through broad and wide ranging themes.

As well as practical coursework, the course requires written work in the form of work books, documenting project progress and evaluating project outcomes.

Coursework	60%
Controlled test	40%

The course requires the completion of two coursework units containing work in at least two creative subject areas. Each coursework unit also requires a written element of 1000 words.

### Journal keeping

You will keep a journal, writing short essays and assessing your own performances.

The examination is 15 hours in length; in this time candidates are expected to create a presentation of practical work integrating two creative art forms and a written element of 500 words.

The Expressive Arts course provides the student with a developing understanding of the links between different art forms, and would be useful for students wishing to pursue creative careers in the arts, the media and in design.

The course would also be a suitable grounding for the further study of Art, History of Art, Music, Music Technology and Theatre Studies at BTEC Level 2 or at AS level.



## Geography GCSE

Geography is for you if you have enjoyed it during the past three years. It will build on your earlier work. More than most other subjects, it offers a human balance to your education that is forward-looking and helps to fully prepare you for life outside school. One of our main aims is to make a big contribution to your development as a person who is highly valued by society. That also means being valued by employers.

There is evidence to show that students who study geography throughout their school lives become some of the most employable people in society. Geography is for you because it helps you explore topics of concern to people not only in your local area, but also across the entire world. You will be asked to explore issues and discuss them.

This particular course is new, modern, up to date with current events and allows you to develop your communication, technological, graphical, interpersonal, problem solving and entrepreneurial skills. It provides a sound foundation for those of you who intend to continue to study to a higher level as well as providing a clear view of the world in the first part of the 21<sup>st</sup> century for those of you who do not.

This AQA specification is divided into three distinct units as outlined below:

*Unit 1: Physical geography*      *Written paper - 1 hour 30 minutes*      *37.5%*

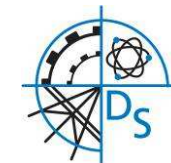
This unit comprises three different areas of study: coastal environments, restless earth and rocks, resources and scenery. All the topics allow students to develop independent enquiry skills and develop specific case study knowledge. When exploring coasts, we investigate the likelihood of the UK being swamped by the sea in the following years and what humans are doing to prevent this from happening, whilst in restless earth we investigate why the crust is unstable and the hazards that occur and why. Finally, the rocks unit investigates the origins of where rocks came from, and then brings it right up to the present day with an enquiry into quarrying across the UK, together with the uses of rocks in our everyday lives.

*Unit 2: Human geography*      *Written paper – 1 hour 30 minutes*      *37.5%*

This unit comprises three different areas of study too: tourism, changing urban environments, and population. Tourism explores the global industry of tourism, and asks questions about whether mass tourism is a good or a bad thing for the environment and its people. Urban areas are always changing, and we'll be exploring why they change and the impact that this has on the local and national environments. Finally, through studying population change over time and place we can explain the impact of that change on source and receiving countries.

*Unit 3: Local fieldwork investigation*      *25%*

As part of this course students will be required to spend some time 'in the field'. They must collect primary data from the field relating to one of the topics above and complete just one piece of controlled assessment relating to this data which will be carried out under controlled examination conditions. In the past two years we have visited a coastal environment in Dorset for our field work. Student's participation in this is highly recommended.



## Health and Social Care GCSE

This course is a flexible and practical work-based qualification.

During the course students will study the following content:

### *Health, social care and early years provision*

- The range of care needs of major client groups.
- The ways people can obtain services and the possible barriers that could prevent people from gaining access to services.
- The types of services that exist to meet client group needs and how they are organised.
- The principles of care that underpin all care work.
- The main work roles and skills of people who provide ill health, social care and early years services.

This unit benefits from visits to observe care workers in practice and visiting occupational speakers.

Students are able to focus on services that are from one of the health, social care or early years settings:

- Health – health centre or hospital
- Social care – day centre for older people or residential home
- Early years – organisation focusing on 0-8 years.

### *Understanding personal development and relationships*

- The stages and pattern of human growth and development
- The different factors that can affect human growth and development
- The development of self-concept and different types of relationships
- Major life changes and sources of support.

This unit helps students to develop an awareness of the norms of development and to apply and compare these to the development of individuals in the different life stages:

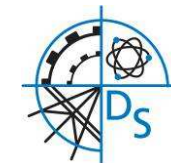
- Infancy (0-3)
- Childhood (4-10)
- Adolescence (11-18)
- Adulthood (19-65)
- Later adulthood (65+).

Students need to understand how factors can affect growth and development and contribute to the development of self-concept.

### **Coursework and assessment**

Most of the skills and knowledge will be taught to develop students' ability to work independently through tasks and enhance their understanding of new concepts to prepare them for the written examination.

<i>Controlled Assessment Coursework</i>	
Study health and social care and early years provision	60%
<i>Written examination</i>	
Understanding personal development and relationships	40%



## History GCSE

### What will the course be like?

Only by knowing the past can we hope to understand the society that we live in today. The crime and punishment unit will look at how criminals have been treated from the Romans to the present day and how beliefs about the types of punishments people should get have changed. The American West unit will look at how the Plains Indians lived and how that way of life was changed by the settlement of the white Americans.

If you have enjoyed history so far, this is your chance to use films, ICT, visits, role-plays and many other varied ways of learning to deepen your knowledge and understanding. You will also develop skills which will be valuable to you and your future employers, for example, how to express yourself clearly, to analyse and present information, to produce a logical and clear argument, and to detect bias.

### What topics will be taught?

#### Crime and Punishment Through Time

- The Romans: Crucifixion, stoning, being thrown off a cliff! Was Roman law fair?
- Anglo-Saxon law and order: did Robin Hood really exist? Why did they use God as a judge in their trials?
- The Tudor system of crime and punishment: Hanging, drawing and quartering, crushing people with stones. Why was it a crime to be poor? Why did people rebel when they knew the punishments were so harsh?
- Witchcraft: Why did people believe in witches? How did they find and punish them?
- City problems - bad housing and fatal diseases and how this affected crime
- Prisons and police (with a visit to the London Dungeons): Why was Jack the Ripper never caught? Is there a "criminal class"?
- Protest: why did men dress as women in the 19<sup>th</sup> century? Why were women prepared to die for the vote? Did protest ever achieve anything?

- Modern day crime: drugs, computer crime, etc.

#### The American West

- Were the Plains Indians' really savages?
- Why did people want to move out onto the Plains? What were their experiences like?
- Bullets, booze and brothels? What was the life of a cowboy really like?
- Outlaws: Why were there problems of law and order in the West? Did gunslingers and vigilantes solve more problems than they caused?
- Conflict between the cowboys and Indians
- The destruction of the Plains Indians way of life.

### Controlled assessment

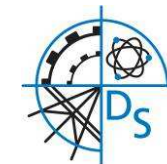
A modern world study: African-American Civil Rights Movement

*From Martin Luther King jr. to Barack Obama – have Black Americans achieved equality in the USA?*

- A six week taught unit followed by eight hours of controlled assessment during which an unseen question is planned, researched and written up.
- Students will be given source material to help them with this write-up.

### How will it be assessed?

75%	25%
Paper 1: Knowledge paper on Crime and Punishment and the American West. Paper 2: Sources paper on a specified topic.	Controlled assessment.



## ICT GCSE

ICT is a subject that is continuing to be one of the most talked about in society today. Qualifications are being reviewed and developed in line with government proposals to make sure that courses are up to date with the latest technology developments. Currently the main content of the course is set out below.

As from September you can choose to follow a more academic qualification in this subject and build upon your knowledge gained from Dida which you completed in Year 9.

If you enjoyed Dida and performed well this may be the course for you.

Unit title and summary	Assessment	Time allocated
UNIT 1: Living in a Digital World – 40%	Written paper Externally assessed	Students have 90 minutes for the written paper
UNIT 2: Using Digital Tools – 60%	Controlled Assessment Brief (CAB) Provided by Edexcel, marked by teachers and moderated by Edexcel	Students have 40 hours to complete the CAB

### UNIT 1: Living in a Digital World – 40%

In this unit, students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and well-being, on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Example exam question – Could you answer this?

Discuss how the use of digital devices can impact on people's health and wellbeing.

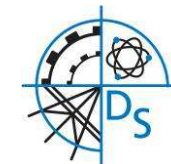
[6 marks]

### UNIT 2: Using Digital Tools – 60%

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice. They put into practice what they learned about digital technology in Unit 1.

Example Task - Could you do this?

Students must carry out a modelling activity. Two partially completed spreadsheet models are provided and students can develop either of these or start from scratch and create their own model if they prefer. They must gather and select relevant data to use in their model. They must then present key findings/recommendations based on information generated by the model. [24 marks]



## Media Studies GCSE

### What is it?

Media Studies is a study of television, film, advertising, news, magazines, radio and much more. It is a modern subject that allows you to study something relevant to you. The media plays a huge part in how we understand society and it is often one of the main ways that we learn about the world and the people in it.

### Why choose to study Media Studies?

- It is an exciting course with lots of variety
- It allows you to study theories and practice of the media
- You will have the opportunity to create your own media products using various technologies
- You will study a whole range of different media; how they are constructed, who they appeal to and what influence they have.
- You will learn about real media products and the industries that make our media
- You will have the chance to improve your analytical essay writing

### What you will study

You will study a range of different media types. You will learn how to analyse them for the meanings that they create and learn to decode why the producers have constructed them in a particular way. You will carry out a case study in preparation for the exam where you have to investigate an area of the media in a lot of detail. As well as this, you will produce at least three pieces of coursework using different types of media.

### What type of person do I need to be to study Media Studies?

- enthusiastic and have a keen interest in the Media
- creative
- prepared to carry out substantial amount of independent study
- have an ability to manage work load and meet deadlines

- have an ability to work in groups or independently
- have a good standard of essay writing

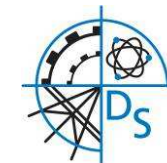
### Assessment:

Exam	40%
Coursework	60%

### What can I do with Media Studies?

Media studies naturally leads to careers in journalism, marketing, advertising or public relations as well as other areas of the media. But an awareness of how the world of media works can also support other careers, such as social work, law, medicine and education.

*Please speak to Mrs Niro in L06 if you would like any more information about whether you think you might be suitable for the course.*



## Modern Languages GCSE

### French or German

Knowledge of a European language is a very sought-after skill; recent research has revealed that 75% of employers want language skills. As students prepare themselves for an increasingly competitive European employment market, they should seriously consider the value of a foreign language GCSE to complement their other academic or vocational interests.

GCSE students can continue with the language taught at Key Stage 3. Dual linguists are encouraged to continue to study both languages or can choose the one they prefer.

Listening examination	20%	Reading examination	20%
Writing coursework	30%	Speaking examination	30%

### Why learn a language?

- Employers value language skills because a qualification in a foreign language shows that you are a strong communicator and sets you apart from the hundreds of other applicants who are limited to English.
- Language learning gives you the opportunity to make friends all over the world.
- A wider range of jobs are available, including jobs abroad.
- An increasing number of universities will not accept potential students unless they have a GCSE in a foreign language.

### What is the GCSE course like?

The aim is to provide an interactive and enjoyable language course which teaches students how to use their chosen language in real-life situations. The course includes topics such as: *leisure, the media, personal relationships, healthy living, career & future plans, the environment.*

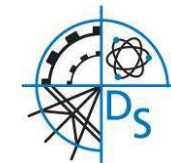
We use media such as the internet, TV, magazines and interactive software to enhance students' learning.

The new GCSE course reduces exam pressure as there are now only final examinations in listening and reading. Both writing and speaking are now assessed during the course under controlled conditions. We will submit your two best pieces for each skill.

### Will I enjoy this course?

You will enjoy this course if you want the chance to:

- discuss and give your opinions on a wide range of topical subjects
- learn how to communicate your ideas in an effective and engaging way
- build your confidence in presenting to others
- get an international perspective by learning about other cultures
- have fun learning skills for life – who knows where in the world they may take you?



## Music GCSE (twilight only)

This subject is offered as an enrichment opportunity for students with a keen interest in the topic.

### What is GCSE Music all about?

It is all about making and listening to music.

It covers performing, composing and listening to a wide variety of musical styles: popular music, world music, and classical music.

There will be opportunities to use music technology programmes such as Sibelius and Cubase.

### Will I enjoy this course?

You will enjoy this course if you want to study a subject that

- involves performing
- involves listening to all kinds of music
- involves composing or arranging music
- gives you the opportunity to play and perform music with others in eg, rock groups, bands, vocal and instrumental groups and ensembles, orchestras, choirs in school and also you may involve your performances outside school if you wish
- gives you the opportunity to learn more about and use music technology
- and are prepared to extend your school day.

### How does it follow on from what I have learned before?

You will improve your skills in performing and composing different types of music. You will listen to a wide variety of music and learn more about how and why it was written and/or performed. The scheme of assessment will be as follows:

Performing	40% of total marks
Composing	20% of total marks
Listening and appraising test	20% of total marks
Composing and appraising project	20% of total marks

### What about exams?

There is one exam at the end of the course. You will listen to a CD and answer questions which cover five areas of study and there is an additional test for the composing and appraising project.

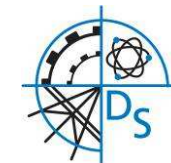
### Is there any coursework?

Yes. You will perform (play or sing) two pieces altogether. One will be a solo and the other a group performance in any style. They will be recorded in March of Year 11. You will also compose a piece based upon two areas of study, chosen by you.

You may use music technology: computer sequencers, multitrack recorders, Sibelius score writing systems and sampling in the preparation of your compositions.

### What could I do next with GCSE Music?

- GCSE music is a good preparation for further musical study and a solid foundation for the AS/A levels in Music and Music Technology as well as BTEC National Diplomas and the new A level in Performing Arts
- you may take music for its own sake, perhaps to form the basis of a future interest
- you may wish to go into a job where it is useful to have musical skills and experience of music: music industry, entertainment, publishing or teaching.



## Physical Education GCSE

The GCSE Physical Education course is designed to help students understand how to improve their performance in a range of activities and how to live a full and healthy life. The course is divided into two parts, the practical and the theory side.

Practical & coursework	60%
Written examination	40%

In theory lessons you will learn about health and fitness, how to train and what happens to your body when you do train. You will also learn about how things like your school, television and sponsorship affect your participation in sport. There will be four theory lessons per fortnight.

In the practical sessions you will plan and perform an exercise training programme over a period of six sessions. You will adjust your programme as you go along and at the end you will decide how to improve it. You will demonstrate your skills and knowledge of four different sports from at least two of the following activity areas:

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- Outdoor adventurous activities

There will be two practical lessons per fortnight.

Your final result will come from 60% for the practical and coursework, which will be marked by the teachers in school, and a written examination which will be worth 40% of the total.

If you are interested in sport and how it affects all of us, this is the course for you.

### What could I do next with GCSE Physical Education?

A good grade at GCSE will help you move on to any AS, or A level course. If you enjoy your Physical Education GCSE you might want to continue with the subject in the Sixth Form.

Alternatively, you may wish to consider a more vocationally related course such as Leisure and Recreation.

Employment opportunities where your skills will be particularly valued include the sport and leisure industry, travel and tourism, and teaching.

Or you may simply wish to follow this course for its own sake because you are interested in fitness and health and enjoy physical activities.



## Philosophy and Ethics GCSE

Philosophy and Ethics is a new and exciting GCSE course. It is modern and stimulating, and is based on important and relevant issues. It challenges students, and enables them to develop skills that will help them to lead constructive lives in the modern world. GCSE Philosophy and Ethics will enable students to:

- adopt an enquiring, critical and reflective approach to the world around them
- explore beliefs, reflect on fundamental questions, engage with them intellectually, and respond personally
- enhance their understanding of cultures locally, nationally, and in the wider world
- reflect on and develop their own values, opinions, and attitudes, in light of their learning.

You do not have to believe in God to do GCSE Philosophy and Ethics, all opinions and beliefs - or none - are welcomed. We teach the OCR Philosophy and Ethics course, which comes in four parts:

### *Philosophy 1 – 1 hour written exam (25%).*

This part of the course will get you thinking about a range of ideas which affect all sorts of people. It involves philosophical enquiry into a number of issues, including:

- Belief about deity – does God exist?
- If God does exist, can humans experience God?
- End of life – what happens when we die? Is there an afterlife, or is death the end?

### *Ethics 1 – 1 hour written exam (25%).*

This part of the course will get you thinking about a range of ethical issues, which challenge religious belief, including:

- How should we treat others?
- How valuable is human life?
- Is money really important?

### *Philosophy 2 – 1 hour written exam (25%).*

This part of the course follows on from Philosophy 1, although it is more focused on challenges to religious belief, such as:

- If God exists, why does evil and suffering occur?
- Can a reasonable, intelligent person believe in God?
- Do advances in modern science disprove religion?

### *Ethics 2 – 1 hour written exam (25%).*

This part of the course follows on from Ethics 1. It focuses on some important ethical issues, including:

- When is war acceptable?
- How should we treat others?
- What impact does the media have?

There isn't any coursework for GCSE Philosophy and Ethics. The examination consists of ten short answer questions per paper. The structure of the GCSE Philosophy and Ethics course is also good preparation for AS and A Levels.