



Swanmore College
of Technology

**14 – 16 OPTIONS
BOOKLET
2012 - 2014**

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Dear Parents

The time has arrived when the Year 9 pupils will need make decisions regarding the courses they wish to follow in Years 10 and 11 (KS4). Parental support is vital to ensure pupils make appropriate decisions. I hope you will find this booklet useful and be able to support your child throughout this process.

Compulsory Subjects

The following subjects must be studied by ALL KS4 pupils.

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ Information and Communication Technology
- ◆ Religious Education (non-exam, incorporating Citizenship)
- ◆ Core PE (non-exam)
- ◆ Personal Development Learning (non-exam, mostly addressed through special days/event)

Optional Subjects

Pupils also have a free choice of four further subjects, listed in the next section of this booklet. The remainder of the booklet gives detailed information on the courses offered at KS4.

You may have seen government announcements about the 'English Baccalaureate': a measure of the number of pupils who achieve a grade C or above in English, Maths, Science, Languages and either Geography or History. This measure is used as an indicator in school performance tables, but is not planned at present to become a formal qualification for pupils. This combination of subjects would involve pupils ensuring they chose either History or Geography and a languages GCSE (NVQ does not count) as part of their 4 choices. The 'English Baccalaureate' represents a good balance of academic subjects and will be particularly useful for those pupils intending to apply for University courses in the future. However this is equally the case for other subject areas, and what is most important is that a pupil chooses a balance of subjects that they enjoy and will best equip them for their next steps in their life upon leaving secondary education.

Although a modern foreign language (MFL) is not compulsory for study at Key Stage 4, we do advise pupils and parents to think very carefully about the implications for the future of not continuing with MFL. Those hoping to go to university should think seriously about including a language as it is a requirement of entry for certain courses. (More details can be found on the university applications (UCAS) website, www.ucas.ac.uk and then go to Course Search.) Some further education courses also may require a grade C or above at GCSE in MFL. Pupils are advised to investigate this carefully before completing their form.

In general if a pupil has a specific course in mind for further or higher education it is important for them to investigate entry requirements for this. Form tutors can help pupils with this if necessary.

Support in making subject choices

Pupils will be given guidance throughout the options process from their form tutors and subject teachers. We will be holding a **KS4 Courses fair from 5.00 – 7.00 pm on Thursday 2 February 2012**. The fair will enable you to find out more about both the options process and those subjects that can be chosen. In addition to subject specific advice, Steve Emery will be available from the Hampshire Youth Careers advisory service and Mrs Illsley, who is responsible for work-related learning and careers education will also be available to discuss option choices and their implication for further education Post 16. Making the decisions about which subjects to choose

can be very difficult in some cases, so I hope the evening will help. I strongly urge you and your son/daughter to attend so that you can find out more about what is on offer.

If you have concerns related to your child's **special needs**, the Learning, Inclusion and Intervention team will be available **in O block** to talk to you on this evening.

If your child struggles a great deal with academic work and would benefit from following an alternative curriculum you will already have received a separate letter identifying this need and possible approaches to KS4 for them. However do please speak to Mrs. Illsley on 2 February 2012 even if you have not been contacted and you think this could be the preferred route for your child.

Completing the subject choices form

When a pupil is ready to make their choices, form tutors have copies of the subject choices forms. On this pupils will identify their four choices plus a reserve choice. A copy is included in this booklet for reference. The form needs to be signed by the pupil, parent and form tutor.

The **final deadline** for submission of the Subject Choices Form to college reception is **Wednesday 22 February 2012**.

Final decisions on option choices

After subject choices forms have been received they will be scrutinised by the college. Our aim will be to give every child his or her first choices, but I must stress that this is not always possible for the following reasons:-

- More pupils opt for a course than there are places available.
- Not enough pupils opt for a course and therefore we cannot afford to run it.
- In our opinion, the pupil has made an inappropriate or unwise choice.
- Timetabling constraints make a particular combination of subjects impossible to schedule

In all these case parents and pupils will be kept fully informed, and no change will be made to a pupil's choices without discussion of the options available.

I hope the information provided in the accompanying booklet is useful to you. Please do not hesitate to contact the college at any stage if you need clarification on any point or if you feel concerned. Please keep the booklet safe and bring it with you when you come to the Key Stage 4 Subject Choices Fair on **Thursday 2 February 2012**. If you wish for a second copy of this booklet it can be downloaded from the college website.

Yours sincerely

S Harrison (Mr)
Deputy Headteacher

THE SUBJECT CHOICES

At Swanmore, we operate a **10 day timetable** with **50** 1 hour lessons during that time. The allocation of lessons at Key Stage 4 over the 10 days is as follows:

SUBJECT	NUMBER OF LESSONS PER 10 DAYS
ENGLISH	7
MATHEMATICS	6
SCIENCE	8
ICT	3
CORE Physical Education	4
CORE Religious Education	2
CHOICE 1	5
CHOICE 2	5
CHOICE 3	5
CHOICE 4	5

In addition to compulsory subjects, pupils choose any **4** other subjects from:

<p>Arts</p> <ul style="list-style-type: none"> • GCSE Art and Design • GCSE Drama • GCSE Music • BTEC Performing Arts (Acting) 	<p>Humanities</p> <ul style="list-style-type: none"> • GCSE Geography • GCSE History • GCSE Religious Studies
<p>Design and Technology</p> <ul style="list-style-type: none"> • GCSE Catering • GCSE Electronics • GCSE Engineering • GCSE Food Technology • GCSE Graphics • GCSE Product Design • GCSE Resistant Materials • GCSE Textiles 	<p>Modern Foreign Languages</p> <ul style="list-style-type: none"> • GCSE French • NVQ French • GCSE German • NVQ German • GCSE Italian • NVQ Italian • GCSE Spanish • NVQ Spanish
<p>Other optional subjects</p> <ul style="list-style-type: none"> • GCSE/ BTEC Business Studies • GCSE Child Development • GCSE Dance • GCSE/BTEC Physical Education • BTEC Work Skills 	

Qualifications

There are three different types of qualifications available and in some cases more than one is offered for the same subject. With the exception of PE, it is important that pupils make clear on their subject choices form which qualification they would like to choose, GCSE, NVQ or BTEC. More detail is available in the follow pages for each subject area, but in general the qualifications are:

GCSE: GCSE stands for General Certificate of Secondary Education. It's highly valued by schools, colleges and employers, so is useful whatever a pupils future plans are. The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. Typically they are assessed by a combination of written exams and controlled assessment.

BTEC: BTECs are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. Assessment is mostly on-going throughout the course with usually only one externally assessed exam. Their equivalence to GCSEs can vary depending on the subject and level of entry. See individual subject pages for more detail.

NVQ: NVQ stands for National Vocational Qualification. It is a 'competence-based' qualification: this means you learn practical, work-related tasks designed to help you develop the skills and knowledge to do a job effectively. NVQs are assessed on practical assignments and a portfolio of evidence – there are no exams. These are available at level 1 (equivalent to grades G-D GCSE) and level 2 (equivalent to grades C-A* at GCSE)

Restrictions on choices

There is no requirement to study a particular combination of subjects, or to choose from each curriculum area, although it is useful for pupils to have a balance of different areas.

Pupils should not choose more than two subjects from Arts (Art and Design, Drama, Music, BTEC Performing Arts), Humanities (Geography, History, Religious Studies), Design and Technology or Languages.

Pupils cannot be entered for more than two BTECs

The following subjects cannot be chosen in combination because of the limits to our resource capacity in this area.

- GCSE Drama and BTEC Performing Arts (Acting)
- GCSE Dance and GCSE/BTEC PE
- GCSE Food Technology and GCSE Catering
- Languages NVQ and GCSE qualifications for the same language.
- BTEC and GCSE qualifications for the same subject

SUBJECT CHOICES FORM 2012 – 2014

SURNAME _____ HOUSE TUTOR GROUP 9 _____

FIRST NAME _____

Subject Choices

(Please state GCSE/NVQ/BTEC where relevant)

1	
2	
3	
4	
Reserve	

Tutor Signature	
Pupil Signature	
Parent Signature	

Please hand to Reception NO LATER THAN 22 February 2012

CORE SUBJECTS

ENGLISH

General Information

What potential employers want is someone with motivation, intelligence and the proven ability to communicate clearly, effectively and appropriately. Studying English offers pupils the opportunity to practise, apply and hone these essential skills. At Swanmore, pupils develop the insight of an artist, the precision of a scientist and the persuasiveness of a lawyer.

Course Offered

GCSE AQA
Website: aqa.org.uk

Coursework has now been replaced with Controlled Assessments. In Year 10, pupils will complete five controlled Assessments. These are.

- Moving Image
- Poetry
- Prose
- Shakespeare
- Creative Writing

These Controlled Assessments count towards 40% of pupils' final mark.

There will be an opportunity in Year 11 for pupils to re-sit any of these units, in order to improve their grade.

Examination Requirements

Exams: Paper 1 = 40% of total marks

This exam is taken in May of Year 11

Additional Information

There are 2 tiers of entry: Higher covers grades A* to D
Foundation covers grades C to G

Failure to complete Controlled Assessments will result in a reduction of achievable marks.

The exam board uses the following codes for each section of the GCSE:

- En1 = English: Speaking and Listening
- En2 = English: Reading
- En3 = English: Writing

Speaking and Listening

Speaking and Listening accounts for 20% of the pupils' final marks and will be assessed throughout Year 10 and Year 11. They will have five controlled speaking and listening assessments.

LANGUAGE AND LITERATURE

General Information

Pupils are taught to respond to texts critically, sensitively and in detail. Teaching and learning focuses on exploration of how language, structure and forms contribute to the meaning of texts, as well as considering different approaches and alternative interpretations. The objective is to explore relationships and comparisons within and between texts, selecting and evaluating relevant material.

Course Offered

GCSE AQA
Website: aqa.org.uk

Coursework has been replaced by Controlled Assessments which will be completed in Year 10. The Controlled Assessments are:

- Moving Image
- Re-creations
- Spoken Language Study
- Prose (extended reading study)
- Shakespeare

Controlled Assessments are submitted for:

Controlled Assessment Title	Language	Literature
Moving Image	*	
Re-creations	*	
Spoken Language	*	
Prose	*	*
Shakespeare		*

Examination Requirements

Controlled Assessments:

- 40% of total marks for English Language
- 25% of total marks for English Literature

Exams:

- 40% of total marks for English Language
- 75% of total marks for English Literature

The Literature Poetry exam can be taken in June of Year 10 and then re-sat in Year 11 if necessary.

Language exam 1, Literature exam 1 and Literature exam 2 will be taken in May of Year 11.

Speaking and Listening

Speaking and Listening accounts for 20% of the pupils' final marks towards English Language and will be assessed throughout Year 10 and Year 11. They will have five controlled speaking and listening assessments.

Additional Information

There are 2 tiers of entry: Higher covers grades A* to D
Foundation covers grades C to G

Failure to complete Controlled Assessments will result in a reduction of achievable marks.

ENGLISH AND MEDIA STUDIES

General Information

Pupils are taught to respond to texts critically, sensitively and in detail. Teaching and learning focuses on exploration of how language, structure and forms contribute to the meaning of texts, as well as considering different approaches and alternative interpretations. The objective is to explore relationships and comparisons within and between texts, selecting and evaluating relevant material.

Course Offered

GCSE AQA
Website: aqa.org.uk

Coursework has been replaced by Controlled Assessments which will be completed in Year 10. The Controlled Assessments are:

- Moving Image
- Poetry
- Prose
- Shakespeare
- Creative Writing

Three Controlled Assessments are also submitted for Media Studies. These are:

- Unit 1: Understanding the Media
- Unit 2: Cross Media Study
- Unit 3: Media Production

Examination Requirements

Controlled Assessments:

- 60% of total marks for English (which includes 20% speaking and listening)
- 60% of total marks for Media Studies

Exams:

- 40% of total marks for English (one external exam)
- 40% of total marks for Media Studies (one external exam)

Speaking and Listening

Speaking and Listening accounts for 20% of the pupils' final marks towards English Language and will be assessed throughout Year 10 and Year 11. They will have five controlled speaking and listening assessment.

Additional Information

There are 2 tiers of entry: Higher covers grades A* to D
Foundation covers grades C to G

Failure to complete Controlled Assessments will result in a reduction of achievable marks.

MATHEMATICS

General Information

ALL pupils will follow the National Curriculum for Key Stage 4. Emphasis will be on understanding, application, investigation and problem solving, and not on rote learning. The pupils will be placed in well-defined sets in order that each individual will be taken to the highest level of his or her ability.

A pencil, 30 cm ruler and a scientific calculator will be required for all Mathematics lessons. Pupils will also find a protractor and pair of compasses useful.

On occasions, work will be done using computers or graphics calculators.

Course Offered

EDEXCEL Specification 1MA0

www.edexcel.com

The course content is based upon the three Assessment Objectives.

- | | |
|-----|---|
| AO1 | Recall and use their knowledge of the prescribed content |
| AO2 | Select and apply mathematical methods in a range of contexts |
| AO3 | Interpret and analyse problems and generate strategies to solve them. |

Examination Requirements

There are two **final exam papers** each worth **50%**, which will be taken at the end of Year 11. A calculator may be used on the second paper. Each exam paper will be testing the following areas of content:

- Statistics and Probability
- Number and Algebra
- Geometry and Measures

There are 2 tiers of entry:

Foundation: Covers C to G
Higher: Covers A* to D

Elements of Functional Mathematics have been embedded into the new specifications and assessments. This ensures that pupils have the skills they need to use mathematics in real life contexts. Pupils will also be encouraged to think about the way they communicate their answers. This will be tested in the examinations through specially designed quality written communication questions.

SCIENCE

General Information

All pupils will follow the AQA Science Courses

- AQA Science A
- AQA Additional Science

or

- AQA Biology
- AQA Chemistry
- AQA Physics
-

The GCSE Science Course starts in **Year 9** at Swanmore College.

By commencing GCSE in Year 9, we cover areas which reinforce and build on Key Stage 3 concepts and develop investigative skills essential for success at Key Stage 4 and beyond.

During Year 9& 10 all pupils will study the core science content covered in AQA Science A, followed by AQA Additional Science leading to 2 GCSE's. .

Those pupils with sufficient attainment levels, based on ongoing assessment may be invited to take the Separate Science GCSEs, leading to a separate GCSE in Biology, Chemistry and Physics, or Triple Science.

All coursework modules or Controlled Assessments are completed during lesson time at the College. Each Controlled Assessment is worth 25% of a GCSE and over the GCSE course pupils will do a number of Controlled Assessments and submit the best toward their final mark.

Course Offered

AQA Science A
AQA Additional Science
AQA Biology
AQA Chemistry
AQA Physics
www.aqa.org.uk or www.sciencelab.org.uk

AQA Science A **AQA Additional Science**

In Science A and Additional Science, GCSE students will study elements of Biology, Chemistry and Physics as well as complete the relevant Controlled Assessments

Some of the subjects covered include:

- Healthy bodies
- Drugs & Disease
- Evolution and the Environment
- Species & Variation
- Rocks and Metals
- Earth and atmosphere
- Crude oil & Polymers
- Energy efficiency

- Electrical Generation
- Enzymes
- Homeostasis
- Atomic structure and bonding
- Rates of reactions
- Chemical calculations
- The Universe
- Movement & Momentum
- Electricity
- Radioactive Decay

www.aqa.org.uk or www.sciencelab.org.uk

AQA Biology

AQA Chemistry

AQA Physics

By studying the separate sciences pupils will study the same elements of Biology, Chemistry and Physics as the other Science GCSEs but will also study extra modules and Controlled Assessment specific to the separate Science GCSEs.

Extra content includes:

Biology

- Osmosis and diffusion
- Circulation
- Exercise and respiration
- The Kidneys
- Microbiology

Chemistry 3

- The periodic table
- Acids and alkalis
- Energy of chemical reactions
- Analytical chemistry
- Organic Chemistry

Physics

- Moments and Circular motion
- Centripetal Force
- Light and Lenses
- Medical Physics
- Electromagnetic Induction

www.aqa.org.uk or www.sciencelab.org.uk

PHYSICAL EDUCATION (CORE)

General Information

All pupils will follow a comprehensive programme of 'Core' Physical Education in Years 10/11. There is also an opportunity, for the more committed performer and those considering a career in the sport and recreation industry, to study GCSE Physical Education in theory and practice in greater depth.

All pupils in year 10 and 11 will be able to select a route of learning that they wish to follow for that academic year. As this is a choice we do not allow movement once pupils have opted unless serious situations exist that make it a necessity. The route ways provide all pupils with activity choices that they find interesting in the hope of inspiring them to keep up a lifelong desire to look after their own health and fitness.

The "Core" PE framework is designed with more of a leisure and recreational focus that will allow all pupils to:

- Refine techniques.
- Appreciate the importance of exercise for a healthy lifestyle.
- Develop leadership, team skills and sporting etiquette.
- Pursue areas of interest in the wider community.

Course Offered

Sports leaders level 1.

The sports leaders' award is designed to give young people who have a desire to be involved in sport in their later life a sound footing in leadership qualities and techniques. This is a nationally accredited course and is used by many sporting professionals as the first step on the ladder to coaching and teaching. The course is aimed at developing organisation, communication and leadership skills through a combination of practical and theoretical lessons. This course will also provide pupils with the opportunity to lead sporting activities for their peers, and support the work we do with our primary feeder schools through sporting festivals and development days.

RELIGIOUS EDUCATION (CORE)

The course is called **Citizenship, RE and Me (CRAM)**

General Information

This course will enable pupils to consider many important issues from a religious and a moral perspective. The intention of the course is to help pupils to become effective citizens

The course consists of the following units:

- Rites of Passage
- Family Life and Relationships
- War and Peace
- Making a difference – our responsibility
- The Holocaust
- The Government and the Monarchy
- Fair trade
- Religion and the media

There are opportunities to study topics from the views of both Christians and members of other world faiths.

CRAM complements GCSE Religious Studies: there is no repetition of content between the two courses.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Computers and technology all play an important part in our lives, at work, in education and in our personal lives. In order to prepare pupils for being able to use this technology effectively all year 10 and 11 pupils at Swanmore College study an ICT qualification. However, due to recent changes required by the government several exam boards have changed the structure and assessment of their ICT qualifications for 2012-14. The ICT department are currently investigating the best available options to ensure that your son/daughter is given access to a meaningful, challenging and beneficial ICT qualification that will serve them well in future education and employment.

As soon as a decision has been taken on the qualification your son/daughter will be studying we will communicate the decision via Parentmail and letter. In the meantime if you have any further questions then please feel free to come and talk to the ICT department at the Key Stage 4 Courses Fair on the 2nd February

PERSONAL DEVELOPMENT LEARNING (PDL)

The Personal Development Learning programme is designed for all pupils in Years 10 and 11. The programme aims to encourage consideration and discussion of **social, moral and health issues** as well as endeavouring to enable the pupils to be aware of themselves in relation to their family, their community and society at large. A number of outside speakers are invited to take part in the programme. PDL days have been incorporated into the curriculum throughout the College.

The PDL programme includes:

- ◆ Personal, Social and Health Education
- ◆ Work-related learning
- ◆ Enterprise education
- ◆ Careers education and guidance
- ◆ Citizenship

Pupils are encouraged to compare the various types of **further education courses** that are available to them, along with the qualifications required for them. They have to consider whether formal study is more appropriate than work or an apprenticeship. Advice is given about **college and work opportunities** and the pupils are helped to prepare for the **transition from Swanmore to the wider world**.

For **Year 11** pupils and parents, a **Further Education Fair** is held each October to provide an opportunity to explore the further education choices open to them. At least ten post-16 colleges are represented at this event.

A careers library and computer programs dedicated to Careers are available within the main library for use by all pupils. All pupils during Years 10 and 11 will be able to consult a Careers Adviser for the college. There are both group and individual careers interviews, parents being welcome to attend the latter.

All Key Stage 4 pupils will be provided with an opportunity for work experience.

FREE CHOICES

ART AND DESIGN

General Information

The course provides opportunities for each pupil to recognise and develop his/her own creative ability and appreciate the relevance of Art and Design to everyday life and the wider environment.

What will I need to succeed

- Be willing to think for yourself
- Try to show your individuality
- Be willing to work independently
- Want to try out different techniques; you do not have to be able to draw perfectly!
- You need to work in your own time and take it seriously
- Persevere and don't give up. It really is worth it!

Course Offered

GCSE AQA Specification 4200 - Art and Design, www.aqa.org.uk

Each pupil's individual skills will be directed and counselled through a variety of projects, examples being work with printed, constructed and applied textile design, sculpture, ceramics, Fine Art, collage and print making. There will be an opportunity to extend expertise in computer graphics.

Some projects will place emphasis purely on visual aesthetics, whilst others will emphasise other important factors, such as the function and suitability of a design for a given purpose.

All projects will include an element of critical study, and drawing and painting directly from observation, as analytical study will provide many concepts on which to base design for original artwork in two and three-dimensional media. The design process, showing sequential stages through which ideas pass before being finally realised, is considered an important part of the course, as are values of craftsmanship, both in execution and presentation of work.

When pupils show particular strength in art, a craft or design area, they will be encouraged to specialise in this during the examination period.

Examination Requirements

Examination: 40%

Pupils will receive the question paper in advance, so that preparation can be done thoroughly. (Four weeks will be allowed for this). 10 hours will be allowed for the actual examination, plus time to prepare materials and present the completed project.

All preliminary written work, designs, drawings etc. will be presented for examination with the completed "examination piece", which is likely to be a painting, textile design, sculpture, screen/lino print, or a piece of ceramics. Each pupil will decide on the type of response he/she wishes to make from the choice of questions/stimuli.

Coursework: 60%

For examination, two, three or four units of work are required. Regardless of the number of units submitted all assessment objectives must be met in the coursework as a whole. Each will show the development of ideas and research, leading to completed designs and works of art. A definite theme or design brief will be the starting point for each unit, and from this, pupils can produce any quantity of work in a variety of media. At least one unit per term will need to be completed, with periodic assessment taking place. Sketchbooks and scrap/note books are a continuous homework element of the course. Pupils are expected to visit local art galleries and museums and to take a general interest in the whole environment.

BUSINESS STUDIES

General Information

The majority of businesses in this country are small businesses, and your parents might run one of them. One day you might want to run your own business.

If you take Business Studies, you need to have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur.

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.

It is very helpful if you know people who run their own small businesses as this is the focus of the courses we offer.

What do I need to succeed?

- I have a keen interest in what is going on in the world, and especially in the news.
- I can link what I learn in class to my wider experiences.
- I can use what I have read to answer questions.
- I can look at two different ways of solving a problem, make a decision about which way would be best and then back up my decision.
- I will be able to do independent research into a small business, including interviewing the owner of the business and putting together a questionnaire for customers of the business.
- I can learn formulae and apply them in various situations.
- I can interpret graphs and charts.
- I can write a report following guidelines set by the teacher.

Courses Offered

GCSE Business Studies or BTEC First Award in Business

GCSE

Edexcel specification 5BS01 - Business Studies

www.edexcel.com

This is a course where the two exams are taken at the end of Year 11, with Controlled Assessment being done in January of Year 11.

Year 10

Unit 1 Introduction to Small Business

Autumn Term

Spotting a business opportunity
Showing enterprise

Spring Term

Putting a business idea into practice
Making the start-up effective
Understanding the economic context

Summer Term

Revision and exam preparation for mock exam.

Unit 3 Building A Business

Marketing

Year 11

Autumn Term

Unit 3 Building A Business continued

Meeting customer needs

Effective financial management

Revision and exam preparation for mock exam

Preparation and practice for Unit 2 Controlled Assessment

Spring Term

Unit 2 controlled assessment worth 25% of total marks

Effective people management

The wider world affecting business

Revision and exam preparation

Summer Term

Revision and exam preparation

Examination Requirements

January 2014	Unit 2 Investigating Small Business	Controlled assessment – choice of 1 task from 5 Maximum 6 hours for research Maximum 3 hours for write up	Worth 25% of total marks
June 2014	Unit 1 Introduction to small business	45 minutes exam. Multiple choice and objective test questions	25%
June 2014	Unit 3 Building a Business	90 minutes exam. Multiple choice, short and extended answers and a given scenario	50%

Additional Information

All the papers cover grades A* to G and are therefore **untiered**.

BTEC FIRST AWARD IN BUSINESS

Edexcel BF029945

This course consists of 4 units:

- Enterprise in the Business World
- Finance for Business
- Promoting a brand
- Recruitment, Selection and Employment

The content is not too dissimilar to the GCSE course, but the assessment is very different. **Finance for Business** is the only externally assessed unit and this is done via an on-screen test that lasts for one hour. The other units are internally assessed based on the pupil meeting the course requirements and having evidence to back this up.

It is expected that the pupils selected for BTEC should be able to gain a level 2 qualification, which is equivalent to GCSE at grade C or above. Rather than grades, pupils can get a pass, merit, distinction or a starred distinction.

It is anticipated that 2 units will be taught in Year 10, and 2 units in Year 11, starting with Finance for Business in Year 10.

NB the decision about whether a pupil opting for Business Studies will be offered GCSE or the BTEC First will be made on an individual basis using the professional judgement of the staff involved.

CHILD DEVELOPMENT

General Information

This course is about the knowledge, skills and understanding about the birth and subsequent development of a child. There will be an opportunity to develop knowledge and understanding of human needs in a diverse society. It provides a basis for progress to AS and A2 Child Development and Health and Social Care; also vocational progression to NVQ in Early Years Care and Education, CACHE Diploma in Childcare and Education and BTEC National Diploma in Early Years Level 3.

The skills and knowledge acquired will be relevant to those who aspire to work with children, nursing, social work and teaching, both Primary and Secondary.

What will I need to succeed?

- Have access to a child between birth and three years old to observe.
- Enjoy Controlled Tests.(coursework)
- Have an interest in children and watching how they play and develop.
- Enjoy learning about all aspects of families and children up to the age of 5.
- You will need to be motivated to work independently on the Controlled Assessments.

Course Offered

Home Economics – Child Development - AQA Specification 4582

The course is divided into three main areas:-

The Family:

- Anatomy and physiology of reproduction
- Pre-conceptual care
- Pregnancy and birth

Care of the Child:

- Post natal care
- Nutrition
- Hygiene
- Environment
- Child care provision
- Medical needs and childhood illnesses
- Health and services

Development of the Child:

- Physical, Intellectual, Emotional, Social
- Play and toys
- Special needs and provisions

Examination Requirements

Unit 1 Written paper:	40%
Unit 2 Research task	20%
Unit 3 Child Study	40%

Additional Information

The child study will involve research, investigation and observational visits of a child between 0 – 5 years.

A study will include a statement of observation to be undertaken at the introductory visit and to identify the stage of development a child has reached and to decide on a focus for the study.

Four visits will be undertaken.

The focus for the **child study** will be concerned with the physical, intellectual, emotional and social development of a child. The study should be carried out in approximately 20 hours.

Child study task questions will be issued by the examination board.

Example questions:

- Investigate how creative play could be used to encourage the child's development.
- Investigate how children could be encouraged to learn and understand number concepts.
- Investigate how children could be encouraged to enjoy books and how this would help their development.

The **research task** will be carried out within the class and should occupy approximately 7 hours of supervised time.

Example tasks:

- Antenatal care is available to all pregnant women. Research and investigate how antenatal tests can help ensure that both the expectant mother and her baby can have a safe and healthy pregnancy.

Evaluate your findings and produce an information leaflet that might be used as part of an information pack about the importance of antenatal care.
- Concerns about the environment are making new parents think more carefully about using disposable nappies. Research the arguments about reusable nappies versus disposable nappies debate.

Evaluate your findings and use them to produce an information booklet to be given at antenatal classes.

DESIGN & TECHNOLOGY – ELECTRONICS & CONTROL SYSTEMS

General Information

D&T Electronics & Control Systems offers pupils the opportunity to develop their creative skills by problem solving and working with electronic systems.

This course encourages pupils to be inspired, motivated and challenged by the following:

- Be engaged in the processes of design and technology in order to develop as effective and independent pupils.
- Be involved in making decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- Develop decision-making skills through individual and collaborative working
- Understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

D&T Electronics & Control Systems can lead you into working in electronic/electrical engineering, or the manufacturing industry. Such people need to be flexible, good communicators, willing to work in teams, and to be computer literate. This course will suit pupils who are more interested in the technical aspects of product design.

What will I need to succeed?

- The willingness to problem solve, analysing the information given to aid designing.
- An enjoyment of practical work.
- You will also need to be good at mathematics and be able to solve mathematical equations.
- Self motivated and organised.
- Most important is a genuine interest in new technology and way it interacts with the environment.

Course Offered

GCSE Design & Technology: Electronics and Control Systems
OCR specification J301
www.ocr.org.uk

YEAR 10 –

UNIT 1 - A511 Introduction to designing and making

This unit aims to give pupils an introduction to designing & making electronic products using the systems approach. They will select a task from the published themes.

Pupils will undertake research before establishing their own design brief and detailed specification for an improved product. They develop their design and use modelling before making and testing their product.

This is a controlled assessment worth 30% of total marks (replaces coursework)

UNIT 2-A512 Sustainable design

Pupils will develop their knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. Pupils will look at how Design and Technology has evolved through examination of products from the past and the present. They will consider how future designs will impact on the world we live. The assessment of this unit is through an externally set and marked test, worth 20% of total marks.

YEAR 11

UNIT 3 - A513 Making quality products

In this unit, pupils will be expected to further develop skills and abilities gained while undertaking Unit 1 in order to design and make a fully functioning quality product. This is a controlled assessment worth 30% of total marks (replaces coursework)

UNIT 4 – A514 Technical aspects of designing and making

This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of Electronic products. The assessment of this unit is through an externally set and externally marked test, worth 20% of the total marks.

Examination Requirements

January – June 2013	UNIT 1 - A511 Introduction to designing and making Controlled assessment – selected task from published theme. Maximum of 20 hours of workshop time in a controlled setting.	30%
June 2014	UNIT 2 – A512 Sustainable design 1 hour exam.	20%
September 2013- February 2014	UNIT 3 – A513 Making quality products Controlled assessment – selected task from published theme. Maximum of 20 hours of workshop time in a controlled setting.	30%
June 2014	UNIT 4 – A514 Technical aspects of designing and making; 75 minute exam.	20%

Additional Information

All the papers cover grades A* to G and are therefore UNTIERED.

GCSE ENGINEERING

(SINGLE AWARD)

General Information

GCSE Engineering gives you an excellent opportunity to develop knowledge, skills and understanding in the context of real-world engineering and by encouraging learning through links with and study of real engineering companies. It offers hands on experience of skills needed in the engineering field. Pupils will study current and past engineering developments, relating this to real life experiences. The course provides opportunities to develop designing and practical skills, including the use of modern technologies i.e. CAD/CAM (Computer Aided Design Computer Aided Manufacture) tools and equipment.

You will be required to develop and demonstrate knowledge and understanding of engineering materials and their properties in the following groups:

- the functions of components;
- the properties, characteristics and features of materials;
- engineering processes;
- quality control techniques;
- new technology used in and by the engineering industries;
- impact of modern technologies;
- design a product;
- engineer a product.

The subject provides an excellent route into world of Engineering, but can also lead you into working in a wide range of other design and manufacturing careers.

To succeed in this course

- An enjoyment of practical work and exploring different solutions in different contexts and materials.
- An enjoyment of exploring ideas and modeling them using ICT as well as hands on construction
- The willingness to research information about past engineering products and principles and how they affect our lives today.
- Self-motivated and organized.
- You need to be inspired and motivated to gain an insight into related sectors, such as manufacturing.

Course Offered

**GCSE
OCR Engineering
J322**

Year 10

You will develop your engineering skills by undertaking focused practical tasks. You will have hands on experience of using the tools and equipment relevant to engineering, including the use of CAD/CAM (Computer Aided Design Computer Aided Manufacture). You will manufacture items using the brazing hearth, hand tools, lathe and milling machine. You will work in wood, metal and plastic and there will be an element of Control Systems included (mechanisms and electronics).

You will be investigating how engineering products have developed over the last century and produce a research task based around your findings.

Towards the end of Year 10 you will begin your controlled assessment; this will be based on an engineering design brief set by the examination board.

Year 11

You will continue to work on your controlled assessment which is made up of two elements. A practical product which is developed from the initial engineering design brief given and a research task studying an engineering product.

A621 1a Study of an Engineering Product

You will research a product and look at how tools, processes and materials have changed over the years to develop and improve their chosen product.

A621 1b Engineering a Product

You will be given an engineering design brief for which you will research, design, develop and manufacture an engineering solution.

Term 3 will focus on revision work in preparation for the examination at the end of Year 11.

Examination Requirements

May 2013 – April 2014	A621 1a Study of an Engineering Product Completion of controlled assessment.	20%
May 2013 – April 2014	A621 1b Engineering a Product Completion of controlled assessment.	40%
June 2014	Written Examination.	40%

Additional Information

The exam paper covers grades A* to G and are therefore **untiered**.

DESIGN AND TECHNOLOGY

FOOD TECHNOLOGY

General Information

Food Technology is an exciting and innovative subject area which requires the application of knowledge, understanding and skill. This will enable you to create a wide range of food products and develop new recipe ideas.

If you study Food Technology you will produce 3 units of work during year 10. This will give you the opportunity to:

- Research material from a range of sources
- Be creative and innovative when designing food products
- Analyse food products and your own designs
- Modify a range of existing products
- Develop your skills to enable you to work independently or as part of a team with confidence
- Assess current dietary guidelines and food trends
- **You will also have the opportunity to study for the CIEH Level 2 Award in Food Safety in Catering. This is an accredited qualification and is recognized by the food industry.**

What will I need to succeed

- Enjoy working with ingredients to create exciting dishes.
- You need to be organised to buy ingredients for the practical lessons.
- Enjoy working individually or as part of a team.
- Self motivated and organised.
- You will also need to be good at revising and remembering key information and using this to support your opinions.

Course Offered

GCSE

AQA Specification 4545 - Design and Technology: Food Technology
Website: www.aqa.org.uk

Year 10

Unit 1 – Cook Chill Products

Evaluation of current ready prepared meals and the impact on food trends.
Investigation into nutrition.
Design and production of own ready meals.

CIEH Level 2 Award in Food Safety in Catering.

Unit 2 - Cake and Pastry Products

Development of practical and creative skills. Production techniques and the impact of new technologies in the making of sweet and savoury hand held products.

Unit 3 – Foods from around the World

Investigation into how multicultural foods have impacted on the food industry and the everyday diet.

The exam board set Controlled Assessment will commence after the May holiday.

Year 11

Controlled Assessment and preparation for written examination

Examination Requirements

May 2013 – 1st March 2014	Completion of controlled assessment.	60%
May/June 2014	AQA Written exam 2 hours	40%

Additional Information

The exam paper covers grades A* to G and are therefore UNTIERED.

GCSE HOSPITALITY AND CATERING (SINGLE AWARD)

General Information

This course offers a unique opportunity in the curriculum to develop, extend and apply skills and knowledge of the catering industry. It will provide opportunities to develop imaginative, innovative thinking, creativity and independence. This course focuses largely on the practical and theoretical aspects of food preparation in a **professional context**, as well as a range of general topics linked to the catering industry.

If you study Catering you will produce 5 units of work during year 10. This will give you the opportunity to study;

- Food preparation, cooking and presentation
 - Health, hygiene and safety
 - Nutrition and menu planning
 - Use of equipment
 - Costing and portion control
- **You will also have the opportunity to study for the CIEH Level 2 Award in Food Safety in Catering during year 10. This is an accredited qualification and is recognized by the food industry.**

What will I need to do to succeed?

- Should enjoy working independently or as part of a team
- Be self-motivated and organised
- Able to supply a wide range of food ingredients on a regular basis
- Willing and able to participate in catering functions

Course Offered

**GCSE
WJCE Catering
Unit 1 & Unit 2 WJCE 4730**

Year 10

Pupils will begin by producing a range of products to help them further their catering skills to a more professional standard. Areas of study during the first two terms will include vegetable cuts, soups sauces, main chicken dishes, desserts, pastry dishes, Christmas cookery, sandwiches, breads, finger and fork buffets including vol au vents, salads, quiches, etc.

Towards the end of year 10 pupils will begin to consider and practise a range of dishes in preparation for their **first** assessment task. Students will be expected to produce four different dishes of their choice based on a task provided by the examination board. The task will be internally marked and externally moderated and will be worth 20% of their final mark (a third of the overall coursework). Half of the marks are awarded for completing the task effectively and the other half for the supporting documentation – the planning of the task and evaluation of the task / product. The total time taken for the task is around 15 hours.

Year 11

Pupils will start to focus on more complicated dishes including those designed for customers with certain diets, for example, children, vegetarians, vegans, the elderly,

etc. The adaptation of recipes to satisfy the healthy eating agenda will also be investigated. Hot and cold main courses and desserts will be produced and investigated in preparation for planning the second task which will take place in Term 2.

The second task is worth 40% of the final mark (two thirds of the controlled assessment marks) and will require students to complete a two-course meal based on one of three tasks provided by the examination board. There is more emphasis placed on the research and planning of the task and less so on the evaluation, however, again around 50% of the marks are given for carrying out the task and 50% for the supporting paperwork. The task should take around 30 hours of work in total.

Term 3 will focus on revision work in preparation for the examination at the end of Year 11.

Examination Requirements

May 2013 – July 2013	Completion of controlled assessment.	20%
Jan 2014 – April 2014	Completion of controlled assessment.	40%
June 2014	Written Examination.	40%

Additional Information

The exam paper covers grades A* to G and are therefore **untiered**.

DESIGN & TECHNOLOGY – GRAPHIC PRODUCTS

General Information

Graphic Products aims to encourage pupils to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. Pupils will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn through images to use, understand and apply colour and design and to develop spatial concepts. They will be taught to understand graphic materials and their manipulation. They will design and make products using graphic media and new technologies to prepare them for the world of work.

The specification is designed to foster awareness of the need to consider sustainability and the environmental impact of their designing. It provides the candidates with the opportunity to design and make products using a range of graphic materials. Full credit is given to candidates who undertake innovative work and use high technology equipment.

The subject provides an excellent route into world of professional Designers via: GCE Product Design, the Diplomas in manufacturing and product design or engineering at level 3, and degree level.

What will I need to succeed

- An interest in Graphic Design.
- The willingness to problem solve, analysing the information given to aid designing.
- An enjoyment of exploring ideas and modelling them using ICT as well as hands on construction
- Self motivated and organised.
- Most important is a genuine interest in graphics and the way products interact with the environment.

Course Offered

GCSE Design & Technology: GRAPHICS
OCR specification J303
www.ocr.org.uk

YEAR 10 –

UNIT 1 - A531 Introduction to designing and making

This unit aims to give pupils an introduction to designing & making graphic products. They will select a task from the published themes. Pupils will undertake research before establishing their own design brief and detailed specification for an improved product. They develop their design and use modelling before making and testing their product. This is a controlled assessment worth 30% of total marks (replaces coursework)

UNIT 2-A532 Sustainable design

Pupils will develop their knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. Pupils will look at how Design and Technology has evolved through examination of products from the past and the present. They will consider how future designs will impact on the world we live. The assessment of this unit is through an externally set and marked test, worth 20% of total marks.

YEAR 11

UNIT 3 - A533 Making quality products

In this unit, pupils will be expected to further develop skills and abilities gained while undertaking Unit 1 in order to design and make a fully functioning quality product. This is a controlled assessment worth 30% of total marks (replaces coursework)

UNIT 4 – A534 Technical aspects of designing and making

This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of graphic products.

The assessment of this unit is through an externally set and externally marked test, worth 20% of the total marks.

Examination Requirements

January – June 2013	UNIT 1 - A531 Introduction to designing and making Controlled assessment – selected task from published theme. Maximum of 20 hours of workshop time in a controlled setting.	30%
June 2014	UNIT 2 – A532 Sustainable design 1 hour exam.	20%
September 2013-February 2014	UNIT 3 – A533 Making quality products Controlled assessment – selected task from published theme. Maximum of 20 hours of workshop time in a controlled setting.	30%
June 2014	UNIT 4 – A534 Technical aspects of designing and making; 75 minute exam.	20%

Additional Information

All the papers cover grades A* to G and are therefore UNTIERED.

DESIGN & TECHNOLOGY – PRODUCT DESIGN

General Information

D&T Product Design involves pupils in activities that develop innovation and flair when designing products. The subject does not have a material bias and as a consequence pupils can design using a combination of materials from those they experienced in KS3 (i.e. Textiles, Wood, Plastics, Electronic components and Modelling materials). Pupils will develop their understanding using a range of design skills, modelling, manufacturing and the use of ICT.

This course encourages pupils to be inspired, motivated and challenged by the following:

- Be engaged in the processes of design and technology in order to develop as effective and independent pupils.
- Be involved in making decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- Develop decision-making skills through individual and collaborative working
- Understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

What will I need to succeed?

D&T Product Design can lead you into working in a wide range of design and manufacturing careers and is a subject that develops the following personal qualities needed by future employers: to be flexible, good communicators, willing to work in teams, and to be computer literate.

- An enthusiasm for designing products using a range of different skills and materials
- An enjoyment of exploring ideas and modelling them using ICT as well as hands on construction
- A willingness to research information about designers and iconic products of the 20th Century and to find out what affects the design of products.
- Most important is a genuine interest in design and designers.

Course Offered

GCSE Design & Technology: PRODUCT DESIGN

OCR specification J305

www.ocr.org.uk

YEAR 10 -

UNIT 1 - A551 Developing and Applying Design Skills

This unit requires the pupil to work within a given theme to produce a design portfolio. The portfolio is assessed on their designing and modelling skills rather than manufacturing the product. It is expected that pupils will use a wide range of design skills including the use of ICT to model and present their work.

This is a controlled assessment worth 30% of total marks (replaces coursework). It is internally marked and externally moderated.

YEAR 11 -

UNIT 2- A552 Designing and Making Innovation Challenge

This is a 6-Hour (2 x 3 Hours) Innovation Challenge focusing on a pupil's imagination, innovation and flair for designing and making. It will require pupils to

make swift decisions, take risks, be adventurous, take advice from others through controlled and structured peer evaluation and use resources effectively and efficiently. A theme is issued each year which will outline a design context and at the start of the examination pupils have a choice of four different challenges to choose from related to the theme. Designing and modelling skills and the ability to work efficiently in a limited time span are essential.

Unit 3 - A553 Making, Testing and Marketing Products

In this unit, pupils will be expected to make a fully functioning 3D prototype using appropriate materials. They do not have to have designed the item they manufacture but will be expected to clearly log the stages of manufacture. They will be expected to use a range of skills and techniques appropriate to the task including CAD/CAM. This is a controlled assessment worth 30% of total marks (replaces coursework). It is internally marked and externally moderated.

Unit 4 – A554 Designing Influences

This unit focuses on the pupils’ knowledge and understanding of the factors that influence designing. The questions have no material bias. The assessment of this unit is through an externally set and externally marked test, worth 20% of the total marks.

Examination requirements

January – June 2013	UNIT 1- A551 Developing and Applying Design Skills Controlled assessment – selected task from published theme. Maximum of 20 hours of workshop time in a controlled setting.	30%
June 2014	UNIT 2- A552 Designing and Making Innovation Challenge 6-Hour (2 x 3 Hours) Innovation Challenge	20%
September 2013- February 2014	UNIT 3 - A553 Making, Testing and Marketing Products Controlled assessment – selected task from published theme. Maximum of 20 hours of workshop time in a controlled setting.	30%
June 2014	UNIT 4 – A554 Designing Influences 11/2hr exam	20%

Additional Information

All the papers cover grades A* to G and are therefore UNTIERED.

DESIGN & TECHNOLOGY – RESISTANT MATERIALS

General Information

D&T Resistant Materials offers pupils the opportunity to develop their creative skills by problem solving and working with materials such as Wood, Metal & Plastic. This course encourages pupils to be inspired, motivated and challenged by the following:

- Be engaged in the processes of design and technology in order to develop as effective and independent pupils.
- Be involved in making decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- Develop decision-making skills through individual and collaborative working
- Understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

D&T Resistant Materials can lead you into working in manufacturing/engineering, further train as a product, furniture or jewellery designer, or to specialise in craft work. Such people need to be flexible, good communicators, willing to work in teams, and to be computer literate.

What will I need to succeed

- The willingness to problem solve, analysing the information given to aid designing.
- An enjoyment of exploring ideas and modelling them using ICT as well as hands on construction
- An enjoyment of practical work with an enthusiasm for designing products using a range of different skills and materials.
- Self motivated and organised.
- Most important is a genuine interest in designing and the way products interact with the environment.

Course Offered

GCSE Design & Technology: Resistant Materials
OCR specification J306
www.ocr.org.uk

YEAR 10 –

UNIT 1 - A561 Introduction to designing and making

This unit aims to give pupils an introduction to designing & making in Resistant Materials. They will select a task from the published themes. Pupils will undertake research before establishing their own design brief and detailed specification for an improved product. They develop their design and use modelling before making and testing their product. This is a controlled assessment worth 30% of total marks (replaces coursework)

UNIT 2-A562 Sustainable design

Pupils will develop their knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. Pupils will look at how Design and Technology has evolved through examination of products from the past

and the present. They will consider how future designs will impact on the world we live. The assessment of this unit is through an externally set and marked test., worth 20% of total marks.

YEAR 11

Unit 3 - Making quality products

In this unit, pupils will be expected to further develop skills and abilities gained while undertaking Unit 1 in order to design and make a fully functioning quality product. This is a controlled assessment worth 30% of total marks (replaces coursework)

Unit 4 – Technical aspects of designing and making

This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of products made from Resistant Materials.

The assessment of this unit is through an externally set and externally marked test, worth 20% of the total marks.

Examination Requirements

January – June 2013	UNIT 1 - A561 Introduction to designing and making Controlled assessment – selected task from published theme. Maximum of 20 hours of workshop time in a controlled setting.	30%
June 2014	UNIT 2 – A562 Sustainable design 1 hour exam.	20%
September 2013- February 2014	UNIT 3 – Making quality products Controlled assessment – selected task from published theme. Maximum of 20 hours of workshop time in a controlled setting.	30%
June 2014	UNIT 4 – A564 Technical aspects of designing and making 75 minute exam.	20%

Additional Information

All the papers cover grades A* to G and are therefore UNTIERED.

DESIGN AND TECHNOLOGY

TEXTILES

General Information

Textiles Technology is a practical subject area, which allows you to be creative and innovative when designing and making.

You will be introduced to the following:

- Experimentation with a variety of fabrics and threads to create surface decoration with techniques such as appliqué, quilting patchwork, felting and free machine embroidery.
 - Melting and laminating plastics.
 - Manipulating and distressing fabrics such as pleating, gathers, darts, heat setting and distressed effects.
 - CAD/CAM techniques such as digitising for embroidery, transfers and the use of the laser cutter.
 - Experimentation with dyes, paints, foils and Blue Print technology to colour fabric.
 - Block and stencil printing using traditional techniques and modern technology.
 - Use a variety of decorative components such as Angelina fibres, beads and sequins.
 - Use of functional components to enhance textile products such as, buttons, eyelets, lacing and covered buttons.
 - Understanding of issues that influence textile design and marketing.
 - Construction techniques suitable for one off products.
 - Labelling to inform consumers.
 - Understanding of a range of fibres and fabrics including construction, blends and mixtures.
 - Pattern construction.
 - Understanding and use of commercial patterns.
 - Fashion drawing.
 - Fashion and trend forecasting.
 - Working as part of a team or individually with an artist in residence
 - Designing product to meet the needs of clients and consumers.
 - Analysing and evaluate existing products, including those from professional designers.
 - Environmental issues and sustainable textiles.
 - Consideration of environmental and sustainability issues in designing products.
 - Designing for manufacturing in quantity, being aware of current commercial/industrial processes
- Enjoy working and experimenting with a wide variety of textile materials and

What will I need

to succeed?

techniques.

- Enjoyment of fashion.
- Enjoy working alone, in groups and small teams.
- You will need to enjoy being creative and innovative.

Course Offered**GCSE**

AQA Specification 4547. Design and Technology: Textiles Technology

Website: www.aqa.org.uk

Controlled Assessment

This consists of a design portfolio and a controlled assignment outcome.

A selection of externally set contexts will be offered to candidates to choose from. These will change every two years.

Examples:**CONTEXT**

Different cultures of the world provide textile designers with a wealth of inspiration. Whether it is through their artists, fashion designers, special occasions, music festivals or seasonal celebrations they all provide pattern, colour and texture essential to the development of inspirational textile products.

DESIGN TASK

A popular high street store has commissioned you to design a fashion accessory to wear at a special occasion event. Your design will be inspired by the colours, spirit and pattern offered by another culture.

CONTEXT

Many young people choose to express themselves through the clothes they wear, the accessories they use and the products they decorate their rooms with. 'Alternative', 'offbeat', 'unusual', out of the ordinary, crazy style fashion, the in thing, the rage, a new trend and hip are all words that inspire our nations up and coming fashion designers.

DESIGN TASK

Design and make a textile product suitable for the 18-23 year range taking inspiration from either the 'Age of Punk' or the 1960's. If the product is successful it will form part of a limited range to be sold at Music Festivals throughout the country.

CONTEXT

Traditionally children's clothing and fabric toys were well made and treasured and often handed down to other children in the family. This practice saved money and was good for the environment.

DESIGN TASK

Innovative and traditional children's toys and clothing are very popular as gifts. An exclusive craft shop has commissioned you to produce a range of original designs to appeal to their customers. Design and make a textile product that will be suitable to market.

**Examination
Requirements**

A **design folio** (worth **20%**) containing evidence of your findings. This will include practical samples, sketches and notes.

A controlled **practical task** set by the examination board (worth **40%**).
See example questions

A **written examination paper** (worth **40%**) consisting of two sections:

Section A will be a design question, the context of which will be advised in a pre-release paper. This will be worked on in class.

Section B will cover all aspects of the Specification Content.

**Additional
Information**

The examination paper covers grades A* to G and is therefore **untiered**.

This course provides an excellent foundation for those pupils wishing to pursue a fashion or interior design Art/ Textile based course at College.

GCSE DRAMA

Please note pupils may only opt to take GCSE Drama OR BTEC Level 2 Extended Certificate in Performing Arts (Acting). They cannot choose to take both.

General Information

GCSE Drama encourages pupils to explore and actively engage in a wide range of creative and stimulating activities to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The course works to develop competence in a range of practical, creative and performance skills whilst encouraging pupils to work imaginatively and creatively in collaborative context, generating and developing and communicating ideas.

GCSE Drama provides a strong and appropriate foundation for further progression to Drama courses, including A-level Drama and Theatre Studies, and enhanced vocational and career options.

What will I need to succeed?

- The ability to work well in a group.
- A willingness to perform in lessons and sometimes publicly.
- Good organisational skills.
- The willingness to read scripts, learn lines and research topics for background information.
- Be able to work to deadlines.
- To communicate in good written English. This is especially important for the written paper.
- A genuine interest in the theatre and dramatic arts is important.

Course Offered

GCSE
AQA Specification 3241 - Drama
Website: www.aqa.org.uk

This is a full GCSE course offering the entire range of grades from A* – G. There is no tiered entry.

Examination Requirements

Written Paper: Unit 1 – 1 hour 30 minutes in length to be taken at the end of Year 10 and / or Year 11. It value is 40% of final GCSE grade. It is both externally set and marked

The written paper comprises three sections:

- A – Practical work completed during the course
- B – Study and performance of a scripted play
- C – Study of a live theatre production seen

Candidates must answer Question 1 from Section A and choose one further question from either Section B or Section C.

Practical Work: Unit 2. 60% of final grade.

Candidates are required to present practical work for two controlled assessment options, each with a weighting of 30% (60 marks each). Pupils may choose between the following controlled assessments:

- Devised Thematic Work

**Additional
Information**

- Acting
- Improvisation
- Theatre in Education
- Physical Theatre

Pupils are encouraged to join us on the theatre visits arranged throughout the year and participate in the extra curricular workshops and events on offer. Pupils must also be aware that homework in Drama may take the form of extra rehearsals at lunchtimes or after college.

BTEC in Performing Arts (Acting)

General Information

The BTEC Level 1/2 First Award in Performing Arts (Acting) is a vocational based performance. This course is suitable for those pupils who wish to pursue a career in drama or have an interest in the subject. The grading criteria for the BTEC is different to the GCSE. There are 4 levels; Level 1; Level 2 Pass; Level 2 Merit; Level 2 Distinction and Level 2 Distinction*.

This course would suit those pupils who would respond positively to a more vocational approach to their studies. The course is modular based and each module is a mixture of practical and theoretical work. Pupils must submit a portfolio of work for each Unit studied. This may include character research, storyboards, written evaluations, rehearsal diaries, performance video, etc. This portfolio provides the evidence to their practical work, and whilst there is no final examination to the course, without the written portfolio a pupil cannot pass the course. Any pupil considering the BTEC will need to bear this in mind.

The BTEC allows pupils to actively engage and explore a broad spectrum of Performing Arts disciplines and encourages creative and analytical thinking. Pupils will work collaboratively and independently, engaging at all times with creative and diverse materials.

A BTEC in Performing Arts provides a strong and appropriate foundation for further progression to Sixth Form Drama courses, including A-level Performing Arts and BTEC National courses in Performing Arts.

What will I need to succeed?

- The ability to work well in a group.
- A willingness to perform in lessons and sometimes publicly.
- Good organisational skills.
- The willingness to read scripts, learn lines and research topics for background information.
- To communicate in good written English is important for the portfolio element of the course.
- Be able to work to deadlines
- A genuine interest in the theatre and dramatic arts is important.

Course Offered

BTEC Level 1/2 First Award in Performing Arts
Edexcel Specification
Website: www.edexcel.org.uk

This course is the equivalent to 1 GCSE pass. There is no tiered entry.

Examination Requirements

The BTEC Level 2 First Award in Performing Arts (Acting) is a 180 guided learning hour qualification that consists of two mandatory units, one of which is externally set and assessed, plus the choice of one further unit of study from the optional units. This is internally set and assessed. The external unit accounts for up to 25% of a candidate's final grade.

Mandatory Units: Individual Showcase
Preparation, Performance and Production

Optional Units: Acting Skills
Dance Skills

Musical Theatre Skills
Music Performance Skills
Production Skills for Performance

**Additional
Information**

Pupils are encouraged to join us on the theatre visits arranged through the year and participate in the extra curricular workshops and events on offer. Pupils must also be aware that homework in Drama may take the form of extra rehearsals at lunchtimes or after college.

DANCE

General Information

Dance is fundamental for developing an individual's creative, imaginative, physical, emotional and intellectual capacities. It uses movement to demonstrate ideas both symbolically, through human expression and non verbal communication. The study of Dance as an art form contributes to pupils' aesthetic and social development as it promoted fitness and well being. During the course pupils will improve their confidence, self esteem, body awareness, sensitivity to others and team working. Effective performance requires the candidate being able to Dance in front of an audience in both solo, duo and group work, it also requires physical effort, and the determination to succeed and improve. Pupils will be required to take on the role of a choreographer where they will need to employ the role of creativity and problem solving. They will have to direct others and make informed decisions about the dances they see. This GCSE also provides a route way to further studies in further and higher education in Dance, Performing Arts or PE as well as vocational or professional training and community activities.

There is a great deal of practical work which requires a high level of commitment to the course. You will learn about choreography by watching and discussing professional dance pieces. There will be opportunities to work with guest teachers from professional dance companies and to visit theatres to see live dance performances.

What will I need to succeed?

- The confidence to perform different Dance styles in front of an audience, and in front of an external moderator in exam conditions
- The maturity to wear correct Dance clothing and the ability to conduct themselves similar to that of a professional
- Creativity and imagination when taking on the role of a choreographer
- Leadership skills in order to teach Dance ideas to others
- It is recommended to have Dance experience outside of school in order to access the practical and technical criteria

Course Offered

GCSE Dance
AQA
Qualification Accreditation Number: 500/4403/5
Specification Code: 7230
Website: www.aqa.org.uk

Examination Requirements

Unit 1
Critical Appreciation of Dance – Written Examination, Externally Assessed (20%)
Pupils answer questions on 2 professional works, focusing on critical analysis and perceptive understanding. Questions will also refer to the pupil's own choreography ideas. They will have to use appropriate terminology, compare and contrast different choreographers, styles and cultural influences. Understand the relationship between choreography, performance, aural and physical settings, costume and dance for camera. Accurate description of action, space, relationships, dynamic content and the ability to reflect on their own work.

Unit 2
Set Dance – Practical Examination, Externally Assessed (20%)
Pupils will perform 1 of 2 set dances that will be set for the duration of the specification. The dances are choreographed by professional dancers from styles within the contemporary dance genre. They will be assessed on their technical ability, accurate reproduction of action and spatial content, interpretation of dynamic and expressive qualities, demonstration of style, safe practice as a performer and overall sense of performance

Unit 3

Performance in a duo/group Dance – Controlled Assessment (20%)

Pupils will perform in a group dance that relates to a professional work from the prescribed list. When dance style is not a link the performance can be in any style; tap, ballet, jazz, street dance, contact improvisation, contemporary, folk etc They will be assessed on technical ability, accuracy of action, dynamic and spatial content, communication of artistic intent, sensitivity to others, safe practice and overall sense of performance within a group.

Unit 4

Choreography – Controlled Assessment (40%)

1. Solo Composition Task (15%)

Pupils will demonstrate their increasing effectiveness as a choreographer and their ability to appreciate dance. They will have to create a short solo piece developing 3 motifs from a professional dance work. They will be assessed on imagination, successful linking on the motifs, structure and use of choreographic devices and analysis and evaluation

2. Choreography for Solo or Group (25%)

Pupils must select a starting point or stimulus and create a dance for a solo performer or group where the initial intent must be communicated with the audience. They will be assessed on their creative response to their stimulus, selection of action, dynamic and spatial content, overall form and structure, use of choreographic devices, choice of aural setting and overall communication of dance idea.

Additional Information

All examinations cover grades A* to G and therefore Dance has only level of entry.

GCSE Dance is equally suitable for both male and female pupils who are interested in movement and dance. Previous dance experience is recommended to help access the higher grade boundaries. However, your willingness to participate and experiment with movement, both on your own and with others, is important.

GEOGRAPHY

General Information

Geography allows pupils to explore the many wonders of our planet. The pupils will experience different places through modern technologies; gaining an in-depth knowledge of the processes, patterns and interactions that shape the environments we live in. Pupils will also learn to understand the different attitudes people hold regarding developments all over the world and discover the ever growing importance of sustainability.

Geography is a subject for the future, in an ever changing world, geography provides pupils with the skills to understand, respond and adapt to the changes taking place before them. Successful geographers can go on to have careers in many different types of employment, from architecture to hazard management.

What will I need to succeed?

- The motivation to work both independently and collaboratively
- The ability to communicate effectively in written English is essential
- You will also need to be good at revising and remembering key information and using this to support your opinions.
- Most important is a genuine interest in places, both natural and man made, and the enthusiasm to find out more.

Course Offered

GCSE

OCR B Specification J385 – Geography

Website: www.ocr.org.uk

The course consists of four key themes.

THEME 1 - Rivers and Coasts:

How do the hydrological cycle and the river basin systems operate?

What are the causes of river flooding and the strategies that have been more sustainable in reducing its impacts?

What are the distinctive landforms of river valleys and coastal areas?

What are the sustainable strategies for managing coastal areas?

THEME 2 - Population and settlement:

Why does the population structure of countries vary between countries of different levels of economic development?

How do some countries try to control their population growth?

What are the patterns of migration of people that occur around the world?

How do people develop the urban areas in both more economically developed and less economically developed countries?

Is there a pattern to the growth of towns and cities? Why?

What are the forces that impact on shops and services in an area over time?

THEME 3 - Natural hazards:

What is the global distribution of each type of hazard?

Are some areas more at risk from hazards than others?

What are the natural processes that cause each of these hazards?

What impact does each type of hazard have on the people in different areas of the world and does the impact change according to the level of economic development?

THEME 4 - Economic Development:

What do we mean when we say that a country is developed?

Why are some countries more developed than others?

How sustainable are the aid projects that are used to raise the level of development in some countries?

What types of jobs are found in different countries and where are those jobs located?

Do the big multinational companies influence patterns of world trade?

How have industrial activities affected the environment?

What actions are required to sustainably manage the balance between economic development and the environment?

Examination Requirements

Sustainable Decision Making Examination
25% January Year 11

1 hr

Key Geographical Themes Terminal Examination
June Year 11

1hr 30 mins

50%

Controlled Assessment:

A geographical investigation using secondary data
This is completed during the summer term of year 10.

800 words

10%

A geographical enquiry with a fieldwork focus
This is completed during the autumn term of year 11.

1200 words

15%

Additional Information

This scheme of assessment consists of **two** tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades C to G and Higher Tier assesses Grades A* to D. Candidates will be entered for either the Foundation Tier or the Higher Tier.

HISTORY

General Information

History is not only a valuable subject in its own right, but also provides a wide range of transferable skills which are relevant to many careers; journalism, the law, teaching, police force and research, for example.

In an increasingly information rich world, particularly with the expansion of the internet, History is one of the few subjects that directly teaches pupils to select, evaluate, analyse and draw conclusions from information. Pupils also examine the causes and results of important changes, study the varying points of view of people affected by major events, and analyse the reliability of historical source material.

A study of the past is also a good way to obtain knowledge and understanding of the present. History provides a sense of direction to human progress and the chance to benefit from experience. It is about the actions of real people in real situations, and the significance and consequences of those actions.

What will I need to succeed?

- The willingness to research information and to communicate in good written English is important in History.
- Pupils that enjoy reading typically do very well.
- You will also need to be good at revising and remembering key information and using this to support your opinions.
- Most important is a genuine interest in the past and the enthusiasm to find out more.

Course Offered

GCSE

AQA Specification A - History

Website: www.aqa.org.uk

AQA Schools History Project

There are 3 elements to the course, which are designed to give differing perspectives on the study of history.

Medicine Through Time – a study of the development of a single aspect of history from prehistory to modern day.

Local Historical study – a local study based on a site investigation of Portchester Castle.

Germany 1919-1945 – an in depth enquiry into a period of history crucial to the development of the modern world.

Field work visits to the Science Museum and the Old Operating Theatre and Herb Garrett in London are optional.

A site visit to Portchester Castle is a compulsory part of the GCSE course.

Unit 1A – Medicine Through Time Study in Development

The study in development should enable candidates to gain an overview of the main changes and trends in medicine and public health in Britain from the earliest times to the present.

The unit contains three interrelated themes: **Disease and infection, Surgery and**

Anatomy and Public Health. The section on **Disease and infection** emphasises changed ideas and practices in the cause, prevention and cure of disease and infection. In **Surgery and Anatomy** there is a concentration on the changes in the understanding of anatomy and practice of surgery. In the section on **Public Health**, with a focus on Britain, the emphasis is on the changing role of government, both local and national, in providing health facilities for the people.

The course covers:

- Medicine in the Ancient World, c10,000 BC – c500AD
- Medieval and Renaissance Medicine, c500-c1700
- Medicine in the Industrial and Modern World, c1700 - present day
- Surgery and Anatomy in the Ancient World, c10,000 BC – c500 AD
- Medieval and Renaissance Surgery and Anatomy, c500 – c1700
- Surgery in the Industrial and Modern World, c1700 – present day.
- Public Health pre- c1750 to Modern World

Exam June 2014: Unit 1 Medicine Through Time – worth 35% of total marks

Unit 3: Historical Enquiry – History Around us

An assignment of approximately 2000 words based on the study of Portchester Castle in its historical context. The task for the historical enquiry will be set by AQA.

This unit will be assessed by means of a controlled assessment. Candidates will submit their responses to three structured questions prepared under controlled conditions. During formal assessment students may have access to notes and research made during the preparation phase. They may attach copies of the sources they refer to in their answers.

Controlled Assessment: This will be set by AQA and changed every year – 25% of the total marks and completed during the summer term 2013.

Year 11

Unit 2D: Enquiry in Depth Germany, 1919-1945

This **Enquiry in Depth** focuses on the causes of the development of totalitarianism and its impact in Germany in the period 1919-1945. The Enquiry requires investigation of developments and conditions in Weimar Germany as a basis for explaining Hitler's rise to power and as an evaluation of the contemporary appeal and impact of National Socialism. It also requires an understanding of the reactions of individual people and groups to developments within Germany in the period.

Course covers:

The Nazi Rise to Power
Control and Opposition in Nazi Germany
German Economy and Society
Race and Youth
Culture and Propaganda

Exam June 2014: Unit 2D Germany, 1919-1945 – 40% of the total marks.

Requirements**Year 10**

Unit 1A: Medicine Through Time(exam sat in June 2014) (Unit 1 Option A)
Study in Development **Written paper**
1 hour 15 minutes
35% of the total marks **40 marks**

The examination paper is divided into three sections: A, B and C.

Section A is compulsory and has one 4-part question based on a range of sources. This question is worth 26 marks. Section A is based on a nominated topic which changes every year.

Unit 3 Historical Enquiry – Controlled Assessment (Completed in Year 10 2013)

Question 1	500 words
Question 2	500 words
Question 3	1000 words
25% of the total marks	

Paper 2 (exam sat in June 2014)

Year 11**Unit 2 D: Germany 1919-1945****Enquiry in Depth****1 hour 45 minutes****40% of the total marks****(Unit 2 Option D)**
Written Paper**60 marks****Additional Information**

Both examination papers cover grades A* to G and are therefore are not tiered.

Course offered.**AQA's Entry Level GCSE History 5904**

This specification is designed to provide a clearly focused framework for the acquisition of knowledge, understanding and skills in History.

Candidates will follow the GCSE syllabus. Candidates will be required to submit a portfolio of evidence based on completion of any four of the component units listed below :

Medicine: Medicine in the Ancient World.
 Medicine: Medicine in the Industrial and Modern World
 Medicine: Surgery in the Industrial Modern World
 Medicine: Public Health after the Industrial Revolution
 Germany 1919-1945: Control and Opposition
 Germany 1919-1945: Race and Youth
 Germany 1919-1945: Culture and Propaganda.
 A Site Study

Candidates will be entered for this qualification at the end of Year 11. The candidates will be entered at the discretion of the Subject Leader and will be dependent upon the candidate's end of key stage 3 results and progress during KS4 History.

LANGUAGES

General Information

English is not enough...More and more colleges and universities are requiring a GCSE in a language to get onto a course. Learning a language is a challenge and is tough, but show them what you are made of!

What will I need to succeed?

We offer a wide range of languages at Swanmore including French, German, Spanish and Italian. Languages are increasingly important in today's world and you could benefit from taking a language at Key Stage 4. You can choose 1 or both of the languages you have studied in Key Stage 3.

You will need:

- an enquiring mind and the ability to use different communication strategies and language learning skills;
- to develop an understanding of the language in different contexts;
- to develop an awareness of the culture and countries of the language they are studying;
- to develop the ability to communicate effectively in the target language.

Language learners benefit from a wider knowledge of their own language and the culture in which they live.

Learning a language is a life skill – it gets you places!!

Courses Offered

GCSE and NVQ qualifications

GCSE

AQA specification
French, German,
Spanish, Italian
www.aqa.org.uk

Pupils will need to understand and provide information on all of the topic headings below in all four skills of Listening, Reading, Writing and Speaking.

- Lifestyle & Health, Leisure, Free Time and the Media
- Holidays, Plans, Preferences, Experiences
- Home and Environment, Home and Local Area, Environment
- Work and Education, School/College and Future Plans

GCSE Examination Requirements

<p>Unit 1: Listening 46551F; 46551H Examination – 20% Either: Foundation Tier: 30 minutes (5 minutes reading time) or Higher Tier: 40 minutes (5 minutes reading time)</p>	<p>Unit 2: Reading 46552F; 46552H Examination – 20% Either: Foundation Tier: 30 minutes or Higher Tier: 40 minutes</p>
<p>Unit 3: Speaking 46553 Controlled Assessment – 30% (internally assessed) Two tasks submitted for moderation</p>	<p>Unit 4: Writing 46554 Controlled Assessment – 30% (externally assessed). Two tasks submitted for marking</p>

NVQ -
National
Vocational
Qualifications in
French, German,
Spanish or Italian

In the MFL department, we offer the opportunity for pupils to study French or to take a **new language** at NVQ. This is a portfolio building course, with no exams, which allows pupils to achieve a qualification without having to be proficient in all 4 language skills (listening, speaking, reading and writing). We work in NVQ at levels 1 (difficulty of work equivalent to D-G at GCSE level) and 2 (difficulty of work equivalent to A* - C at GCSE level). More information about the NVQ Languages can be found at <http://www.cilt.org.uk/secondary/14-19.aspx> and at the Careers Fair.

Additional
information

If you are considering languages at A2 or AS level, you should follow the GCSE course.

If you are unsure which qualification is best suited to you, please contact Ms L Fraser, Director of MFL or alternatively ask your subject teacher for more information.

If you are a fast track pupil in Year 9, we highly recommend you taking a new language.

Please note the MFL department will offer weekly twilight sessions to maintain your French language GCSE if you are considering an AS level in years 12 and 13.

Quotes from Michael Gove:

“It is literally the case that learning languages makes you smarter. The neural networks in the brain strengthen as a result of language learning”

“Learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of people”

MUSIC

General Information

In GCSE Music you will learn how to:

- Improve your listening, performing and composing skills.
- Analyse many different musical styles and discover its social and historical context.

What will I need to succeed?

People who choose GCSE Music:

- Enjoy listening to performing music (singing or playing), and/or
- Have instrumental or singing lessons, and/or
- Enjoy creating and recording their own music.

Course Offered

Edexcel 2MU01
Website: www.edexcel.com

Examination Requirements

Coursework: Composing – 30%

- **Two** original compositions influenced by different Areas of Study.

Coursework: Performing in any style (play or sing) – 30%

- One **solo** performance
- One **ensemble (group)** performance
- Assessment and recording may be done at any stage during the course.

Listening and Appraising Test – 40%

- A listening and written paper of 1 hour 30 minutes.
- Answer 8 short questions identifying musical features from the extracts listened to. These will relate to the 12 set works which come from the 4 Areas of Study: **Western Classical Music 1600-1899, Music in the 20th Century, Popular Music in Context, World Music.**
- Demonstrate knowledge and understanding of musical, social and historical context within which the music was written.
- Express and justify opinions on the music heard.
- Complete short musical dictation and notation questions.
- Answer an in depth question about **one** set work using correct musical vocabulary.

Additional Information

Afterwards?

You can consider AS and A2 Level Music at 6th form college (An A level in Performing Arts or Music Technology would also be available to you).

Your listening skills will help the aural perception needed in language exams.

Your performing skills will give you confidence in front of an audience – useful if you intend to pursue things like drama and law.

GCSE PHYSICAL EDUCATION

Course Offered GCSE Physical Education

Examination Requirements

Theoretically the course is assessed through one ninety minute exam at the end of Year 11. The exam paper is made up of a series of multiple choice, short answer and continuous prose answer questions. This element of the course is worth 40% of the final grade.

Practically the course is assessed in at least two sporting areas to make up the four best practical controlled assessments. The final part of the practical assessment is an analysis based task which consists of an understanding of Rules and Regulations, Observation skills, Evaluation skills, Planning skills and finally the ability to produce a Personal Exercise Programme for one of their chosen practical sport assessments. This element of the course will make up 60% of the final grade.

What will I need to succeed?

1. **Pupils must be regular and accomplished sports people**, with a good record of participation at key stage 3. It is strongly advised that pupils speak with their PE teachers before opting to ensure that they are fully suitable to be successful on this course. Pupils will require a good understanding of English written skills and biology from key stage 3 science.
2. Pupils will need to be mature as course requires them to adopt a number of different roles that will see them take charge of a number of other pupils.
3. Pupils will need to purchase the correct GCSE kit in preparation for this course, which they will be made aware of with prices once the options have been finalised.
4. **Pupils will need to ensure they have the correct equipment for all lessons** and be focused on the fact that all practical lessons are assessed and formulate a large part of their final grade
5. **There will be an expectation for pupils to participate in extra-curricular activities.**

Course Content

- **Healthy and active lifestyles.** Pupils will be able to explain what constitutes a healthy and active lifestyle. They will be able to classify the benefits of a healthy and active lifestyle as social, physical or mental. Describe the benefits physical activity can have, and explain how participation in physical activity can stimulate life skills.
- **Things that influence your healthy lifestyle.** Pupils will be able to identify key influences that have an impact on them such as their peers and family. Explain the opportunities to become involved and stay involved in physical activity. Explain the sports participation pyramid. Describe the common purposes of initiatives developed to provide opportunities for becoming involved in physical activity. Identify agencies involved in the provision of opportunities.
- **Exercise and fitness.** Pupils should be able to explain the terms health, fitness and exercise. Know the components of skill related exercise. Know the components of skill related fitness.
- **Physical Activity.** Assess personal readiness. Assess fitness levels for use in an exercise programme. Describe and explain the principles of training. Explain the components of the FITT principle. Explain the term reversibility. Why it might occur and its impact on performance. Explain the value of goal setting. Explain and describe the principles of SMART in relation to goal setting. Describe a variety of training methods, and how each can improve health. Link methods of training to specific physical activities.

- **Your personal Health and Wellbeing.** Understand the link between exercise, diet, work and rest. Explain the requirements of a balanced diet. Explain the importance and use of macro nutrients. Explain the need to consider timing of dietary intake.
- **Your Healthy and Active Body.** Describe the different body types. Explain how and why optimum weight can vary. Explain the terms: anorexic, obese, over fat, overweight and underweight. Explain the effects of smoking and alcohol on general health. Know about different drug categories. Identify risks associated with taking part in physical activities.
- **Cardiovascular system.** Short term effects of exercise on the circulatory system. The effects of regular participation (long term impact). The effects of rest, diet and recreational drugs.
- **Respiratory system.** Explain the effects of short term and long term participation, as well as identifying the impact of recreational drugs.
- **Muscular System.** Role of the muscular system during physical activity such as the major muscle groups and their roles in movement. Immediate and short term effects and long term effects of exercise on the muscular system.
- **Skeletal system.** The role of the skeletal system during physical activity.

BTEC Level 2 Firsts in Sport

Course Offered	BTEC Level 2 Firsts in Sport. The awarding body is Edexcel.
Examination Requirements	<p>The qualification will be taught over the full 2 year period of years 10 and 11 and will consist of 120 guided learning hours. All pupils will need to complete the two mandatory units in Health and Fitness for Sport and Exercise and Practical Sports Performance. Both of these units are worth 30 credits towards their final grade. Pupils then have 4 optional specialist units of which they must complete two again worth 30 credits each. The units that will be offered are the specialist sports ones and consist of The Mind and Sports Performance, The Sports Performer in Action, Training for Personal Fitness and Leading Sports Activities.</p> <p>The Health and Fitness for Sport and Exercise is the only externally assessed unit for the course. It is tested by an onscreen test and is marked out of 50, with questions being directed and marked directly by the exam board EDEXCEL. The remaining 3 units are internally assessed modules which will be covered via project and presentation type work.</p> <p>The course is graded on a Pass, Merit and Distinction basis.</p>
What will I need to succeed?	<ul style="list-style-type: none">• A very keen interest in sport, and the possible vocational opportunities it can create.• Good organisation and an ability to meet deadlines• A willingness to recognise mistakes and a desire to improve them
Course Content	<p>Health and Fitness for Sport and Exercise.</p> <ul style="list-style-type: none">• Know about the components of fitness and the principles of training.• Explore different fitness training methods.• Investigate fitness testing to determine fitness levels. <p>Practical Sports Performance.</p> <ul style="list-style-type: none">• Understand the rules, regulations and scoring systems for selected sports.• Practically demonstrate skills, techniques and tactics in selected sports.• Be able to review sports performance. <p>The Mind and Sports Performance</p> <ul style="list-style-type: none">• Investigate personality and its effect on sports performance.• Explore the influence that motivation and self confidence have on a sports performance.• Know about arousal and anxiety, and the effects they have on sports performance. <p>The Sports Performer in Action</p> <ul style="list-style-type: none">• Know about the short term responses and long term adaptations of the body systems to exercise.• Know about the different energy systems used during sports performance. <p>Training for Personal Fitness.</p> <ul style="list-style-type: none">• Design a personal fitness training programme.• Know about exercise adherence factors and strategies for continued training success.• Implement a self designed personal fitness training programme to achieve own

goals and objectives.

- Review a personal fitness training programme.

Leading Sports Activities

- Know the attributes associated with successful sports leadership.
- Undertake the planning and leading of sports activities.
- Review the planning and leading of sports activities.

GCSE RELIGIOUS STUDIES

General Information

Religious Studies is about life and the issues pupils will face when they leave College and go into the multi-ethnic, multi-faith society which is the United Kingdom.

The course involves a great deal of thinking and discussion making pupils more aware of other people's beliefs and helps them form their own opinions about the world. It helps them adopt an enquiring, critical and reflective approach to the study of religion.

It also gives pupils the opportunity to explore religious and moral beliefs in a safe but questioning environment so that they respect other people's ideas while clarifying their own.

Religious Studies is not about making pupils 'religious'. It is about enabling pupils to think for themselves about issues from a religious **and** non-religious viewpoint.

Christianity – and at least one other religion – will be studied in each section.

The two sections are called **Religion and Life** and **Religion and Society**.

Religious Studies is recognised as an increasingly important qualification for all careers where working with people is a key element.

What will I need to succeed?

Pupils who do well in and enjoy this subject generally:

- Enjoy discussing their views and opinions
- Have an interest in learning about the views and opinions of other people from different cultures and backgrounds
- Need to be able to see both sides of an argument
- Need to be able to remember key quotes and examples to support their opinions

Course Offered

GCSE
Edexcel specification 2RS01 – Religious Studies

www.edexcel.com

Year 10 – Unit 1 Religion and Life based on a Study of Christianity and at least one other religion

Matters of Life and Death
Marriage and the Family
Believing in God
Religion and Community Cohesion

This section includes the following topics:

Atheism, Agnosticism, Creation and Evolution, Evil and Suffering, Euthanasia, Abortion, Life after Death, Marriage, Divorce, Family life, Contraception, Multi-Ethnic Society, Racial Harmony, Gender issues, Human Rights, Paranormal, Miracles, Moral and Natural evil, Community cohesion

Year 11 Unit 8 Religion and Society based on a Study of Christianity and at least one other religion

Religion, Rights and Responsibilities
Religion, Environmental and Medical issues
Religion, Peace and Conflict
Religion, Crime and Punishment

This section includes the following topics:

Genetic engineering
Pressure groups
Politics
Situation ethics
Conservation
Stewardship
IVF
Transplant surgery
Global warming
Just war
Pacifism
Reconciliation
Capital punishment
Justice
Law
Crime
Sin
Weapons of mass destruction

Examination Requirements

Two examinations papers May/June 2012

Both examinations are one and a half hours in length.

There are four questions on each paper appertaining to each section of the course.

Each question is divided into four parts.

Additional Information

All the papers cover grades A* to G and are therefore **untiered**.

The second religion we study is primarily Judaism – but other religions are also investigated for particular topics:

BTEC Certificate in Work Skills

General Information

This course is aimed at pupils who want to be able to engage with a course of study that will prepare them for the world of work and to gain a nationally recognised qualification relating to skills required to be successful in securing employment and the skills required when at work. It will encourage them to look beyond the courses they will study at Swanmore and Colleges in the future and:

- develop the knowledge, understanding and skills learners need to enter employment
- have an opportunity to focus on the development of functional skills in English, Mathematics and ICT
- develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Topics that will be covered are:

- Managing your own money
- Being responsible for other people's money
- Searching for a job
- Applying for a job
- Preparing for an interview
- Interview skills
- Positive attitudes and behaviours at work

- Preparing for a work placement
- Learning from a work placement
- Career progression

Course offered

**BTEC Certificate in WorkSkills
Level 1 (equivalent to GCSE at grades D to G)
Awarding body is Edexcel
www.edexcel.org.uk**

What will I need to succeed?

- The willingness to explore how they would do things when placed in different situations through role play or by written reflection is an essential part of the course. Pupils are also expected to consider their role as a potential employee in some of the units.
- An interest in how to gain employment and be successful in a career in the future.
- The course is a mixture of discussion, individual and paired work and often involves the use of ICT for research and presentation of work.
- Pupils who do well in this subject are able to work independently on the tasks and enjoy completing small units of assessed work without the pressure of a final written exam.

Assessment

There is no final examination, but pupils need to do the following:

- complete the prescribed units as listed above by undertaking a series of tasks either as individuals or groups and provide a **portfolio of evidence** (in a folder) of the completion and understanding of the content covered in each unit.