



**Swanmore College**  
of Technology

**14 - 16 PATHWAYS  
BOOKLET  
2010 - 2012**

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January 2010

Dear Parents

The time has arrived when the college needs you to make decisions regarding the courses your children are going to follow in Years 10 and 11.

The following is the list of subjects that ALL KS4 pupils must study. D&T is included as a requirement of our specialist status:

- ◆ English including English Literature (or Media for whom this would be more appropriate)
- ◆ Mathematics
- ◆ Science (Also see choices where triple sciences is a consideration)
- ◆ Design and Technology (Choice element within this category)\*
- ◆ Information and Communication Technology
- ◆ Religious Education (non-exam, incorporating Citizenship)
- ◆ Core PE (non-exam)
- ◆ Personal Development Learning (non-exam)

**\* Please note that pupils on the diploma pathway or the vocational pathway are not able to take D&T.**

Although a **modern foreign language (MFL)** is no longer 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 a requirement of entry for certain courses. (More details can be found on the university applications (UCAS) website, [www.ucas.ac.uk](http://www.ucas.ac.uk) and then go to Course Search.) Some further education courses may also require a grade C or above at GCSE in MFL. Pupils are advised to investigate this carefully before completing their form.

We will be holding a **KEY STAGE 4 SUBJECTS FAIR** from 5.00 – 7.00 pm on **Thursday 28 January 2010**. The fair will enable you to find out more about both the core subjects and the ones that can be chosen. We know that making the decisions about which subjects to choose can be very difficult in some cases, and we 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**, Mrs O'Donovan (SENCO) will be available **in O block** to talk to you on this evening.

The **final deadline** for submission of the Subject Choices Form is **Friday 5 March 2010**.

After choices 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:-

- A subject is over-subscribed.  
*In this situation **all** pupils opting for this subject will be seen by staff.*
- A subject is under-subscribed and therefore we cannot afford to run it.
- In our opinion, the pupil has made an inappropriate or unwise choice.  
*In this situation parents will be consulted immediately.*

Parents and pupils will be kept fully informed throughout the process.

Please do not hesitate to contact the college at any stage if you need clarification on any point or if you feel concerned.

In addition to the information being distributed with this letter, on the evening of 28 January, a publication called “**It’s Your Choice**” will be available to you from the stand staffed by **Mrs Illsley**; Mrs Illsley is responsible for work-related learning and careers education. The booklet has been produced by the Connexions careers service and gives lots of useful details about the links between careers and subjects plus a range of case studies. Also present on this evening will be our Connexions Careers Adviser.

I hope the information being provided in the accompanying booklet is useful to you. Please keep the booklet safe and bring it with you when you come to the Key Stage 4 Subject Choices Fair on **28 January 2010**. (I am afraid that we are unable to provide second copies).

We look forward to see you there.

Yours sincerely

S Harrison  
Deputy Headteacher

## THE PATHWAYS AND 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 PE	4
CORE RE	2
DESIGN AND TECHNOLOGY CHOICE	5
CHOICE 1	5
CHOICE 2	5
CHOICE 3	5

There are three pathways that pupils can follow, each of which provides a different way of meeting pupils' needs.

### DIPLOMA PATHWAY

If a pupil wishes to follow the Diploma Pathway, a special application process needs to take place. Pupils interested in the Diploma Pathway should already have attended a meeting on this. **These pupils need to inform Mr Harrison if they wish to apply to begin this process** and will be provided with a specific diploma choices form. **Careful consideration needs to be given to the choice in Block D on the Diploma Pathway option since this is the only free choice that Diploma pupils will have.** However, since we do not yet know whether those Swanmore pupils who apply for Diplomas will be accepted onto the course of their choice, the usual **PATHWAYS CHOICES FORM** must also be submitted in case the pupils are unsuccessful in their Diploma Course applications.

Those pupils studying a Diploma course will have some lessons at Swanmore when other pupils are pursuing choices from blocks A, B and C. Alongside the compulsory elements of the curriculum they will be following the BTEC Work Skills Course, which is the equivalent to a GCSE and covers the Personal, Learning and Thinking Skills that are a compulsory part of any Diploma.

### APPLIED PATHWAY

If your child struggles a great deal with academic work and you think he/she would benefit from doing a **one day a week extended work experience placement**, then choosing the Applied Pathway might be appropriate. **Please speak to Mrs Illsley on 28 January if you think this could be the preferred route for your child.**

**The one day a week work experience will take place on Thursdays.** Applied Pathway pupils will have some specific lessons at Swanmore when other pupils are pursuing choices from blocks A, B and C. Alongside compulsory elements of the curriculum Applied Pathway pupils take the BTEC Work Skills Course, which is the equivalent to a GCSE. This course also accredits their work experience. **Careful consideration needs to be given to the choice in Block D since this is the only free choice that Applied Pathway pupils will have.**

## **FULL GCSE PATHWAY**

**All pupils must choose a Design and Technology subject.** Careful thought should be given about which Technology subject is put as the second choice, especially if the first is **Food Technology** which is often oversubscribed. This inevitably means that some pupils are unable to have their first choice, and the process is less of a problem if careful thought has gone into the second choice.

In very exceptional circumstances eg a desire to study two foreign languages, pupils may be allowed to be disapplied from D&T.

In addition, pupils need to choose 3 other subjects from:

- Art and Design
- Business Studies
- Child Development
- Drama
- GCSE French
- NVQ French
- Further Science
- GCSE German
- NVQ German
- Geography
- History
- NVQ Italian
- Music
- BTEC Performing Arts (Acting)
- GCSE Physical Education
- Religious Studies
- GCSE Spanish
- NVQ Spanish
- BTEC Work Skills

It is not possible to choose both Drama and BTEC Performing Arts (Acting) because of the limits to our resource capacity in this area.

MFL NVQ and GCSE qualifications cannot both be chosen for the same language.

## THE PATHWAY CHOICES

The pathways available will be able to make choices as follows:

	<b>BLOCK A</b>	<b>BLOCK B</b>	<b>BLOCK C</b>
<b>DIPLoma PATHWAY</b>	Diploma	Diploma	Diploma + BTEC Work Skills
<b>APPLIED PATHWAY</b>	Work experience	Work experience	Work experience + BTEC Work Skills
<b>FULL GCSE PATHWAY</b>	D & T subjects GCSE PE Geography History Art BTEC Performing Arts (Acting) Business Studies	D&T subjects Business Studies History Drama Geography Art Music GCSE PE	Business Studies Child Development BTEC Work Skills Drama Further Science GCSE French Geography History GCSE Spanish GCSE German

<b>BLOCK D</b>
Art BETEC Performing Arts (Acting) Business Studies Child Development GCSE French Further Science Geography History NVQ Italian NVQ French NVQ Spanish NVQ German Music GCSE Religious Studies

All pupils need to choose **one subject in each** block, but without choosing the same subject twice! If your child is interested in doing a diploma, he/she will still need to complete a choices form in case he/she is not successful in gaining a place on the diploma course.

For your information, you can see that D&T subjects will be in Blocks A and B. This means for example, if a pupil chooses GCSE PE in Block A, he or she will **HAVE** to choose D&T in Block B. **D&T subjects can only be chosen in ONE of the two blocks where they are available.**

Please remember that the blocks as created for the choices process might appear differently once timetabled, so pupils are advised **NOT** to opt for subjects simply in order to be with their friends.

## PATHWAYS CHOICES FORM FOR 2010 – 2012

**SURNAME** \_\_\_\_\_ **HOUSE TUTOR GROUP 9** \_\_\_\_\_

**FIRST NAME** \_\_\_\_\_

**My preferred pathway is (please tick):**

**DIPLOMA**                (Diploma Pathways pupils must fill in a separate form available from Mr Harrison or Mrs Illsley **in addition** to this one)

**APPLIED**           

**FULL GCSE**       

	<b>SUBJECT CHOICE</b>
<b>BLOCK A</b>	
<b>BLOCK B</b>	
<b>BLOCK C</b>	
<b>BLOCK D</b>	

<b>2ND CHOICE DESIGN &amp; TECHNOLOGY SUBJECT</b>	
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<b>Career ideas (if any):</b>
<b>Parent comment:</b>
<b>Tutor Signature:</b> _____ <b>Pupil Signature:</b> _____ <b>Parent Signature:</b> _____ <b>Date:</b> _____

**Please hand in at Reception for the attention of Mr Harrison  
NO LATER THAN FRIDAY 5 MARCH 2010.**

# 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](http://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](http://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 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.

# 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](http://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, drawing compasses, protractor and a scientific calculator will be required for all Mathematics lessons.

Some work will be done using computers and graphics calculators.

## Course Offered

**EDEXCEL Specification 1MA0**

**[www.edexcel.com](http://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.

# SCIENCE

## General Information

All pupils will study AQA **Core** and **Additional Science** during their 8 GCSE Science lessons a fortnight. This leads to **two GCSEs**.

GCSE **Core Science** starts in **Year 9** at Swanmore College.

All pupils study AQA Core Science units:

- Biology 1a and 1b
- Chemistry 1a and 1b
- Physics 1a and b.

All pupils complete **external exams** in **March** and **June of Year 9**. They also do at least one Investigative Skills Assessment (ISA). ISAs consist of a practical investigation followed by a written exam. This will be done during the summer term of Year 9 during lesson time. 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 both Key Stages 3 and 4. It also allows us to spread GCSE exams over a longer period, enabling more pupils to reach the standards needed to achieve good grades.

During Year 10, pupils complete **Core Science** by taking further exams and doing further ISAs. Pupils will then start **Additional Science**. Additional Science covers Unit 2 in each of Biology, Chemistry and Physics, and further ISAs.

Pupils may **opt** to take '**Further Science**'. This will enable them to take the **three separate sciences at GCSE: Biology, Chemistry and Physics**. The content of the three separate sciences incorporates the content of both Core and Additional, plus a third unit. The third unit for each of the Sciences will be taught in the option lessons, along with further ISAs.

Type of Assessment	Biology	Chemistry	Physics	Core Science	Additional Science	Year
30 Minute Exam	B1a, b	C1a, b	P1a, b	B1, C1, P1		9/10 core curriculum time
45 Minute Exam	B2	C2	P2		B2, C2, P2	10/11 core curriculum time
45 Minute Exam	B3	C3	P3			Taught to option groups over year 10 and 11
Internally Assessed Unit (ISA)	ISA B	ISA C	ISA P	ISA1 B, C or P	ISA2, B, C or P	
Leads to:	GCSE Biology	GCSE Chemistry	GCSE Physics	GCSE Core Science	GCSE Additional Science	
Pupils taking further Science as an option will attain the 3 separate Science GCSEs.				All pupils not taking further Science as an option will attain Core and Additional Science.		

Pupils will follow AQA Specification A which leads to grades A\*-G. Specification A has 6 x 30 minute objective tests in November, March and June.

All ISAs are done in college. Each ISA is worth 25% of a GCSE. Over each GCSE course pupils may take more ISAs than they need and submit the best toward their final mark.

**Course Offered**      **Core Specification:**                      **AQA 4462**  
**Additional Specification:**              **AQA 4463**  
**www.aqa.org.uk**

## **Core Science GCSE**

In Core Science, GCSE students will study of Biology, Chemistry and Physics as well as completing Investigative Skill Assessments (ISAs).

In Biology they will be taught the following topics:

- Healthy bodies
- Drugs
- Disease
- Evolution
- Species
- Variation
- Environment
- Responding to change
- Coursework will take place in Biology in May of Year 9

In Chemistry they will be taught the following topics:

- Limestone
- Metals
- Earth and atmosphere
- Crude oil
- Polymers
- Plant oils

In Physics they will be taught the following topics:

- How is heat transferred
- Energy efficiency
- Electrical Devices
- Electrical Generation
- Uses and Dangers of E M Spectrum

## **Additional Science GCSE**

In Additional Science GCSE students will study Biology, Chemistry and Physics as well as completing Investigative Skills Assessments (ISAs)

In Biology 2 they will be taught the following topics:

- Plant and animal cells
- Plant growth
- Organisms in food chains
- Nutrient cycles
- Enzymes
- Homeostasis
- Inheritance

In Chemistry 2 they will be taught the following topics:

- Atomic structure and bonding
- Structures of materials
- Rates of reactions, including coursework
- Endothermic and exothermic reactions
- Chemical calculations
- Ions in solution

In Physics 2 they will be taught the following topics:

- The Universe
- Movement
- Momentum
- Static Electricity
- Electricity
- Radioactive Decay

## Further Science

In the **Further Science option**, students will study Biology, Chemistry and Physics, plus further ISAs. This enables them to achieve the three separate Sciences at GCSE. They will complete units 1 and 2 of each Science during their core curriculum Science lessons and concentrate on unit 3 during option lessons. Each of the Separate Sciences consists of 3 units and an ISA, each is worth 25% of the final grade.

For **Biology 3** they will complete the following topics:

- Osmosis and diffusion
- Circulation
- Exercise and respiration
- The Kidneys
- Food microbiology
- Microbiology in industry
- Safety in microbiology

In **Chemistry 3** they will be taught the following topics:

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

In **Physics 3** they will be taught the following topics:

- Moments
- Centripetal Force
- Mirrors & Lenses
- Sound
- Electromagnetic Induction

## Applied Science

Some pupils will follow an Applied science course. This is a double award course leading to **two GCSEs**. The content is aimed at the relevance and application of science in the workplace. The course consists of three units, two of which are coursework based. The coursework is presented as a portfolio which is completed in class and as homework. The coursework makes up 67% of the marks. The third unit will be examined in January of Year 11 and makes up 33% of the marks. This course is aimed at good attendees who perform badly in exams.

<b>Course Offered</b>	<b>Biology Specification:</b>	<b>AQA 4411</b>
	<b>Chemistry Specification:</b>	<b>AQA 4421</b>
	<b>Physics Specification:</b>	<b>AQA 4451</b>
	<b>Applied Science:</b>	<b>AQA 4861</b>

# 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.

## Course Offered

**GCSE Design & Technology: Electronics and Control Systems**  
**OCR specification J301**  
[www.ocr.org.uk](http://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 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 - 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.

**EXAM June 2011: Unit 2 Sustainable Design - 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 Electronic products.

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

**EXAM June 2012: Unit 4 – A564: Technical aspects of designing and making – worth 20% of total marks**

**Examination Requirements**

June 2011	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 2011	Unit 2 – A512 Sustainable design	1 hour exam. Multiple choice, short and extended answers	20%
June 2012	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 2012	Unit 4 – A514 Technical aspects of designing and making	75 minute exam. Section A – 3 questions relating to control systems Section B – 2 questions showing design thinking in electronics.	20%

**Additional Information**

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

# DESIGN AND TECHNOLOGY

## FOOD

### General Information

Food Technology is an exciting subject area which requires the application of knowledge and understanding when developing ideas, making, producing products and evaluating them.

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

- Record research material from a range of sources
  - Be creative and innovative when designing food products
  - Analyse exciting 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 'Foundation Certificate in Food Hygiene'. This is an accredited qualification and is recognized by the food industry.**

### Course Offered

#### GCSE

AQA Specification 4545 - Design and Technology: Food Technology  
Website: [www.aqa.org.uk](http://www.aqa.org.uk)

#### Year 10

##### Unit 1

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

##### Unit 2

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

##### Unit 3

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

Foundation Certificate in Food Hygiene

Coursework commences after the May holiday.

#### Year 11

Coursework

**Examination  
Requirements**

May 2011 – March 2012	Completion of written coursework portfolio and practical tasks	60%
May/June 2012	AQA Written exam 2 hours	40%

**Additional  
Information**

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

# DESIGN & TECHNOLOGY – GRAPHIC PRODUCTS

## General Information

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

The specification is designed to foster awareness amongst pupils of the need to consider sustainability and the environmental impact of their designing. It provides 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.

## Designing Skills

- Be creative and innovative.
- Design products to meet the needs of clients and consumers.
- Understand the design principles of form, function and fitness for purpose.
- Understand the role that designers and product developers have, and the impact and responsibility they have on and to society.
- Analyse and evaluate existing products, including those from professional designers.
- Develop and use design briefs and specifications for product development.
- Consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products.
- Consider environmental and sustainability issues in designing products.
- Consider health and safety.
- Anticipate and design for product maintenance where appropriate.
- Design for manufacturing in quantity and be aware of current commercial/industrial processes.
- Generate design proposals against a stated design criteria, and to modify their proposals.
- Reflect critically when evaluating and modifying their design ideas.
- Use, where appropriate, a range of graphic techniques and ICT, digital media, CAD, to generate, develop, model and communicate design proposals.
- Investigate and select appropriate materials and components.
- Plan and organise activities which involve the use of materials and components when developing or manufacturing.
- Devise and apply test procedures to check the quality of their work at critical/key points.
- Communicate the design proposal in an appropriate manner.

- Be flexible and adaptable when designing.
- Test and evaluate the final design proposal against the design specification.
- Evaluate the work of other designers to inform their own practice.
- Understand the advantages of working collaboratively as a member of a design team.
- Understand the need to protect design ideas.

### **Making Skills**

- Select and use tools/equipment and processes to produce quality products.
- Consider the solution to technical problems in the design and manufacture process.
- Use tools and equipment safely with regard to themselves and others.
- Work accurately and efficiently in terms of time, materials and components.
- Manufacture products applying quality control procedures.
- Have knowledge of Computer Aided Manufacture (CAM) and to use as appropriate;
- Ensure, through testing, modification and evaluation, that the quality of their products is suitable for intended users and devise modifications where necessary that would improve the outcome.
- Recognise the advantages of working as part of a team when designing and making products.

### **Course Offered**

#### **GCSE**

**AQA specification J303 Design & Technology: Graphic Products**  
[www.aqa.org.uk](http://www.aqa.org.uk)

#### **Year 10**

##### **Unit 1 – A531 Introduction to designing and making**

This unit aims to give pupils an introduction to designing and making graphics products. They will select a task from the published themes. Pupils will undertake research before establishing their own design brief and details 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.**

##### **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 a present. They will consider how future designs will impact on the world we live in.

The assessment of this unit is through an externally set and marked test.

**EXAM June Year 10: Unit 2 – Sustainable Design – 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**

**Examination Requirements**

June 2011	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 2011	Unit 2 – A532 Sustainable design.	1 hour exam. Multiple choice, short and extended answers.	20%
June 2012	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 2012	Unit 4 – A534 Technical aspects of designing and making	75 minute exam. Section A – 3 questions relating to Graphics Section B – 2 questions showing design thinking in Graphics	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.

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.

## Course Offered

### GCSE

**OCR Specification J305. Design & Technology: Product Design,**  
[www.ocr.org.uk](http://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**. It is internally marked and externally moderated.

#### **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.

**Exam: June of Year 10: Unit A552 Designing and Making Innovation Challenge - worth 20% of total marks**

**Year 11**

**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**. 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.

**Exam: June of Year 11: Unit 4 – A554 Designing Influences 11/2hr exam – worth 20% of total marks**

**Examination Requirements**

June 2011	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 2011	Unit 2- A552 Designing and Making Innovation Challenge	6 Hour exam (2x 3 hours) plus 30 mins reflection time.	20%
June 2012	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 2012	Unit 4 – A554 Designing Influences	90 minute exam. Section A – Questions relate to factors that influence designers Section B – Questions focus upon iconic products, trends and trend setters from a range of eras and design movements as studied in preparation for the 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 and 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 computer literate, flexible, good communicators and willing to work in teams.

## Course Offered

**GCSE Design & Technology: Resistant Materials  
OCR Specification J306.  
[www.ocr.org.uk](http://www.ocr.org.uk)**

### Year 10 –

#### **Unit 1 - A561 Introduction to designing and making**

This unit aims to give pupils an introduction to designing and 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.**

#### **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.

**Exam: June of Year 10: Unit 2 Sustainable Design - 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.

**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.

**Exam: June of Year 11: Unit 4 A564: Technical aspects of designing and making - worth 20% of total marks.**

**Examination Requirements**

June 2011	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 2011	Unit 2 – A562 Sustainable design	1 hour exam. Multiple choice, short and extended answers	20%
June 2012	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 2012	Unit 4 – A564 Technical aspects of designing and making	75 minute exam. Section A – 3 questions relating to wood, metal & plastic Section B – 2 questions on the design of products.	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 requires 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 such as appliqué and melted plastic techniques.
- Use a variety of components such as Angelina fibres, beads and sequins.
- Construction techniques suitable for one off products.
- Experimentation with dyes, paints, foils and Blue Print technology to colour fabric.
- 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.
- Consideration of environmental and sustainability issues in designing products.
- Designing for manufacturing in quantity, being aware of current commercial/industrial processes

**You will be making exciting, original and creative textile products.**

### Course Offered

#### GCSE

AQA Specification 4547. Design and Technology: Textiles Technology

Website: [www.aqa.org.uk](http://www.aqa.org.uk)

#### Coursework

This consists of a portfolio and a controlled assignment outcome.

A selection of externally set contexts will be offered to candidates to choose from.

#### Examples:

1. Popular Tourist attractions such as Wildlife Sanctuaries, Art Galleries, National Gardens and Museums often promote exhibits by selling limited gifts in their craft shops. Textiles are always a popular feature.

#### Design Task

You have been asked by a National Art Gallery to Design a range of fashion accessories or home interior products inspired by the work of a featuring artist such as Gustav Klimt.

Make up one item from your range which will appeal to the gallery gift shop.

2. Different cultures of the world provide textiles designers with a wealth of inspiration. Whether it is through their artists, fashion designers, special occasions, music festival or seasonal celebrations, they all provide pattern,

texture and colour essential to the development of inspirational textile products.

### **Design Task**

A popular High Street store has commissioned you to design a fashion garment or accessory to wear at a special occasion event. Your design is to be inspired by the colours, spirit and pattern offered by another culture.

3. Traditionally children's 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 unique children's learning toys are very popular as gifts. An exclusive craft shop has commissioned you to produce a range of original designs to appeal to their customer.

Design and make a Textile product that will be an educational toy for the 0-5 year age range.

## **Examination Requirements**

An A3 **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%**). This will be chosen from a list provided by the examination board.

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.

**Section B** will cover all aspects of the Specification Content.

## **Additional Information**

The examination paper cover grades A\* to G and are therefore **untiered**.

# PHYSICAL EDUCATION

## 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. (See additional information in the Free Choices section.)

In **CORE PE** Year 10 pupils will have a guided option system. Pupils will undertake a minimum of seven different activities taken from the areas of Games, Gymnastics, Athletics and Swimming. The course is designed to be an extension to the base of skills acquired in KS3.

In Year 11 pupils are given an element of choice in the activities they pursue. They will select four activities which include opportunities to try different sports such as self defence and pilates. Target objectives for the KS4 programme are:-

- Refinement of techniques.
- Appreciation of the importance of exercise for a healthy lifestyle.
- Development of leadership, team skills and sporting etiquette.
- A knowledge of the opportunities that exist to pursue areas of interest in the wider community.

## Course Offered

### Junior Sports Leaders Award (JSLA)

The JSLA course is offered in Year 10 to those pupils who are interested in pursuing careers in teaching. This nationally recognised award involves a theory component, followed by practical teaching experience.

Pupils from primary schools visit the college and participate in taster sessions run by the JSLA cohort.

# 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)

## General Information

Pupils follow the OCR Level 2 Nationals in ICT. Candidates undertake a series of units to achieve the equivalent of 1 or 2 GCSEs.

## Course Offered

GCSE

OCR code 06324/06325 Level 2 Nationals in ICT

- **First Award** – a total of 1 ½ units (same size/level as 1 GCSE Grade A\*-C)
- **Full Award** – a minimum of 3 units (same size/level as 2 GCSEs Grade A\*-C)

Website: [www.ocr.org.uk/qualifications](http://www.ocr.org.uk/qualifications)

## Examination Requirements

Of the units required, one unit is compulsory (i.e. is prescribed by OCR and must be achieved by all candidates taking these awards). The remaining units can be chosen by the centres from a list of optional units.

Pupils will be aiming to complete **1½ units** to gain the **First Award** (equivalent points to 1 GCSE); some pupils may go on to complete **3 units** in order to gain the **full Award** (equivalent points to 2 GCSEs).

Pupils will need to complete successfully each unit to **Pass** standard to achieve an overall Pass. The levels of achievement that are available are **Pass, Merit and Distinction**.

There is **no examination** in ICT: assessment is through a folder of the completed units which is internally and externally moderated and verified.

## Additional Information

At Swanmore we intend to deliver :

### Unit 1: ICT Skills for Business – the mandatory full unit

In addition, pupils will study for at least ½ a unit more for the First Award. Those doing the full Award need the equivalent of 3 full units. These will come from a combination of the following, depending upon the needs of the pupils.

- Unit 4: Design and produce multimedia products (1 unit)
- Unit 7: Databases – design and use (1 unit)
- Unit 22: Creating sound using ICT (1/2 a unit)
- Unit 20: Create animation for the worldwide web using ICT (1/2 a unit)
- Unit 21: Creating computer graphics(1/2 a unit)

Progression: More units can be taken at a further education college to gain the full Level 2 qualification for those who have the First Award. A Level 3 qualification can be taken by those who achieve the full Award.

# **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.

The Connexions 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 the Connexions 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.

## Course Offered

**GCSE**  
**AQA Specification 4200 - Art and Design,**  
**[www.aqa.org.uk](http://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.

## **Course Offered**

### **GCSE**

**Edexcel specification 2BS01 - Business Studies**  
**[www.edexcel.com](http://www.edexcel.com)**

### **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

##### **Summer Term**

Understanding the economic context  
Revision and exam preparation

**Exam June Year 10: Unit 1 Introduction to Small Business - worth 25% of total marks**

### **Year 11**

#### **Unit 2 Investigating Small Business and Unit 3 Building a Business**

##### **Autumn Term**

**Unit 2 controlled assessment worth 25% of total marks (replaces coursework)**

**and**

Marketing  
Meeting customer needs

##### **Spring Term**

Effective financial management  
Effective people management

**Summer Term**

The wider world affecting business  
Revision and exam preparation

**Exam June Year 11: Unit 3 Building a Business - worth 50% of total marks**

**Examination Requirements**

<b>June 2011</b>	<b>Unit 1 Introduction to small business</b>	45 minutes exam. Multiple choice and objective test questions	<b>25%</b>
<b>October 2011</b>	<b>Unit 2 Investigating Small Business</b>	Controlled assessment – choice of 1 task from 5 Maximum 6 hours for research Maximum 3 hours for write up	<b>25%</b>
<b>June 2012</b>	<b>Unit 3 Building a Business</b>	90 minutes exam. Multiple choice, short and extended answers and a given scenario	<b>50%</b>

**Additional Information**

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

# BTEC Certificate in WorkSkills

## General Information

This course is aimed a pupils of all abilities who want to engage with a course of study that will prepared them for the world of work and for them to gain a nationally recognised qualification relating to work skills. 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 attributes essential for successful performance in working life.

## Course offered

**BTEC Certificate in WorkSkills**  
**Level 1 (equivalent to GCSE at grades D to G)**  
**Level 2 (equivalent to GCSE at grades A\* to C)**  
**Awarding body is Edexcel**  
**[www.edexcel.org.uk](http://www.edexcel.org.uk)**

## Assessment

There is no final examination, but pupils need to 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.

# CHILD DEVELOPMENT

## General Information

This course gives an opportunity to apply skills, knowledge and understanding of the development and care of children from conception to the age of five years.

The course gives an opportunity for imaginative and innovative thinking, creativity and independence.

The course is divided into five compulsory core areas of study.

- Parenthood
- Pregnancy
- Diet, health and care of the child
- Development of the child
- Support for the parent and the child

## Course Offered

**GCSE**  
**Exam board - AQA**  
**Website: [www.aqa.org.uk](http://www.aqa.org.uk)**

## Examination Requirements

**Unit 1: Principles of Child Development (40%)**

**Written Paper: 1½ hours - 100 marks**

One paper which will be externally set and marked, targeted at the full range of GCSE grades.

The paper will contain short-answer, structured and free response questions which will assess the quality of written communication.

**Unit 2: Research task (20%)**

**Controlled Assessment - 30 marks**

The Research Task is external set by AQA and must be completed within the classroom and should occupy approximately 7 hours of supervised time. The Research Task should be based on one of the compulsory areas of study .

**Unit 3: Child Study (40%)**

**Controlled Assessment - 60 marks**

A task to be completed set by AQA. It is a study of a single child under the age of 5 years **by the end** of the study. It should involve observations of the child through an investigative/problem-solving approach. The child study will mainly focus on the *Development of the Child* area of study.

Duration: 20 hours to commence in the second half of the course.

Internally assessed using AQA set criteria and externally moderated.

## Additional Information

Pupils will need to choose a child to study between the age of 6 months and 3 years. It is suggested that this is discussed with the child's parents before choosing this course.

# 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 pathways.

## Course Offered

**GCSE**  
**AQA Specification 3241 - Drama**  
**Website: [www.aqa.org.uk](http://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 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
- Acting
- Improvisation
- Theatre in Education
- Physical Theatre
- Set Design
- Costume
- Make-up
- Lighting

## Additional Information

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.

# BTEC In Performing Arts (Acting)

## General Information

The BTEC Level 2 Extended Certificate in Performing Arts (Acting) is a vocational based performance course equivalent to 2 GCSEs. 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 3 levels; Pass; Merit; Distinction. A Pass grade in the BTEC is equivalent to 2 'C' Grade passes at GCSE.

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 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.

## Course Offered

**BTEC Level 2 Extended Certificate in Performing Arts**  
**Edexcel Specification**  
**Website: [www.edexcel.org.uk](http://www.edexcel.org.uk)**

This course is the equivalent to 2 GCSE passes offering a grade range of A\*-C. There is no tiered entry.

## Examination Requirements

The BTEC Level 2 Extended Certificate in Performing Arts (Acting) is a 30 credit and 180 guided learning hour qualification that consists of one mandatory unit plus a minimum of two more units from any of the 8 optional units.

**Mandatory Unit:** Acting Skills and Techniques

**Optional Units:** Working in the Performing Arts Industry  
Professional Development in the Performing Arts Industry  
Performing Arts Production Process  
The Development of Drama  
Performing Scripted Plays  
Devising Plays  
Musical Theatre Performance  
Developing Physical Theatre 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.

# GEOGRAPHY

## General Information

Many of the items that are of concern to the world's media in newspapers, on television, on radio and on the internet are about the geography of our planet.

If you study geography, you will reflect on our changing world in the 21<sup>st</sup> century. You will learn to appreciate the different attitudes that people hold towards places and environments around the globe. You will be made aware that people have a responsibility as global citizens to contribute to a future that is sustainable and open to all.

You will be collecting first hand data about a local geographical issue and analysing it using the most appropriate technology to communicate the geographical patterns that are apparent.

Geography will help you to understand tomorrow today.

## Course Offered

**GCSE**  
**OCR Specification J385 - Geography**  
**Website: [www.ocr.org.uk](http://www.ocr.org.uk)**

### Year 10

#### **Autumn Term– Natural hazards caused by tectonic activity and the climate:**

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?

#### **Spring term - 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?

#### **Summer Term - Population and settlement continued.**

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

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

A **Geographical Enquiry with a fieldwork focus** based on a topic in the local area. **15% of total mark**

## Year 11

### Autumn Term - 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?

A **Geographical Issue Controlled Assessment** using secondary data.  
**10% of total mark**

### Spring Term - 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?

### Summer Term – Economic development cont...

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

January 2012

Decision Making Exercise with pre-released resources	1 hr	25%
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June 2012

Key Geographical Themes	1hr 30 mins	50%
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Coursework

A geographical enquiry with a fieldwork focus	1200 words	15%
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A geographical investigation using secondary data	800 words	10%
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### 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.

The willingness to read, to research information and to communicate in good written English is important in History. 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.

## Course Offered

### GCSE

#### AQA Specification A - History

Website: [www.aqa.org.uk](http://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 four day trip to Berlin will also be offered as an optional trip.

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 2011: 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.**

### **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 2012: Unit 2D Germany, 1919-1945 – 40% of the total marks.**

**Examination  
Requirements**

**Paper 1**  
**Year 10**  
**Unit 1A: Medicine Through Time** (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 (replaces coursework)**

Question 1	1 hour	500 words
Question 2	1 hour	500 words
Question 3	2 hours	1000 words

**25% of the total marks**

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

**Additional  
Information**

Both examination papers cover grades A\* to G and are therefore **untiered**.

Pupils will be given the opportunity to re-sit the Medicine paper in Year 11. If a pupil wishes to re-sit a paper for whatever reason, they will have to meet the costs themselves. Entries for re-sits will be at teacher's discretion.

# MODERN AND FOREIGN LANGUAGES

## General Information

English is not enough...

We offer a wide range of languages at Swanmore including French, German, Spanish and Italian. Languages are increasingly important in today's world and pupils could benefit from taking a language at Key Stage 4.

Pupils will need an enquiring mind and the ability to use different communication strategies and language learning skills. Pupils studying a language should develop an understanding of the language in different contexts; develop an awareness of the culture and countries of the language they are studying; 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!!

## GCSE AND NVQ

## Course Offered

**GCSE**  
**AQA - French, German, Spanish**  
[www.aqa.org.uk](http://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

## Examination Requirements

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

## Course Offered

**National Vocational Qualifications (NVQ) in French, German, Spanish or Italian.**

**Additional  
Information**

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>

If you are considering languages at A or AS level, you should follow the GCSE course. If a pupil is unsure which qualification is best suited to them, they should contact Ms L Fraser, Director of MFL or alternatively ask their subject teacher for more information.

# MUSIC

## General Information

### In GCSE Music you will learn:

- To improve your listening, performing and composing skills.
- To analyse many different musical styles and discover its social and historical context.

### People who choose GCSE Music:

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

## Course Offered

Edexcel 2MU01  
Website: [www.edexcel.com](http://www.edexcel.com)

## Examination Requirements

### Coursework: Composing – 30%

- **Two** original compositions based on 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 20<sup>th</sup> 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 6<sup>th</sup> 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** Physical Education – AQA Specification

**Examination Requirements** **Short Course:**

1. Written examination of 45 minutes in length.
2. Two practical assessments rigorously assessed.

**Full Course:**

1. Written examination of 1 hour and 30 minutes in length.
2. Four practical assessments from two different ways of thinking, one of which must be in the role of coach/leader or official.

**Double Award:**

1. Further 1 hour and 30 minute paper.
2. A further four practical assessments including a third way of think, if not covered in the full course.

**Course Content** **Theoretical Aspects: (Classroom based learning) 40%**

Pupils will be taught about ‘knowledge and understanding for the active participant’ which can be summarised as:

- Anatomy and Physiology – Body Systems
- Sports Injuries
- Diet and Nutrition
- Health and Fitness
- Principles of Training
- Sports and the Media
- Technological Developments
- Safety and Risk Assessment
- Amateur v Professional
- Sponsorship

Pupils are assessed by a seen scenario question during the final written exam. Pupils will be issued with scenario a couple of months before the final exam.

**Practical Aspects: 60%**

Pupils will complete at least five practical activities, each pursued for approximately 10 weeks. In this time they are rigorously assessed in five areas. Pupils will attain an assessment score for each activity.

Pupils will be expected on **at least one occasion** to adopt the role of a coach, leading others through a skill-based coaching session.

**Requirements** 1. **Pupils must have a keen interest in sport** and a reasonable grasp of modules covered in Biology (to assist understanding of anatomy and physiology).

2. There will be an expectation for pupils to participate in extra-curricular activities.
3. Pupils will need to purchase the correct GCSE kit in preparation for this course:

College GCSE Polo Shirt

Black Shorts

White Sports Socks (Indoors)

Studded Footwear

Trainers

Grey Sweatshirt with Logo

Dark Tracksuit

**Optional Extras**

PE Subject Folder

PE Ring Binder

PE Revision Guide

Prices available for 20010/11 from Mr Broadway in the PE Department.

# 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.

## Course Offered

### GCSE

**Edexcel specification 2RS01 - Religious Studies**

[www.edexcel.com](http://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: