

**The
Coopers' Company
and
Coborn School**

Options booklet for 2012-2014

GCSE SUBJECT INFORMATION FOR YEARS 10 & 11

2012 - 2014

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OPTIONS INFORMATION

Year 9 Options – Advice and Instructions.

Option choices for GCSE may seem complicated and difficult, but realistically you are unlikely to make a serious mistake, as much of the curriculum is prescribed. However, we hope that you take the following advice to heart as you make your choices.

- Where you have a choice, do what you enjoy – if you like a subject, you’ll do it better.
- Don’t just pick your favourite teachers – you may not be in their class and they may leave.
- Don’t just do what your friend chooses – you may not be in the same sets and you may have different skills, abilities and interests from him/her.
- Remember to make a balanced choice of subjects for a variety of experiences during KS4 and to keep career choices as open as possible.

Core subjects

You must take the following GCSE subjects:

English Language English Literature Mathematics Modern Foreign Language
Religious Education Physical Education (GCSE, Dance or a Leadership none-GCSE course)
Science (two GCSEs)

Language Option

You must take a GCSE in at least one Modern Foreign Language. This will normally be the one you started in Year 7. Obviously you may choose to continue with both languages by choosing two language options.

Options 1-4

You may choose **Four** subjects from the attached list, but bear in mind the following points:

- At least one of the four must be a foreign language.
- You may NOT take both Business and Communication Systems with ICT.
- You may NOT take Business and Economics with Business and Communication Studies.
- All the advice you have been given aims to encourage you to make a **balanced** selection that is a mix of academic, creative and practical subjects. Consider carefully whether your final choices give you a broad and balanced curriculum, opening up as many career choices as you would wish.
- It may not prove possible to timetable all combinations of subjects, so some of you may be asked to change a subject (not normally more than one).

English Baccalaureate

The Government has introduced an over-arching qualification at the end of Key Stage 4. This is presently identified as the “English Baccalaureate”. At the moment the details of its status are not finalised. As a result we are not making the components of the English Baccalaureate compulsory this year but may do so in future years when more detail is known. We are however **recommending** it as a choice for serious consideration to ensure students meet the demands of any new legislation or educational developments. This means students should study, English Language, Mathematics, Science and a foreign language. These are compulsory subjects anyway within our options scheme. In addition students should study a humanities subject. This is defined as Geography or History at present. Students can choose to do both Geography and History if that is their area of interest.

CAREERS EDUCATION AND GUIDANCE

In Year 9 students have to make decisions about GCSE options and to help guide them through this they have continued exploring career paths available; building upon work carried out from Year 7. After a successful PSHE day on work related issues, parents and students are invited to the annual Careers Convention in November to talk to various representatives from commerce, industry and further and higher education. Further opportunities to meet prospective employers, University representatives and staff from local colleges will continue to be made available throughout KS4.

It is important when choosing options to find out whether a certain job or university course requires a pass in a specific subject. This may seem a long way off but decisions now may inhibit choices later. For example some courses for architecture at Higher Education establishments require an A level in Art, so therefore it would need to be studied at GCSE level too. GCSEs that are compulsory are those that employers and universities will be looking for. All students will have been told to choose their options carefully for themselves and not because their friends have chosen them; the chances are they might not be in the same teaching group if it is a popular subject.

Throughout KS4 students will have the opportunity to meet with our Connexion's Personal Adviser, Nancy Gilfillan. She is well known in school and has worked closely with us for many years. We will organise a meeting with her, the student and the parents/career as appropriate. Nancy is able to give independent advice on careers and progression beyond sixteen. Other staff are also available including Mrs King and Mrs Eades if students want additional advice and guidance.

It is worth noting even at this very early stage that the Sixth Form at Coopers' Company and Coborn School is a highly academic one and as such does not suit all of our students. The entry requirements at present are applicants to the Sixth Form must gain 8 A*-C grades including maths and English and the entry grades for each individual subject. This requires a great deal of hard work in KS4 but the academic demands will be even greater in the Sixth form.

Mr Threadgold

Deputy Head

GCSE OPTIONS CHOICES
COPY ONLY- ORIGINAL TO FORM TUTORS BY THURSDAY 9TH FEBRUARY 2012

NAME: _____ FORM: _____

Please read carefully the **Advice and Instructions** before completing this form.

Tick Four of the following, at least one of which MUST be a foreign language.

GCSE FULL SUBJECTS		
01	Art & Design	
02	Business and Communication Systems	
03	Business and Economics	
04	Design & Technology – Food Technology	
05	Design & Technology – Graphic Products	
06	Design & Technology – Resistant Materials	
07	Design & Technology – Textiles Technology	
08	Drama	
09	Geography	
10	History	
11	Home Economics – Child Development	
12	Information and Communication Technology (ICT)	
13	Modern Language – French	
14	Modern Language – German	
15	Modern Language – Spanish	
16	Music	

Also please select one from the following combination: (see note on page 1)

17 GCSE PE		Leadership Course –none GCSE		GCSE Dance	
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Signed: (Student) Form:

Signed: (Parent) Date:

CORE SUBJECTS

English and English Literature

Examining Body: OCR 2010

**Specification No. English Language J361
English Literature J360**

Synopsis of Course

Students will receive two qualifications at the end of the course: English Language GCSE and English Literature GCSE. In Year 10, students will study, with the exception of *Romeo and Juliet*, language texts written after 1900. They will read Stevenson's "Dr Jekyll and Mr Hyde", and a selection of poetry from the OCR anthology. They will also learn how to prepare for their English Language GCSE exam paper which tests reading skills of non-fiction and media texts. In addition, the students will study the spoken word and produce a language investigation. They will also learn how to write in various different forms, including writing to inform, describe and explain, writing to argue, persuade and advise, and writing to analyse, review and comment.

In Year 11, students will predominantly study literature: the play *A View From The Bridge*, poetry written before 1900 in the OCR Anthology and revision of "Of Mice and Men". Imaginative writing will also be part of a controlled conditions piece.

Composition of Groups

English is taught entirely in mixed ability groups.

Teaching Methods and Resources

Students will study the texts in a variety of ways: they will read them on their own, in pairs, in groups and as a whole class. They will complete at least three Speaking and Listening activities which include an individual presentation, a dramatic presentation and discussion work. Speaking and Listening is part of the coursework for GCSE English Language.

The Faculty has a number of text books, photocopies and on-line resources to assist with the teaching of the two GCSE courses. Students are recommended to buy their own copies of texts to annotate. Clean copies of the texts are provided by the school for the exam.

Assessment Methods

The two GCSEs are assessed by exams and controlled conditions work. This will be completed in class under test conditions. Attendance is imperative for controlled conditions pieces.

Further Study and Employment

An A*-C grade for GCSE English Language is usually a requirement for most employment. English Literature is considered by most employers as an important qualification as well.

Head of Department: Ms V Hendley

Mathematics

Examining Body AQA

Specification 4360

Synopsis of Course

The course is based upon Key Stage 4 of the National Curriculum. This means a natural progression from the Mathematics covered in the first three years of secondary schooling, working within the following four attainment targets: Using and Applying Mathematics, Number and Algebra, Shape and Space, Data Handling.

Composition of Groups

The registration forms will be divided into a number of teaching sets for Mathematics according to ability, with the smaller sets reserved for those students who find the subject more difficult.

Teaching Methods and Resources

Lessons will be largely teacher led, revising and building upon the mathematical knowledge gained in Years 7, 8 and 9. Considerable time will be devoted to the essential practice and consolidation of the fundamental processes of algebra and number work.

Assessment Methods

Homework will be set and assessed regularly, and there will be the familiar pattern of 'end of topic' tests to enable students and teachers to monitor progress.

Students take GCSE examination through a modular route which involves Unit 1 (Statistics and Number, 26.7%), Unit 2 (Number and Algebra, 33.3%) and Unit 3 (Geometry and Algebra, 40%). Students cover Units 1 and 2 in Year 10 and are examined on this work at the end of Year 10. Students study Unit 3 in Year 11 and are examined at the end of that year.

Further Study and Employment

For most careers, as well as institutions of higher education, a minimum of a grade C in GCSE Mathematics is essential. Every year we have around one hundred students proceeding to A Level courses in Mathematics. It should be noted that students intending to take A Level Mathematics must achieve an A or A* grade in their GCSE examination. The subject is highly regarded as the basis of many other disciplines, especially in science and the business and financial worlds.

Head of Department: Miss E Soylemez

Science

Examining Body Edexcel

Specification: Edexcel Certificate in Science
(Double Award) KSCO

Synopsis of Course

This is a new Science course. All students will follow a linear course which will be examined in June of year 11.

Composition of Groups

Group size reflects previous ability in examinations. There will be smaller groups for those who will benefit from extra support and larger sets for those who have already achieved higher grades.

Teaching Methods and Resources

As this is a relatively new GCSE Specification there will be new resources, many of which are still being trialled in schools across the country.

Assessment Methods

There will be one written paper in each of Biology, Chemistry and Physics. Each paper will be 2 hours long. The final qualification will be two GCSE grades.

Further Study and Employment

Students intending to study science at A level will be expected to have achieved at least a grade B in the Double Science course. Scientific knowledge and skills are required in a variety of careers including medicine, dentistry, veterinary science, pharmacy, environmental work, forensic science, biotechnology, engineering and electronics.

Head of Department: A Popperwell

OPTION SUBJECTS

Art and Design

Examining Body EDEXCEL

Specification No 2FA01

Synopsis of Course

Paper 1 is two units of coursework and counts for 60% of the final grade. Central to each unit is the documentation in the sketchbook or work journal. This will include research, supporting written and visual critical studies, and work showing a development of the student's ideas. This will lead to a final piece for each unit. Over the course, students may work in paint, pencil, a range of three dimensional materials, collage, pastel and print. The themes are set by the art department and are currently 'Still Life' and 'Surfaces'.

Paper 2 takes the form of a broad theme set by the examining body; this is worth 40% of the final mark. Students are given a twelve week period to prepare for the externally set assignment. Again they must show their ability to research, draw from observation, record ideas, analyse paintings and try out a range of compositions and techniques. At the end of this period, students will have an examination of ten hours to complete their final piece in response to the theme in the media of their choice.

Teaching Methods and Resources

Art is taught entirely in mixed ability groups. Students will be taught in a variety of ways: they will work individually; they will be taught the skills to investigate and experiment and the skills to assess critically their own and other artists' work. Students will benefit from technical demonstrations from staff. They will be taught to be self reflective and evaluate and analyse their own progress. They will develop an understanding of the language and conventions of art and an understanding of the place of art, craft and design in history and in society. Students will be encouraged to have an adventurous and enquiring approach to art and design, to visit galleries and to develop an understanding of past and contemporary art. There will be regular homework.

Assessment Methods

Coursework is continually assessed. On completion of each unit, students will be given the opportunity to improve their work based on their teacher's assessment. All students will be given individual targets in order to make further improvements. All candidates must mount their own exhibition work for the external examiner in May.

Further Study and Employment

If students wish to be considered for AS/A2 level, they will need to gain at least a B grade at GCSE Art and Design. Students considering taking a degree or foundation course in an arts based subject will need to concentrate on producing a portfolio of work. A degree in this field can lead to a range of careers including architecture, animation, fashion design and promotion, ceramics, interior design, design, illustration, teaching, photography, textiles, conservation and restoration, or work as a gallery/museum curator.

Head of Department: Mrs K Tiffin

Business and Communication Systems

Examining Body AQA

Specification No 4134

Synopsis of Course

This course will introduce students to the importance of business and communication systems which contribute to the success of a business, in achieving its objectives. In particular, students will consider how ICT systems affect the way people work and how they can potentially improve communication both internally and externally. Students will be encouraged to consider not only the benefits of ICT in the workplace, but also the potential risks relating to the health and safety of staff and the security of data.

Students will acquire useful practical skills in a wide range of computer applications in business contexts and will be given the opportunity to demonstrate their skills in using ICT to carry out tasks and solve problems.

It should be noted that the controlled assessment will rely on students carrying out detailed research on a task set by AQA and they should allow between 5 and 8 hours to undertake this research in their own time. Their research will then be written up in school under examination conditions and will be allowed between 3 and 4 hours to complete this work independently.

This course cannot be taken with the ICT course offered on page 19.

Teaching Methods and Resources

A wide variety of teaching and learning methods will be employed throughout the course. They will include whole class teaching, small group work and individual study. Lessons will be taught exclusively in an ICT room, using appropriate hardware and software.

Assessment Methods

The final assessment consists of a written paper, worth 40% of the total marks, computer based examination, worth 35% and a controlled assessment task set by AQA worth 25%.

Further Study and Employment

This course will be of practical use and personal value in building a foundation of knowledge, understanding and skills, which could form a basis for further education and assist in general education, future employment and lifelong learning. It lays an appropriate foundation for further study of Business Studies, ICT and/or other related subjects, and for the world of work.

Head of Department: Mr J Lockwood

Business and Economics

Examining Body Edexcel

Specification No 2BE01

Synopsis of Course

The overall aim of this course is to teach students basic business and economic concepts and theories so that they are able to apply these concepts and theories in order to understand and evaluate a range of business and economic issues. Topics covered include spotting a business opportunity, showing enterprise, putting a business idea into practice and understanding the economic context. In year 11 the topics covered include an introduction to economics; the effects of raising or lowering prices, how success is measured, the problems facing the economy, the role of government in solving both economic and social problems, growth, equality and international trade.

Teaching Methods and Resources

A wide variety of teaching and learning methods will be employed throughout the course. They will include whole class teaching, small group work and individual study. Students will be encouraged to use their local area to study local businesses. Resources include a specific Edexcel textbook (one will be issued to each student) as well as a vast range of Business and Economic material (newspapers, government reports, official statistics etc.) available in electronic form. These resources will be accessed via the internet and the shared area of the school's curriculum network. The department has ready access to ICT rooms, which will allow full use of these materials. Group work will include researching topics in order to make presentations to the rest of the class, backed up by visual presentations (posters or PowerPoint) produced by the students. The interactive whiteboards used in the department's area will allow free access to internet-based resources without the need to book an ICT room. Debates and individual presentations will also permit students to develop their oral and presentational skills. Students will also be given ample time through both class and homework assignments to develop their writing, evaluation and analytical skills.

Assessment Methods

The final assessment consists of three units. Unit one is a 45 minute written exam with multiple choice and objective test questions worth 25% of the overall marks. Unit 2 is assessed under controlled conditions and worth 40 marks, also worth 25% of the overall marks. The third unit (unit five) consists of a written examination of 90 minutes, with multiple choice and data response questions worth 90 marks and it is worth 50% of the overall marks.

Further Study and Employment

This GCSE course is a very good preparation for the AS/A level Economics and Business Studies courses, but it is not essential for those wishing to take either subject at AS/A level. Careers for which Business and Economics are useful include: Management, Finance, Accounting, Retailing, Insurance, Banking, Local Government, Civil Service, Law and Teaching.

Head of Department: Mr J Lockwood

Dance

Examining Body AQA

Specification No 4230

Synopsis of Course

GCSE Dance focuses on the aesthetic and artistic qualities of *contemporary dance*. Each student will be expected to have a creative ability to move; this may be through previous experience or merely a passion to dance and choreograph original work. Students will need to show good studio practice and a willingness to set themselves personal challenges to achieve demanding dance techniques and styles.

Students will explore the process of creating their own choreography for themselves and their peers to perform. They will also have the opportunity to perform choreography taken from professional dance works. Students will be working practically the majority of the time and they will be expected to relate theory to their practical experiences. This will improve their knowledge, skills, understanding and appreciation of dance. They will focus on up to 3 professional dances and explore the social and artistic contexts of these dance works.

Teaching Methods and Resources

Lessons will be practical with theoretical elements. . You will have a total of 5 hours per fortnight, which include the statutory 4 hours of Physical Education for all students. There will be dance workshops during the course and the opportunity to visit professional dance performances.

Assessment Methods

Unit 1 – Critical Appreciation of Dance

1 hour written paper based on 2 professional dance works. 20%

Unit 2 – Set Dance

Practical examination – a solo performance (1-1 ½ minutes) which is set by the AQA 20%

Unit 3 – Performance in a duo/group dance

Controlled assessment – Candidates will perform a dance that relates to a professional work. 20%

Unit 4 –

Task 1: Solo composition (1- 1 ½ minutes) 15%

Task 2: Choreography Solo/duo/group 25%

Overall – Practical 80% Written 20%

Further Study and Employment

The GCSE provides the ability to develop decision making skills, critical and creative thinking and the co-operation of working with others. It lays an appropriate foundation for the further studying of Performing Arts and dance related subjects.

Head of Department: Miss Sarah Piper

Design and Technology: Food

Examining Body OCR

Specification No J302

Synopsis of Course

This syllabus aims to increase students' knowledge and understanding of food. Students will look at the needs and opportunities of our fast-changing world and respond by developing a range of ideas and making products. The specification combines practical skills with an understanding of aesthetics, social and environmental issues. The course will also look at existing products, recognising their impact on quality of life. Many lessons will be of a practical nature.

Teaching Methods and Resources

Unit One - Introduction to Designing & Making: Students will select one from a list of published themes and carry out a Controlled Assessment piece of coursework. They will research, draw up a design brief and specifications. Through carrying out numerous practical lessons students will trial and test a number of food products and will produce their own prototype and produce a portfolio recording their work.

Unit Two – Sustainable Design: This encourages students to look at how D&T has evolved, through the examination of products from the past and present. They will consider the 6R's – Recycle, Reuse, Reduce, Refuse, Rethink and Repair. This unit will involve a number of mini-tasks and will be externally assessed.

Unit Three – Making Quality products: Students will design and make a creative, quality product and will produce a portfolio to reflect their work. They will demonstrate their ability to plan and develop creative, original food products, whilst carrying out a wide range of practical activities.

Unit Four – Technical Aspects of Design and Making: This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of food products. They will need knowledge of planning, production methods, nutritional characteristics of different foods, tools and equipment, processes and techniques, health and safety. This unit will be externally assessed.

The subject is taught through many focused practical and design tasks. To enhance learning, trips to The Good Food Show (December), visits to hotel kitchens and talks and demonstrations from chefs and speakers will be arranged where possible. The main textbook is GCSE Food Technology for OCR published by Heinemann.

Assessment Methods Units 1 and 3 are Controlled Assessments. Each represents 30% of the final mark. Unit 2 is a one hour written paper (20%) and Unit 4 is a one hour fifteen minute written paper. (20%)

Further Study and Employment

If students wish to be considered for AS or A2 in Food Technology, they will need to gain at least a grade C at GCSE. Careers include new product development, food technology, nutrition, work in marketing and advertising, teaching, working as a chef, hotel management and catering. Several students have recently gone on to study the subject at degree level.

Head of Department: Mrs C Picton

Design and Technology: Graphics

Examining Body: OCR

Specification No: J303

Synopsis of Course:

This syllabus provides an innovative and imaginative qualification rewarding flair and reflecting the contemporary use of materials and information technology. The students will be encouraged to be inspired, motivated and challenged by following a broad, coherent, satisfying and worthwhile course of study. Specifically students will explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making. They will analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on the quality of life. Students will develop decision making skills through individual and collaborative working, understanding that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle. Students will actively be involved in making decisions, considering sustainability and combining skills with knowledge and understanding in order to design and make quality products through the use of graphic materials, principally paper, card and board, foam board, sheet plastics, rigid foam and joining materials.

Teaching Methods and Resources:

There are four assessed units.

Unit A531 - Introduction to designing and making. Students identify an existing product then research, develop and model their improved prototype.

Unit A532 - Sustainable design. Students develop their knowledge and understanding through examination of products from the past and the present and then consider how future design will impact upon the world in which we live.

Unit A533 – Making quality products. Students will be expected to further develop skills and abilities gained while undertaking Unit A5431 in order to develop a fully functioning quality product.

Unit A534 – Technical aspects of designing and making. Students will develop the knowledge, skills and understanding that underpins the design and manufacture of products from graphic materials.

Computer Aided Design resources; Adobe Photoshop and Techsoft 2D

Computer Aided Manufacturing resources: Laser cutter.

Assessment Methods:

Unit A531 – 20 hours, controlled assessment, 60 marks (30% of GCSE)

Unit A532 - 1 hour written paper, 60 marks (20% of GCSE)

Unit A533 – 20 hours, controlled assessment, 60 marks (30% of GCSE)

Unit A534 - 1 hour 15 mins written paper, 60 marks (20% of GCSE)

Further Study and Employment:

If students wish to be considered for AS and A2 Product Design, they will need to gain at least a grade C at GCSE.

A degree in this field can lead to a range of careers including advertising, graphic design, multi media design, web design, illustration, studio design, animation and teaching.

Head of Department: Mr J. Z Teece

Design and Technology: Resistant Materials

Examining Body: OCR

Specification No: J306

Synopsis of Course:

This syllabus provides an innovative and imaginative qualification rewarding flair and reflecting the contemporary use of materials and information technology. The students will be encouraged to be inspired, motivated and challenged by following a broad, coherent, satisfying and worthwhile course of study. Specifically students will explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making. They will analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on the quality of life. Students will develop decision making skills through individual and collaborative working, understanding that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle. Students will actively be involved in making decisions, considering sustainability and combining skills with knowledge and understanding, in order to design and make quality products through the use of resistant materials, principally wood, metal, plastic, composite, smart and modern materials, and associated pre-manufactured items and components.

Teaching Methods and Resources:

There are four assessed units.

Unit A561 - Introduction to designing and making. Students identify an existing product then research, develop and model their improved prototype.

Unit A562 - Sustainable design. Students develop their knowledge and understanding through examination of products from the past and the present and then consider how future design will impact upon the world in which we live.

Unit A563 – Making quality products. Students will be expected to further develop skills and abilities gained while undertaking Unit A5461 in order to develop a fully functioning quality product.

Unit A564 – Technical aspects of designing and making. Students will develop their knowledge, skills and understanding that underpins the design and manufacture of products from resistant materials.

Computer Aided Design resources; Pro-desktop 3D and Techsoft 2D design software.

Computer Aided Manufacturing resources: Laser cutter.

Assessment Methods:

Unit A561 – 20 hours, controlled assessment, 60 marks (30% of GCSE)

Unit A562 - 1 hour written paper, 60 marks (20% of GCSE)

Unit A563 – 20 hours, controlled assessment, 60 marks (30% of GCSE)

Unit A564 - 1 hour 15 mins written paper, 60 marks (20% of GCSE)

Further Study and Employment:

If students wish to be considered for AS and A2 Product Design, they will need to gain at least a grade C at GCSE.

A degree in this field can lead to a range of careers including product design, mechanical engineering, structural engineering, automotive design, furniture design, interior design, jewellery design and teaching.

Head of Department: Mr J. Z. Teece

Design and Technology: Textiles

Examining Body OCR

Specification No J307

Synopsis of Course

This syllabus aims to increase students' knowledge and understanding of the use of textiles and the textiles industry. They will look at the needs and opportunities of our fast changing world and respond by developing a range of ideas and making products. The specification combines practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. The course will look at existing products, both their design and manufacture. It will cover one-off design, which will be produced in the classroom. Students will also consider production on a mass scale.

Teaching Methods and Resources

The course is divided into the following areas:

Unit One-Introduction to Designing & Making: Students will select one from a list of published themes and carry out a Controlled Assessment piece of coursework. They will research, draw up a design brief and specifications and produce a portfolio recording their work.

Unit Two – Sustainable Design: This encourages students to look at how D&T has evolved, through the examination of products from the past and present. They will consider the 6R's – Recycle, Reuse, Reduce, Refuse, Rethink and Repair. This unit will involve a number of mini-tasks and will be externally assessed.

Unit Three – Making Quality products: Students will design and make a fully functioning quality product and will produce a portfolio to reflect their work.

Unit Four – Technical Aspects of Design & Making: This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of products. They will need knowledge of planning, production methods, performance characteristics of different materials, tools and equipment, processes and techniques, health and safety. This unit will be externally assessed.

The subject is taught through a number of focused practical and design tasks. Teaching methods include practical application, the use of video recordings and ICT. A visit to a textiles store and 'The Clothes Show Live' in Birmingham will be arranged. The main textbook is GCSE Textiles Technology for OCR published by Heinemann.

Assessment Methods

Units 1 and 3 are Controlled Assessment and each represents 30% of the final mark. Unit 2 is a one hour written paper (20%) and Unit 4 is a one hour fifteen minute written paper. (20%)

Further Study and Employment.

If students wish to be considered for AS or A2 in Product Design, they will need to gain at least a grade B at GCSE. Careers include fashion design, furniture design, theatrical work, interior design, medical support services, textiles relating to leisure and tourism and sportswear design.

Head of Department: Mrs C Picton

Drama

Examining Body WJEC

Specification No 4150

Synopsis of Course

The GCSE course in Drama consists of 60% practical, performance work; 20% performance report and 20% written examination. The first term entails experiencing new dramatic and theatrical skills; writing and performing an original monologue; using poetry, stories, music and visual elements as stimuli for group pieces of drama; and visiting one contemporary and challenging piece of live theatre with Year 11 to Year 13 students. The second and third terms involve the creation of the first practical devised group assessment piece (40% of GCSE) with an additional performance report (20%) based on the process of the devised piece.

Year 11 will start by exploring the set text *Dr Korczak's Example* by David Grieg which will prepare them for the written examination. Students need to be able to become a director and add their creative input to a scene given by the exam board. Groups will be decided for the last practical element of the course and students will work towards performing an extract from a play (20%) which will be performed to an external examiner. The written paper will take place in the summer.

Teaching Methods and Resources

A wide variety of teaching methods and resources are used, to push, extend and excite students even further than their Key Stage 3 Drama experiences. The vast majority of work in class is practical, and so many of the tasks and exercises are either self or group-led. A great deal of self discipline and independence is required to do well on the course, as is the willingness to take risks and to accept that not everything will be right first time. Feedback on both performance and written work is given every lesson and will come from individuals, other students, as well as teachers. Resources include a variety of contemporary plays; lighting; set; costume; make-up; props and performance spaces. Students should have an open mind and we encourage regular visits to the theatre to inspire students in their practical work.

Assessment Methods

Much of this is self and peer assessment, with structured feedback and advice offered personally, in small groups and as a whole class from teaching staff. Teachers will also monitor and observe some out of lesson rehearsals as well. It will be made clear from the outset what students need to do to fulfil certain performance criteria.

Further Study and Employment

Drama is an excellent confidence and morale-booster, and so naturally leads into a wide spectrum of A level choices – many of our students choosing to continue with A level Drama and Theatre Studies. It is a very good foundation for all careers involving communication, personnel management, problem-solving and resolution. It is not simply for those interested in the acting profession.

Head of Department: Miss Sarah Piper

Geography

Examining Body EDEXCEL | Specification B 2GB01

Synopsis of Course

Unit 1 – Dynamic Planet This will give students a sound understanding of important physical processes such as geological processes, tectonics, ecosystems, the atmosphere and climate, and the hydrological cycle. These topics are interlinked and although they may be studied separately, the unit is designed to show how physical geography combines to create a ‘life support system’. There is an option in unit one to study some topics in more depth such as rivers or coasts, oceans or extreme climates.

Unit 2 – People and the Planet This focuses on human geography. In a similar way to unit 1, it links together to build overall understanding of human geography. Students will study how populations grow and change, where people live and work, and how they exploit and use resources. There is an option in unit two to choose to study some topics in more depth such as cities or the countryside, development or economic geography.

Unit 3 – Making Geographical Decisions This is a decision making exercise, where students study a specific topic, such as The Arctic, in detail. This is designed to teach students how to make decisions about a specific issue, based on sources of evidence studied. The skills students will learn in this unit will be valuable in all aspects of this GCSE in Geography, and in the rest of your life.

Unit 4 – Researching Geography This will involve undertaking research about coastal erosion management, carrying out fieldwork at a coastal location and then writing it up. The research and fieldwork takes place out of class, but the writing up must be in controlled conditions in class time.

Teaching Methods and Resources

Students will use a variety of stimuli e.g. videos & photos; maps & diagrams; news items & texts; DVDs & Internet. We encourage group work, displays and presentations, and we promote a positive approach to thinking skills. There will be formal debates where students adopt a variety of roles to simulate real situations and less formal discussions where you will learn together in collaboration with each other. Increasingly ICT plays a significant part in our teaching and student learning and we will use the latest *Geographical Information Systems* (GIS) software to help with our work. We aim to make the subject relevant to student’s lives and to stimulate a real interest and understanding of our environment.

Assessment Methods

For the core units 1 and 2, exam papers are resource based. Students will have maps, photographs and diagrams to help answer the questions. Unit 3 is a decision-making exercise based on pre-release resources. These will consist of a colour resource booklet based on a geographical location and issue. Questions will assess your understanding of the resources in relation to environmental issues and sustainability. Unit 4 is the controlled assessment (coursework) unit. Students will complete fieldwork and data collection at a coastal location and analyse and write up the results in a controlled assessment in class. Each of the four units is worth 25% of the final mark.

Further Study and Employment

Geography teaches you to communicate, analyse, work as part of a team and make informed decisions - qualities deemed important by just about all employers and universities. Many Geographers go on to be successful in a range of managerial positions linked to the media, law, sport, leisure & travel, environmental planning, retail, overseas development and finance.

Head of Department: Mr P Cornish

History

Examining Body

OCR

Specification No

J417

Synopsis of Course

There are three components to this GCSE History course:

1. Unit A971 – Aspects of International Relations 1919 – 2005 and a Study in Depth.

Specifically - The Cold War 1945 – 1975: Who was to blame for the Cold War? Who won the Cuban Missile Crisis? Why did the USA fail in Vietnam?

Study in Depth – Germany 1918 – 1945: Was the Weimar Republic doomed from the start? Why was Hitler able to dominate Germany by 1933? The Nazi Regime: How effectively did the Nazis control Germany? What was it like to live in Nazi Germany?

2. Unit A972 – British Study in Depth: How was British society changed, 1890 – 1918?

Specifically – Why were Liberal Reforms introduced for the young, old and unemployed? What were the arguments for and against female suffrage? How were civilians affected by the First World War?

3. Unit A973 – Historical Enquiry – Controlled Assessment.

Specifically – The Role of the Individual in History. Topics may include Rasputin, Churchill, and Malcolm X. Looking at their importance in History and the role they played in bringing about change.

Teaching Methods and Resources

To help engage students with these topics there is an out of school trip to Germany, specifically Berlin, in the Easter period of Year 10. There will also be a revision conference in Year 11 on the Germany 1918-1945 topic.

Students are given the opportunity to explore key events, people, changes and issues and is a clear progression to the OCR A – Level course run within the History department.

Students will use specialist textbooks for each of the three taught components:

1. OCR GCSE Modern World History Third Edition – by Ben Walsh.

2. OCR British Depth Study 1890 – 1918 Second edition – by Colin Shephard.

3. OCR Germany 1918 – 1945 – SHP – by Rick Rogers.

Assessment Methods

Paper 1 – (worth 45% of the final grade) consists of a 2 hour exam on The Cold War and the Study in Depth on Germany 1918 – 1945.

Paper 2 – (worth 30% of the final grade) consists of a 1 hour and 30 minute exam on the British Study in Depth – How was British Society changed 1890 – 1918?

Paper 3 – Controlled Assessment (worth 25% of the final grade) will involve students producing one 2000 word essay. This work will be completed in class under teacher supervision.

Further Study and Employment

History provides students with the knowledge to understand key aspects of the modern world, as well as furnishing them with the essential skills required for further study and employment. Studying history involves analysing information, constructing arguments and evaluating interpretations. These skills can be transferred to many areas of study and employment, including law, journalism and finance.

Head of Department:

Mr. J. Foreman.

Home Economics: Child Development

Examining Body OCR

Specification No J441

Synopsis of Course

In this course students will develop their knowledge and skills through studying a range of topics including:

Family and Parenting

Preparation for Pregnancy and Birth

Nutrition and Health

Intellectual, Social and Emotional Development

Community Support

They will have the opportunity to carry out practical investigations working with children and discussing up to date child development issues. They will learn how to observe and interact with young children, carry out original research, explore and investigate the needs of young children and apply the skills learned in written and practical exercises.

Teaching Methods and Resources

The strategies used to teach the course include:

Practical work investigating the development of children.

The use of surveys, questionnaires, the internet and ICT.

Study of the theoretical aspects of the topics listed above.

Short answer, data response, structured and free response questions.

A session working in a local pre-school.

Visits from outside speakers.

DVDs

Class presentations.

The main textbook is GCSE Child Development for OCR published by Heinemann.

Assessment Methods.

The Controlled Assessment (coursework) includes 3 short tasks, each taking 7 hours to complete, and represents 30% of the final marks. The Child Study Task should take approximately 22 hours and represents 30% of the final marks. The written paper is a one hour and 30 minute examination and represents 40% of the total marks.

Further Study and Employment

There is no A Level Child Development but students who are interested in this area often choose to study Psychology. A Degree in this field can lead to a range of careers including medicine, speech therapy, teaching, nursery nursing, child psychology, nursing and the caring professions.

Head of Department: Mrs C Picton

Information and Communication Technology (ICT)

Examining Body EDEXCEL

Specification No 2IT01

Synopsis of Course

GCSE ICT is an exciting new course that was introduced in 2010, consisting of two units which examine students' theory knowledge and practical ability. Students will explore how up-to-date digital technology impacts on the lives of individuals, organisations and society. Emerging new technologies and the issues they raise are discussed in order to develop students' awareness of the risks that are inherent in using ICT and the features of safe and responsible practice with the aim of making them 'savvy' ICT users. The new GCSE in ICT will give students the tools to analyse, understand and control the technology that surrounds them.

Teaching Methods and Resources

The course is delivered mainly through the preparing for and development of a coursework e-portfolio, following the Controlled Assessment Brief (CAB) set by the exam board. The CAB is an interactive digital publication designed to be viewed on-screen. Students will work with a range of digital tools and techniques including word processing, databases, spreadsheets, desktop publishing, web developing software, film making, communications software, modelling/simulations to produce effective ICT solutions in a range of contexts.

There will be research into, and discussion of, new technologies with the emphasis on responsible use and their implications for both the individual and society.

Students will make extensive use of on-line resources learning resources from both the examination board and the school Virtual Learning Environment (VLE).

Assessment Methods

The course has two parts: Unit 1 is examined by a 90 minute written examination worth 40% of the marks. Unit 2 worth 60% of the marks is internally assessed under controlled conditions with pupils working (in school) on a Controlled Assessment Brief provided by Edexcel. These 2 units form a single award GCSE ICT.

Further Study and Employment

The study of Information and Communication Technology is extremely important in an increasingly technological age. Many employers see a formal qualification in IT as important and the understanding of the use of IT in Higher Education has also proved to be significant. Priority for 'A' level ICT will be given to students who have taken this course at GCSE.

Head of Department: Mrs P J Foreman

Modern Languages – French, German and Spanish

Examining Body AQA

**Specification No French 4658,
German 4668, Spanish 4698**

Synopsis of Course

All students will follow the GCSE AQA syllabus which promotes a good level of proficiency in the four skills of listening, speaking, reading and writing. Listening and reading make up 20% each of the final mark while speaking and writing account for 30% each.

The course covers a wide range of topics and gives students an understanding of the foundations of grammar and sentence structure. Students may, if they wish, choose to study two modern foreign languages.

Teaching Methods and Resources

Each student will have a text book for the duration of the course. In addition to this we use materials from a wide range of sources including internet sites.

We make regular use of ICT, audio and audiovisual materials, plus magazines and independent learning materials. Students make regular use of our two multi-media language labs. The labs offer internet access whereby students get to know a range of websites that can help them with their learning.

Our aim is to make use of a variety of methods and materials in order to develop all students' language and communication skills as fully as possible. We also wish to provide a sound core of knowledge as a basis for further study, work and leisure.

Assessment Methods

There are 4 examination units: the listening and the reading examination units contribute 20% each to the overall grade and are assessed by final examination, the speaking and the writing examination units are weighted at 30% each, consisting of two pieces of controlled assessment each. The choice of topics for both productive units is flexible and designed to accommodate students' interests.

Further Study and Employment

Numerous career opportunities are closed to students without the knowledge of a foreign language in addition to other specialist skills. It can be clearly seen that languages combine well with all subject areas. It is considered that a basic knowledge of at least one foreign language is a necessary part of a well-balanced education.

Heads of Department: Ms V Fournet (French), Mr O de Sales (Spanish) and Mr T Sack (German)

Music

Examining Body EDEXCEL

Specification No. 2MU01

Synopsis of Course

Performance is an integral part of the course. Students are expected to perform a solo piece and play in an ensemble. To be successful in this component, students should be able to perform to at least Grade Three standard at the start of the course, although they need not have taken the examination.

Throughout the course, students will compose or arrange a number of pieces, two of which will be submitted as coursework and the ideas taken from different areas of study. These will include a song from a musical, a 20th century avant-garde piece, a world music composition, a club dance piece and a blues composition.

Listening and stylistic features will be learnt through the study of twelve set works, including traditional choral, orchestral and piano music; songs from the Shows; African, Indian and folk music; club dance, blues and rock music and 20th Century art music. In the listening exam, students will be asked questions based on the set pieces of music they have studied.

Students are expected to participate in at least one lunch-time or after-school club, which leads to involvement in school concerts and performances.

Teaching Methods and Resources

Students will study in a variety of ways. They are expected to make progress on their chosen instrument and in most cases this will be with an individual instrumental teacher. This will be monitored at least once per term by the class teacher. The students will work individually, in pairs, and in smaller groups on compositions and performance work, which will lead to either class or public performance. This will also be monitored by the class teacher. Students will be expected to do private research on styles of music, composers and other related musical aspects. Students usually compose using the software available in the Music department. They do not need to have this software at home, but will need to use the facilities at school in order to complete their compositions for homework. Students will be expected to purchase a copy of the Anthology of Music, which is used to study the set works. The Department will provide all other appropriate resources.

Assessment Methods

Performance (30%) and Composition (30%) work is internally assessed and externally moderated. The performance exam is recorded and assessed by the school music teachers, although a public performance is required as part of the Year 11 Mock Examination process. The write-up and recording part of the composition process has to be completed under controlled conditions and all students are allocated 10 hours per composition to complete this. All compositions are marked according to the criteria set by the examination board. At the end of year 11, students will sit a 1½ hour listening examination (40%).

Further Study and Employment

Degree course at Music College or University, professional musician, music therapy, teaching, sound engineer, orchestral management, session player and any Arts based work. Involvement in music is invariably discussed in further education interviews.

Head of Department: Miss A Williams

Director of Music: Mrs J Bristow

Physical Education Full Course

Examining Body EDEXCEL

Specification No. 2PEO1

Synopsis of Course

Physical Education is a well-established two year course. It covers both practical and theoretical knowledge with 60% of the marks being awarded for physical performance and 40% for theoretical understanding. Students are required to offer **four** performances in the role of player/participant, official or leader. At least **two** of the four performances must be in the role of player/participant. The theoretical component covers a range of topics: anatomy and physiology, health related fitness, sport in the community, basic first aid and the use of performance enhancing drugs in sport.

Teaching Methods and Resources

Lessons will be a combination of classroom based work with students studying about how the body works and how the body systems are affected by training programmes, as well as practical sessions which will explore skills and techniques across a range of sporting activities.

The practical lessons will allow students to develop existing sporting prowess as well as experiencing new activities. Similarly students will be encouraged to experience a variety of roles within the practical sessions; coach, leader, official.

Students will use ICT in the lessons to analyse sporting techniques and to produce a personal exercise programme. There will be opportunities for sporting research and for students to work collaboratively to produce group presentations.

It is expected that students will supplement their learning by attending extra curricular clubs to improve their performance in their four chosen sports.

The diversity of the course makes it an enjoyable and popular area of study.

Assessment Methods

The theoretical element is examined in a single 1hour 30 minute written paper. The exam paper is worth 40% of the final mark. The remaining 60% is examined throughout Year 11. This is by way of assessing the student's performance in four sports of their choosing. They will then do an analysis of their performance and a PEP. There will be internal moderation of this material in the spring term.

Further Study and Employment

For those considering 6th Form studies, an A level in Physical Education is a popular option and can lead to a variety of sports related and other degree courses.

Head of Department: Miss H. Biscoe

Religious Studies

Examining Body EDEXCEL

Specification No: 5RS02/01 (Religion and Life) and 5R808/01 (Religion and Society)

Synopsis of Course

Students will study two modules: Religion and Life and Religion and Society.

The second of these modules will consider issues from both Christian and Islamic perspectives. The questions we will explore include: How do people make moral decisions on subjects such as abortion, euthanasia, capital punishment, marriage, sex and divorce? Can war ever be justified? Why should we care for the environment? Does God exist? Why are human rights important? Why do Christians have different attitudes to genetic engineering and cloning? Why are there evil and suffering in the world? Is there life after death? Why are there different attitudes towards infertility treatments and transplant surgery? Why is there poverty in the world? How did the world come to exist? What are the implications of living in a multi-faith, multi-ethnic society?

Teaching Methods and Resources

This course focuses a great deal on discussion activities and debate as we learn about a wide variety of controversial issues. This will include spectrum debates, sorting activities, group and whole class discussion. Students are actively involved in lessons and encouraged to express, justify and evaluate their own opinions as well as recognising views opposite to their own. Group and individual presentations are made to the rest of the class.

We have a wide range of video and DVD clips which we use to stimulate debate and facilitate understanding of moral and religious issues.

ICT is also invaluable in researching up-to-date news reports on the topics we cover and in investigating the work and attitudes of different organisations we study such as Christian Aid.

Throughout the course students are encouraged to try out a wide range of learning techniques e.g. mind-mapping, drama, and visual representations of ideas. In addition we learn some elements of the course by actions (e.g. the marriage vows). The focus is very much on active learning.

Our main textbooks are *Religion and Life* and *Religion and Society* by Victor Watton (Hodder and Stoughton) and *Christianity in Today's World* and *Islam in Today's World* edited by Sally Lynch (Hodder Murray). We provide every student with our own Revision Guide towards the end of Year 11.

Assessment Methods

During the two years, each unit of the course will be assessed by an end of topic test which will be a past GCSE question. There will also be shorter weekly written assignments.

There will be two written exams at the end of the course.

Further Study and Employment

RS is useful for a wide variety of careers especially for any 'people-focussed' professions e.g. law, medicine, teaching, local government, the police, social services etc. It can lead to further study in a diverse range of subjects due to the skills it enables you to develop such as debate and analysis e.g. Law, English, Psychology, Sociology, History, as well as Philosophy and Theology.

Head of Department: Mrs B Usher