

Tarleton Academy

What are the options for my future?

Key Stage 4 Option Choices Book

January 2012



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HOW TO CHOOSE

All students are required to study all compulsory subjects and then choose 4 option subjects. Please note: **BTecs count as double options; students wishing to follow these courses will only be able to choose 2 further options.**

Please read the next section carefully. It describes the content and assessment requirements of every subject.

Ask yourself these questions

- Is the subject necessary for your future career?
- What if my idea of a career changes?
- Are you good at the subject?
- Are you interested in the subject?
- How can I get balance in my choices?
- Could dropping a subject disadvantage me in the future? What about subjects that will make up the English Baccalaureate?

Find out the facts

- What are my strengths?
- What are my weaknesses?
- Are there any new subjects?
- What subject skills do I need?
- How much coursework will I have to do?

Who is available to help me with my decisions?

- Parents – who know you best of all.
- Subject teachers – who know your ability in their subject
- Senior Leadership staff and Pastoral Manager - who want the best for you as an individual. You will have an opportunity to have a personal interview with a member of the Senior Leadership Team
- Form Tutor - who sees you every day and is available to talk to about any issues.
- PSHE teachers – who can give you help and guidance about your choices.



Please note that we shall do our best to provide the personal timetable that you have selected but we cannot guarantee that this will be achieved in every case. A course cannot run if insufficient students have opted for it, whilst other courses may be oversubscribed. As with other parts of the timetable, the provision of any time is dependent on the resources and staffing available.

It is essential, therefore, that you keep up with your work in all subjects on your present timetable, especially as in some subject areas. Elements of the KS4 course will be introduced following the Spring Half Term.

Once you commence your KS4 Course, you will be expected to commit yourself to the subjects you have chosen. Give your subjects a fair trial, but if you do have any issues speak to your subject teachers.

If you are unhappy with your choice speak to Mrs Smith

We trust that you will find your studies in Year 10 and 11 interesting and rewarding.

However!

Attending lessons alone does not guarantee success.

This depends upon:-

- the interest **YOU** show
- the commitment **YOU** give to lessons and homework
- the standard **YOU** set for yourself throughout the whole two years
- the determination to achieve the targets set for you.

You are expected to take more responsibility for your success. **START** to think about this now and realize that as you embark upon your KS4 course you are entering into a **PARTNERSHIP** with the school in an attempt to achieve the best education that is possible for **YOU**.

COURSEWORK

The attention of both students and parents is drawn to the fact that coursework is an integral part of the KS4 courses. Coursework will be set and must meet the required deadlines and students should be aware that in some subjects it is an assessed element of the final exam.

There have been recent changes due to concerns expressed in the media and education about the existence of plagiarism in GCSE coursework. In particular there have been concerns over the possibility of students downloading coursework from the Internet and passing it off as their own. As a result the style of coursework has changed for many GCSE subjects.

Traditionally students have been able to take their coursework home to complete have it marked by the teacher and then redraft the coursework to attain higher marks.

Many subjects now have "Controlled Assessment" instead of their coursework element. Students still have the opportunity to prepare for these assessments at home and seek teacher support. However, the final piece of work must be completed in school in controlled conditions. Other subjects that have traditionally expected students to complete sections of their course work at home have now to complete their work in school under the supervision of their subject teachers.

The Compulsory Element

The compulsory element is made up of:

English

A KS4 examination course leading to certification in English at G.C.S.E. level.

Mathematics

A KS4 examination course leading to certification at G.C.S.E. level.
For some students a Basic Numeracy course is followed in addition to G.C.S.E.

Science

A KS4 examination course that leads to certification at G.C.S.E. level or BTEC level.

Physical Education

This is a two year course that takes place twice a week and the students will undertake a different activity every half term.

PSHE - Personal, Social, Health and Economic Education (Including Citizenship and Careers Education).

This is a two year programme addressing issues of Social and Moral Responsibility, Community Involvement and Political Literacy. Elements of Personal, Social, Health, Economic and Careers Education will be covered at specific times during Key Stage 4. Elements of compulsory RE will also be delivered within PSHE - this will not overlap with full course RE modules. Students will have one lesson per week of PSHE. This is not an examined subject.



GCSE ENGLISH

Exam Board: WJEC

The majority of students undertake English

The scheme of assessment will consist of:

EXAM 40% CONTROLLED ASSESSMENT 60%

Examinations are in 2 Tiers: FOUNDATION C-G Grade
HIGHER A*-D Grade

CONTENT

In speaking and listening it must require learners to:

- present and listen to information and ideas
- respond appropriately to the questions and views of others
- participate in a range of real life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

In reading it must require learners to:

- understand how meaning is constructed through words, sentences and whole texts, recognizing and responding to the effects of language variation
- evaluate the ways in which texts may be interpreted differently according to the perspective of the reader
- reach a rich range of prose, poetry and drama, including a text from the English, Welsh or Irish literary heritage, a play by Shakespeare and a text from a different culture or tradition
- understand how texts from the literary heritage have been influential and significant over time
- explore how texts from different cultures and traditions may reflect or influence values and assumptions

It must require learners to write accurately and fluently:

- choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- adapting form to a wide range of styles and genres

GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE

Exam Board: WJEC

Our more able students study both English language and English Literature leading to two separate GCSE qualifications.

English Language

EXAM 40% CONTROLLED ASSESSMENT 60%



Studying Language

Learners are required to:

- engage with and make fresh connections between ideas, texts, words and images
- analyse spoken and written language, exploring impact and how it is achieved
- understand how spoken language and written language evolve in response to changes in society and technology and how this process relates to identity and cultural diversity

In studying written language learners are required to:

- understand how meaning is constructed through words, sentences and whole texts, including multimodal texts and at least one extended text, recognizing the effects of language choices and patterns
- evaluate the ways in which texts may be interpreted differently according to the perspective of the reader
- explore language variation and how it varies according to audience and reader.

In studying spoken language learners are required to:

- reflect and comment critically on their own and others' uses of language in different contexts and how they adapt language to different listeners and tasks, exploring these experiences in the contexts of wider language use and variation
- understand attitudes towards standard and non-standard forms of language and how they vary over time and place
- analyse the characteristics and influences on spoken language

Using language

Requires learners to:

- demonstrate an understanding of the conventions of written language, including grammar, spelling and punctuation
- experiment with language to create effects to engage the audience
- express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- form independent views and challenge what is heard or read on the grounds of reason, evidence or argument

Require learners to:

- write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.

In speaking and listening learners are required to:

- present and listen to information and ideas
- respond appropriately to the questions and views of others
- make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas
- reflect and comment critically on their own and others' uses of language
- participate in a range of real life contexts in and beyond the classroom, adapting talk appropriately to situation and audience
- select and use a range of dramatic techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

English Literature

EXAM 75%

CONTROLLED ASSESSMENT 25%

The range of texts studied will include:

- texts from the English, Welsh or Irish literary heritage
- texts from different cultures and traditions
- texts by contemporary writers

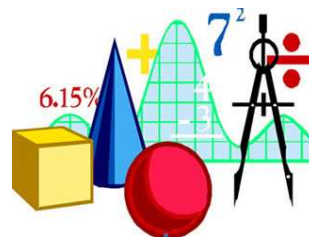


The content of the course requires learners to:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references
- analyse connections between texts, comparing features and qualities that connect and contrast the presentation of themes, characters and settings
- analyse the impact of style, language, structure and form
- relate texts to their social and historical contexts and to the literary traditions of which they are a part
- understand how texts from the literary heritage have been influential and significant over time

GCSE MATHEMATICS

Exam Board: EDEXCEL



The course offered leads to G.C.S.E. Mathematics Award.

This course is intended to help students develop a wide range of mathematical skills and to apply them to everyday situations.

The course will be examined in two equally weighted examinations in May/June 2014.

The examination has two entry tiers which allows entry for students at a level that best suits their abilities and a Grade C is accessible to all.

FOUNDATION	Grades	C - G
HIGHER	Grades	A* - D

There is no Coursework.

Assessment Objectives ensure that each paper will assess students' ability to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems. Elements of functional mathematics are embedded which ensures that all students have the skills they need to use mathematics in real life contexts.

We offer GCSE Statistics as an additional GCSE to some students which contains a coursework element. The examination is taken in Year 11.

GCSE SCIENCE



Exam Board: AQA

Science is studied by **all** students.

Two programmes of study will be offered

- Triple Award Science which consists of **three GCSEs**: Biology, Chemistry and Physics. This is for high ability students. Students opting to take Triple Award Science are awarded a grade for Biology, Chemistry and Physics as individual subjects at the end of the two year course.
- Students who do not take this option will still study Biology, Chemistry and Physics but will be awarded **2 GCSEs** that are a result of combined scores from Core Science in Year 10 and Additional Science or BTEC Science in Year 11.

Both Core and Triple Award Science courses will consist of exams and controlled assessments.

Please note that Biology, Chemistry and Physics are taught separately whichever option is taken.

Opting for Triple Award G.C.S.E. Science

Students who have attained a Level 6 or above at Key Stage 3 will be offered the opportunity to study Triple Science at Key Stage 4. This will enable your child to gain three separate GCSE's in Biology, Chemistry and Physics.

The courses cover a more extensive range of subject matter and provide the best preparation for entry to A-level in the respective subjects. Students who wish to study A-level Science subjects need to choose Triple Science.

Selection of the Triple Science course will be discussed at your child's Key Stage 4 interview. Students who wish to follow a Triple Science course need to select this in the Science option choices.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

PSHE stands for Personal, Social, Health and Economic education. **Lessons are delivered once a week.** Within PSHE lessons, Sex and Relationships Education, Drugs Education, Citizenship, Personal Finance and Careers Education are taught. Elements of compulsory RE will also be delivered within PSHE lessons but will not overlap with full course RE modules. This is not an examined subject.



Careers



Careers Education at Tarleton is delivered to Years 10 and 11 through PSHE lessons which are given once a week. Lesson activities are varied and engaging in delivering Careers Education.

We have strong connections with Lancashire Youth Service, who provide advice and guidance on Post 16 opportunities. Years 10 and 11 have the opportunity to attend Taster Days at Colleges and Sixth Form Centers around Lancashire and we have regular visits from their representatives, who are available for students to chat to during careers drop in sessions at lunch time. During this time, the Careers Library will be available for students to make use of and there are many websites and computer packages for students to use to help with their future decisions.

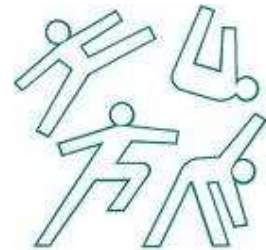
Some Year 10 students have the opportunity to attend a one week Work Experience placement of their choice, which students often find very enjoyable and helpful in gaining an insight into the world of work. This helps create opportunities for themselves when they leave school and helps them to make decisions about future career choices.

PHYSICAL EDUCATION

KS4 NATIONAL CURRICULUM

Physical Education helps young people to learn about the body and its movement. It promotes a healthy lifestyle, physical development and competence and enhances artistic and aesthetic understanding.

Physical Education is part of the National Curriculum. During KS4 students will be offered programmes of study that comply with the National Curriculum and will also allow for the preparation for post-school life. The aim is to ensure that each pupil has the ability and potential to utilize future leisure and recreational time in a meaningful, pleasurable and satisfying manner.



As part of their general education, all students will be involved each week in practical lessons of physical activity. The programme of study will encompass a wide range of activities which include team games, racquet sports, swimming, athletics and fitness.

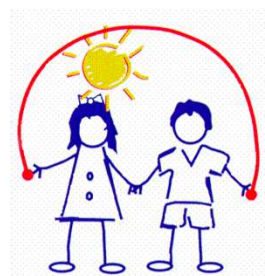
The wearing of the appropriate school kit is compulsory for all curricular and extra-curricular activities.

OPTION CHOICES



LEVEL 2 BTEC FIRST CERTIFICATE IN CHILDREN'S CARE, Learning and Development.

The Level 2 BTEC First Certificate in Children's Care, Learning and Development is a new exciting course on offer for you to study here at Tarleton. The qualification, which is currently equivalent to 2 GCSE's, is a practical based course that will give you the knowledge and understanding needed when considering employment in the children's care sector, or to progress on to a higher level qualification at college.



The BTEC First Course in Children's Care, Learning and Development is a different way of studying than GCSE's. All the topics you learn relate to the skills and knowledge you will need in the workplace.

You will learn how to apply your knowledge, both on your own and as a member of a team, to develop your skills and abilities. It is practical based, which means there are **no exams**. Instead you will **complete three assignments** which will be set by your teacher (as part of the three core units studied in class), they will be given to you throughout the course and each will have a deadline.

Two of your units each require you to complete 30 hours practical work experience in a childcare setting or establishment, giving you a great opportunity to develop further skills, research and to gain experience of working within the children's care sector, putting what you learn in the classroom into practice.

The 3 core units you will study are:

➤ Understanding Children's Development

Learners will find out how children develop in overall terms of growth and development, and different aspects of development – physical, intellectual, emotional and social. The unit introduces learners to the concept that underpins all work with children, that of observation. The unit enables learners to consider the importance of planning in supporting children's needs and development in the four different age ranges.

➤ Keeping Children Safe

Keeping children safe has to be a priority in all work with children and the main purpose of this unit is to enable learners to gain understanding of how to achieve this. They also need to know how to deal with accidents, emergencies and illness in children as part of ensuring their safety, and will therefore be required to undertake basic first aid procedures.

➤ Communication with Children and Adults

The aim of this unit is to introduce learners to the importance of interpersonal interaction in child care settings and encourage them to develop their own interpersonal skills in preparation for potentially working in the child care sector. They will be encouraged to improve their listening skills, and consider the causes of communication difficulties and how these might be overcome. Learners will then go on to develop understanding of how to interact and communicate both with children and adults.

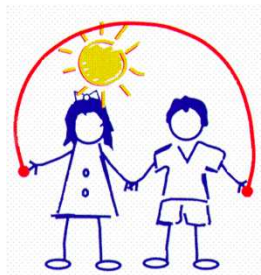
On a BTEC First course you will achieve:

- a Pass (equivalent to a grade C), Merit (B) or Distinction (A) for each of your assignments.
- an overall Pass, Merit or Distinction for the whole course on completion.

Your BTEC First Certificate will give you an excellent understanding of public services and the knowledge you need to succeed in the world of work. It would provide you with an excellent base for further study at college or alternatively you would be able to enter initial employment, at junior level, in childcare.

Students should only choose this option if you are self motivated and independent learners who enjoy completing projects.

This option will take up two of your choices, which is equivalent to 5 lessons per week. You will only have two choices in addition to this.



GCSE BUSINESS

Exam Board: EDEXCEL

Why should I study GCSE Business at Tarleton Academy?



GCSE Business is an enjoyable and engaging course to follow and leads to a very useful qualification, whatever career you might have in mind. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team.

If you think you might enjoy:

- thinking creatively and making decisions
- solving problems
- learning about the world of business through research and investigation, as well as through practical tasks

...then the GCSE Business course is the right subject for you.

What will I study?

While studying the first two units of this course you are likely to learn a lot of new things. You will be introduced to the world of small business and will look at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business.

You will understand how to make a business effective and manage money. You will also see how the world around us affects small businesses and all the people involved with them.

You will then study Business Communication in the final unit. You will understand how important effective communication is to any business. You will learn what communication is and the different ways businesses communicate with people inside and outside the business.

What will this course prepare me for?

This course will help you prepare for further and higher education courses such as AS/A2 Levels, BTECs, NVQs and beyond.

A GCSE Business course could lead to work in a business-related profession such as **accountancy, law, marketing** or the **leisure and tourism** industry. It is also potentially valuable in terms of learning the concepts of Enterprise and Entrepreneurism, two potentially great skills to possess in the current economic climate, where jobs are becoming harder and harder to find.

How is the course examined?

Unit 1 – Introduction to Small Business – Examination – 25% of final grade

You will take a written examination paper with multiple choice and objective test questions based on the unit.

Unit 2 – Investigating Small Business - Controlled Assessment 25% of final grade

You will be given a list of practical controlled assessment tasks to choose from. The tasks will be based on topics you have studied in Unit 1.

Unit 4 – Business Communications – Examination – 50% of final grade

The questions will be a mixture of multiple-choice, data response, short-answer, extended-writing and scenario-based questions. For example, you might be given details of a business and asked a few questions based on that business.

Want to find out more?

Visit the GCSE Business Page on the Edexcel website

www.edexcel.com/gcse2009

Follow updates on the Tarleton Academy GCSE Business Twitter page -
[@tabusinessgcse](https://twitter.com/tabusinessgcse)



GCSE DANCE

Exam Board - AQA

The AQA specification for GCSE Dance focuses on the aesthetic and artistic qualities of dance and the use of dance movement as a medium of expression and communication in the performance, creation and appreciation of dance.

GCSE Dance enables students to develop knowledge, skills and understanding of creating and interpreting images, ideas and concepts embodied in dance development.

The assessment of the course is broken up into four units:

Unit One: Critical Appreciation of Dance

(1 hour written paper – 20%)

Students will study two prescribed professional works. They will describe, analyse, interpret and evaluate features of dance using appropriate terminology. They will compare and contrast different choreographers, dance works, styles and cultural influences. Students will understand the relationship between choreography, performance and production including aural and physical settings, costume and dance for camera as well as understand the physical, aesthetic and artistic contexts of dance.

Unit Two: Set Study

(Practical examination – 20%)

Students will perform one of two solo dances that will be set by AQA. They will be required to demonstrate their physical competence and effectiveness as performers and their knowledge of safe working practice.

Unit Three: Performance in a duo group/dance

(Controlled practical assessment -20%)

Students will perform in a group dance that relates to a professional work from a prescribed list from AQA. The dance will be choreographed by the teacher and may encompass a range of dance styles. They will be assessed on their use of physical, technical and expressive skills necessary for an effective performance and their understanding how to achieve a high quality performance.

Unit Four: Choreography

(Controlled assessment – 40%)

Students will demonstrate their increasing effectiveness as a choreographer and their ability to appreciate dance through two tasks: A solo composition task worth 15% in which they will select three motifs from one of the selected professional works and compose a solo piece with clear form and structure. They will also undertake a choreography task worth 25% - Each student will **either** choreograph a solo dance lasting 1.5 to 2 minutes **or** a group dance for 2-5 dancers lasting for 2.5 to 3 minutes. The dance may be in any style in response to an outlined stimulus.



GCSE DRAMA

Exam Board: AQA

Drama at Key Stage 4 is designed to give students the opportunity to be creative as well as enhance a variety of essential life-skills:



- ❖ Self Confidence
- ❖ Communication and Presentational Skills
- ❖ Self Discipline
- ❖ Empathy
- ❖ Team Work and Co-Operation
- ❖ Time-Management Skills

PRACTICAL COURSEWORK: 60% of total GCSE

During the course students cover a variety of key performance and theatrical skills including:

- ❖ Use of Voice
- ❖ Facial Expression and Body Language
- ❖ Timing
- ❖ Movement
- ❖ Physical Theatre
- ❖ Study of Scripted Work
- ❖ Scriptwriting
- ❖ Use of Space and Levels



Students complete a minimum of **two** assessed performance tasks selected from a variety of options including:

Acting: Students will study a scripted play and perform a scene(s) from the text.

Improvisation: Students will work in groups to create a piece of performance work through polished improvisation.

Devised Thematic Work: Students will work in groups to create a piece of themed performance work through drama workshops, improvisation and elements of scripted text.

Theatre in Education: Students must prepare for, and perform, a piece of Theatre in Education based on a theme designed for a specific target audience.

WRITTEN EXAM: 40% of total GCSE

A 1 hour 30 minutes paper will incorporate questions about:

- Practical work completed during the course
- A studied and performed play
- A live theatre production seen during the course

GCSE GEOGRAPHY

Exam Board: EDEXCEL

Geography is all about understanding why the world is the way it is. Students follow a G.C.S.E. syllabus where the work that the students will do is up to date and will really make them think about how people use the earth and its resources.

There are two tiers of entry to ensure that all students achieve the highest grade that they are capable of. This G.C.S.E. course is an ideal opportunity for students to learn more about the world and to gain a qualification that will prove they are top class thinkers.

Foundation Level: C – G Higher Level: A* - G

Students will have one examined unit investigating topics related to physical geography such as rivers, coasts and plate tectonics, along with environmental issues such as wasting resources, or using water carefully.

Another examined unit will include topics relating to human geography such as industry, farming, settlements and population along with issues relating to migration or tourism.

Students will carry out a piece of Controlled Assessment that will make up 25% of their final grade. The exam board will notify us of the topics that have to be covered whilst students are on the course, so it is not possible to say at this stage exactly what this assessment will cover. In the Controlled Assessment students will have further opportunity to demonstrate their independent geographical enquiry skills and to use the geographical skills that they have developed. The work for this assessment will be carried out under controlled conditions so the ability to manage time and organize information carefully will be developed and tested.

Students will have the opportunity to develop their geographical skills such as map reading, interpreting satellite images and aerial photographs and analyzing data from graphs. These skills will be examined in a separate paper, which also covers themes such as climate change and sustainable development.



GCSE HISTORY

Exam Board: EDEXCEL

The exam board is currently finalizing arrangements for the return to linear GCSE courses in History and all exams will be taken at the end of Year 11. Below is what we expect at this stage in terms of course content and assessment.

Why is History G.C.S.E. useful?

A good G.C.S.E. pass shows a lot about you. It shows that you are good at:

- ❖ Communicating
- ❖ Seeing both sides
- ❖ Analysing evidence
- ❖ Researching issues



It is useful for all sorts of careers such as Journalism, Law, Tourism and Management.

Content

After discussion, students chose The Schools History Project as the GCSE Course for Tarleton.

This covers topics like:

- ❖ 1960s Britain – how swinging were the 60's?
- ❖ Medicine Through Time – blood and gore.
- ❖ The American West in the 19th Century – Cowboys, Indians and more.

Style

Students will be familiar with the approach and teaching and learning style from their KS3 work. They use group and pair work, debate and discussion, video and research. Written tasks include short and longer 'essay' style answers and source work.

It must be stressed that a commitment is needed to detailed and regular written homework tasks. This means at least one to two hours of homework a week.

Methods of Assessments

Exams 75% of the final grade and are memory tests.

Controlled Assessment 25% of the final grade. This is prepared for and then written up in school with notes available.

GCSE INFORMATION COMMUNICATION TECHNOLOGY

Exam Board: EDEXCEL

Why should I study ICT at Tarleton Academy?

Whilst jobs are disappearing in many sectors of the economy, IT is one industry which is experiencing a rapid increase in the numbers of people employed. The career opportunities are vast, both for females as well as males! Achieving a GCSE in ICT would be an advantage. You will need to be motivated and committed to withstand the rigours of the course and should have aspirations of studying A-Levels as opposed to vocational type courses in Further Education.



What will I study?

There are two units of study which cover the following areas:

- **Unit 1: Living in a Digital World**

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

- **Unit 2: Practical applications in ICT**

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

What can this course offer me?

Information and Communications Technology at GCSE level is a wide-ranging course aimed at students who want to extend their knowledge and skills in using and managing computers and information. It includes analysing existing information systems, developing new ones and studying the applications and effects of such systems in society. It will provide you with a sound base for courses and careers involving management of ICT systems and people.

This is not a purely skills-based course, but one which involves sound academic study

of ICT and which has a strong technical component. However, it will extend your skills, particularly in database design and development, spreadsheet modelling and presentation.

Staff in the ICT department are graduates of ICT or Computing, and have a vast knowledge and resource bank for the successful teaching of the subject

What will this course prepare me for?

GCSE ICT can form the basis for study at further education in ICT or similar courses such as Computing or Business Studies. ICT skills will be beneficial for virtually any course chosen at further education, and are also considered an advantage when applying for employment.

How is the course examined?

The full GCSE is assessed as follows:

- Unit 1: written examination worth 40%
- Unit 2: controlled assessment worth 60%



You can keep up to date with the course by following the department on twitter **@tarletonict**.

Want to find out even more?

Visit the Edexcel GCSE ICT page at

<http://www.edexcel.com/quals/gcse/gcse10/ict/Pages/default.aspx>

GCSE MODERN FOREIGN LANGUAGES FRENCH, GERMAN or SPANISH

Exam Board: EDEXCEL

Students can choose from French, German or Spanish or a combination of two languages.

Examinations are in two tiers:

FOUNDATION	Grades C-G
HIGHER	Grades A*-D

Students can “mix and match” tiers, allowing them to take foundation in one area and higher in another.

The language G.C.S.E courses are assessed by final examinations at the end of Year 11 or in some cases at the end of Year 10, and through controlled assessment over the two years. It is recommended that students who wish to study a second Modern Foreign Language are keen and able linguists and have demonstrated an aptitude for language study. Those students who select Spanish should be aware that they are condensing the study of a new language into two years. The selection of a second Modern Foreign Language will be discussed at the KS4 Course interview.

Students will be given the opportunity to take part in school visits to France, Germany and Spain in order to enhance their language skills.

The G.C.S.E. syllabus studied covers the following range of topics:

For Listening and Reading:

- Out and About
- Customer Service and Transactions
- Personal Information
- Future Plans, Education and Work

For Speaking and Writing:

- Media and Culture
- Sport and Leisure
- Travel and Tourism
- Business, Work and Employment
- Centre-based Option



Students will work towards controlled assessments in speaking and writing (each representing 30% of their overall GCSE Grade). In June of Year 11, students will also be externally assessed in the skill areas of listening and reading (each representing 20% of their overall GCSE Grade).



GCSE MUSIC

Exam Board: AQA

Students will find Music at Key Stage 4 a stimulating and enjoyable experience, with opportunities to try out their own musical ideas and styles, as well as develop their overall knowledge of the subject.

UNIT 1: *Listening To And Appraising Music*

Written exam: externally assessed – 20% of the total marks
Students explore five areas of study through three strands of learning
Assessment is through a terminal exam marked by AQA examiners. Students respond to questions based on short musical extracts drawing on music from all five areas of study. Recorded excerpts of music are provided on a CD. There are objective tests, structured response and extended response questions.

UNIT 2: *Composing And Appraising Music*

Up to 20 hours controlled assessment for the composition and 2 hours controlled time for the appraisal.

Externally assessed – 20% of the total marks.

- A. Students compose one piece of music which explores two or more of the five areas of study and links to one of the three strands (10%)
- B. Students appraise the process and outcome (10%)

UNIT 3: *Performing Music*

Controlled Assessment: Internally assessed and externally moderated – 40% of the total marks.

Students offer one individual performance (acoustic or technology-based) and one group performance. The recordings can be made at any time during the course.

UNIT 4: *Composing Music*

Controlled assessment – internally assessed and externally moderated – 20% of the total marks.

Students compose one piece of music which explores two or more of the five areas of study in any style or genre of the student's choosing.

Students should note that 40% of the course involves composition.

The department is housed in the Ribble Building and has superb facilities for rehearsing, performing and sound recording.

The course is available to all, but is best suited to those students who have reached a reasonable level of keyboard or instrumental skill, or who have a good singing voice and are interested in creating their own music.

GCSE PHYSICAL EDUCATION

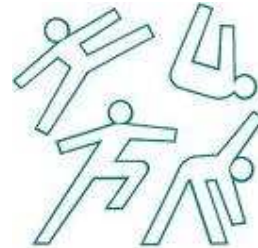
Exam Board: EDEXCEL

The New Edexcel GCSE Physical Education Syllabus encourages students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education.

The Theory of Physical Education

The examination:

- 1 hour and 30 minutes in length
- Marked out of 80
- Includes multiple-choice, short-answer, and longer-answer questions



The two year course encourages creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations. This allows students to prepare and make informed decisions about further learning opportunities and career choices, become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official.

Students are able to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

Performance in Physical Education

This unit is internally assessed, under controlled conditions and students need to undertake two different controlled assessment tasks.

The controlled assessment:

- Is internally set
- Is internally marked using published assessment criteria and externally moderated
- Is made up of four performances, each marked out of 10,
- An analysis of performance in a selected physical activity is marked out of 10.
- Total raw mark available is 50.

Overview of content

- Practical performance in different contexts, within selected physical activities, in the role of, player/participant, official or leader.
 - Students are required to offer **four performances**, in practical contexts, in the role of, player/participant, official or leader.
 - At least two of the four performances must be in the role of player/participant.
 - Performances must be taken from a minimum of **two different activity groups**.

Player/participant



Students must:

- ❖ know about the rules/regulations of selected physical activities, and
- ❖ Know how these relate to, and affect, participation
- ❖ demonstrate effective and suitable skills, in isolation and/or
- ❖ Competitive situations, as appropriate.

Official

Students must:

- Understand the role(s) of officials in selected physical activities know, and be able to apply, the rules/regulations of selected physical activities
- Understand, and be able to apply, principles relating to fair play in selected physical activities
- Demonstrate effective, and suitable, officiating skills in selected physical activities (under supervision of a qualified/suitable individual where appropriate), including controlling a competitive situation or managing an event.

Leader

Students must:

- Understand the role(s) of leaders in selected physical activities
- Understand, and be able to apply, principles relating to fair play in selected physical activities
- Demonstrate effective leadership skills in selected physical activities (under supervision of a qualified/appropriate individual where appropriate), including:
 - taking responsibility for the training and preparation, of an individual/team, for competitive situations in a selected physical activity
 - supporting players/participants in the performance of a physical activity with due consideration to health and safety issues.

Analysis of performance

- All students to undertake an analysis of performance, which is made up of five separate components:
 - Rules, regulations and terminology
 - Observe and analyse performance
 - Evaluate performance
 - Plan strategies, tactics and practices
 - Plan a Personal Exercise Programme (PEP).

The analysis of performance must be based on one of the physical activities undertaken in the role of player/participant.

The analysis of performance cannot be based on the roles of official or leader.

- The Personal Exercise Programme (PEP)
 - Is based on a different physical activity to the other sections of the analysis of performance, but must be based on an activity undertaken in the role of player/participant.

Controlled assessment task for Analysis of performance

- Students can complete the first four components of the task in a variety of appropriate formats, including:
 - a question and answer session
 - a written report
 - a presentation.
 - The Personal Exercise Programme must be presented in written form.



The Theory of Physical Education

Overview of content

- Healthy, active lifestyles and how they could benefit you
- Influences on your healthy, active lifestyle
- Exercise and fitness as part of your healthy, active lifestyle
- Physical activity as part of your healthy, active lifestyle
- Your personal health and wellbeing
- Your healthy, active body
- A healthy, active lifestyle and your cardiovascular system
- A healthy, active lifestyle and your respiratory system
- A healthy, active lifestyle and your muscular system
- A healthy, active lifestyle and your skeletal system
- Physical activity and your healthy mind and body

It is important to note that an average, or above standard of performance in physical education is necessary in order to undertake this course.

The wearing of the appropriate school kit is compulsory for all activities/lessons.

GCSE RELIGIOUS EDUCATION

Exam Board: AQA

The course involves the study of social and moral issues from both a secular and religious standpoint and an exploration of one of the major world faiths



How is it assessed?

There are two exam papers that are taken in Year 11

What are the areas of study?

The topics encourage students to think independently and reflect upon the world in which they live. They promote skills of discussion, analysis, interpretation, evaluation and reasoning, all of which help to equip them for life after school. An increasing number of students choose to continue their studies post 16 with courses in Philosophy and Ethics and Law

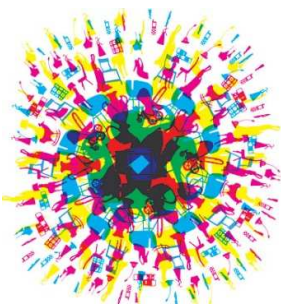
The social and moral issues paper will include topics such as :

Religion and Conflict	Issues of peace, forgiveness and conflict
Religion and Medicine	Issues of medical ethics and the sanctity of life
Religious Expression	Issues of expressing one's faith
Authority-Religion & State	Issues of law and order in religion and society

How?

A wide variety of teaching and learning styles are used including technology, role plays, discussion, group and individual work, presentations, games, music, projects and outside speakers. Reference is constantly made to current events reported through the media where relevant in order to make these issues 'come alive' for students

DESIGN AND TECHNOLOGY



Are you a creative problem solver? Do you enjoy hands on making activities? Are you an aspiring Chef? Design and Technology leads to careers in Engineering, Manufacturing, Food Science, Marketing, Graphic Design, Product Design, Architecture, Interior Design, Computer Aided Design, Hospitality and Catering.....

'Design and Technology is about making things that work well. Creating these things is hugely exciting: it is an inventive fun activity.'

Sir James Dyson

*Industrial designer, inventor and founder of Dyson
Patron of the Design and technology Association*

In order to provide students with choice, the department offers the following areas of study from which they may select one or two areas:

GCSE Food Technology
GCSE Graphic Products
GCSE Resistant Materials (Metal, Wood, Plastics)
BTec Engineering

GCSE COURSES AVAILABLE

Exam Board: AQA

The format of the AQA GCSE exam specifications incorporate Design and Practical outcomes as well as the theory relating to the area of study.

Assessment

60% of the G.C.S.E. grade Controlled Assessment. This is a major project taking 45 hours beginning in the Spring Term of year 10 and continuing throughout Year 11.

40% of the G.C.S.E grade Written Paper (2 hours)

There is one tier of assessment covering grades A* to G.

Food Technology is a very exciting and creative subject. Students are required to design and make a wide range of products and study foods, ingredients, processes and techniques; developing skills which enable you to make food products. Food Technology will also help you to develop an understanding about diets and health and making choices as consumers.

Graphics encourages students to design and make products with creativity and originality through a variety of practical activities: including typography, freehand sketching, drawing and enhancement techniques, as well as Computer Aided Design; using a range of modeling materials and new technologies.

Working with a range of **Resistant Materials** and learning both traditional hand-skills as well as using Computer Aided Design, students following this course have the opportunity to produce a range of exciting products including iPod docking stations, lamps, jewellery and furniture.

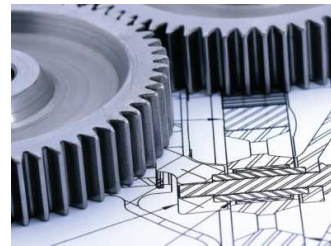
BTEC COURSE AVAILABLE

Exam Board: EDEXCEL

Level 2 BTEC First Certificate In Engineering – this is a double option

This course is designed to give the student a specialist work-related qualification, and gives learners the knowledge, understanding and skills they need to prepare for employment in within Engineering.

The vocational style of learning is different from more traditional routes. Learners may research topics and present results in a wide variety of ways other than as written text; often applying their research, skills and knowledge to specific work-related contexts, case studies and real-life examples. Group interaction, for example, through team work and role play, allows learners to work collaboratively in key areas of study, just as they would in the workplace.



All students are required to complete 4 units of study. These are likely to be:

- Working Safely and Effectively in Engineering
- Interpreting and Using Engineering Information and Fitting
- Fabrication Techniques and Sheet Metal Work
- Electronics

You will learn how to apply your knowledge, both on your own and as a member of a team, to develop your skills and abilities. It is a practical based subject which is continually assessed and means there are **no exams**. Instead you will complete **assignments** and a coursework folder which will be assessed by your teacher. Strict deadlines will be given for the completion of each unit of study.

On a BTEC First course you will achieve:

- a Pass (equivalent to a grade C), Merit (B) or Distinction (A) for each of your assignments.
- an overall Pass, Merit or Distinction for the whole course on completion.

Your BTEC First Certificate will give you an excellent understanding of Engineering and the knowledge you need to succeed in the world of work. It would provide you with an excellent base for further study at college or alternatively you would be able to enter initial employment, at junior level, in Engineering.