

THE THOMAS HARDYE SCHOOL



**Key Stage 4 Courses
2017 - 2019**



The Thomas Hardy School

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Dear Parent/Guardian

Key Stage 4 Courses 2017 - 2019

In this booklet you will find details of the school's programme of courses for students embarking upon Year 10 in September 2017. Please read the booklet carefully and discuss it with your son/daughter.

The booklet gives details of the compulsory core subjects, including Theology and Ethics and the option subjects. There is also information about the English Bacculaureate and the increased importance that the government is now giving to gaining a GCSE in geography or history. Further details concerning this will be found on the enclosed form and will be explained at the Year 9 Option Information Evening on Monday 6th February. The forms should be returned to the school by Monday 27th March.

We look forward to seeing you at the Option Information Evening on 6th February and one of the following Consultation Evenings, 2nd March, Napier and Trenchard Colleges and 9th March, Henning and Stratford Colleges.

Yours faithfully

Mr M Foley
Headteacher

Leadership Team

Mrs N Bousfield BA
Mrs L Cheney BEd
Mrs K Chittenden BA
Mr I Cornell BSc
Mr J Dean BSc
Dr T Ennion BSc PhD
Mrs L Morrison BEng



The English Baccalaureate (EBacc)

To complete the English Baccalaureate a student needs to study Mathematics, English, Science, Geography and/or History, and a Modern Foreign Language.

This measure was introduced by the government in 2010 and is now gaining in importance. The government intend to make it compulsory for as many students as possible, and expect almost all students to choose geography or history as part of their options.

In the Thomas Hardy School the subjects taken by the vast majority of students already cover the English Baccalaureate, and we would emphasise that geography or history are now being regarded by the government as being part of a broad and balanced curriculum. As time goes on this is likely to be increasingly reflected by employers and universities and therefore if you are not choosing either geography or history we are asking you to give a brief reason for this on the options form.

As with all elements of the options process, students can discuss the English Baccalaureate with their tutors and subject teachers.

COMPULSORY SUBJECTS

English Language/English Literature

Mathematics

Science

**French or German or Spanish
(as in year 9)**

Theology and Ethics

Games and PE (core)

Personal, Social, Health and Citizenship Education

Design and Technology

English

English lessons encourage students to communicate by speaking and listening, reading and writing. Students will be invited to reflect on their own experience, feelings and views, use language for practical and analytical purposes and in creative ways. They will learn how to respond to 19th Century texts and language; both fiction and non-fiction.

At the end of year 11 at GCSE level, there will be two separate assessments for English Language and for English Literature. Students will draw upon a range of texts as reading stimulus and engage with literary texts as well as real contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. English Literature will test the students' understanding and sensitivity to literature through chosen and unseen texts.

English Language is assessed by 100% examination. There is a separately endorsed unit for Speaking and Listening that does not contribute to the overall grade for the GCSE. English Literature is also assessed by 100% examination. There are two examinations for each GCSE which will take place at the end of year 11.

The first English Language examination tests students' ability to engage analytically with a creative text and to write creatively. The second examination will test students' insight into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. One of the non-fiction texts will be drawn from the 19th Century. Students will also be required to complete a writing task with a specified audience and purpose.

The first English Literature examination will test students on a Shakespeare play and a 19th Century novel. The second examination will test students on a modern novel or drama text as well as poetry (both seen and unseen). The poetry will be drawn from a range taken from 1789 to the present day. Students will be awarded grades on a scale of 1 – 9, with 9 being the highest grade. There are no tiered entries for either subject.

The Area has a policy to regroup students for the start of their GCSE course in Year 10. Having worked with the students in year 9 and using the teacher assessment results and prior data, we will create new mixed ability groups which will give students access to the whole curriculum and achieve a broad spectrum of success.

You can receive further information on this subject from Mrs R Glennie (Curriculum Leader, English) and Miss D King (Deputy Curriculum Leader).

MATHEMATICS

All students will take this course leading to a GCSE in Mathematics. The syllabus is designed to promote and encourage flexibility and variety in teaching and learning styles in the classroom and facilitate the effective use of resources, for example a variety of textbooks, presentations and computers.

The course aims to enable students to:

- develop a positive attitude to mathematics
- consolidate basic skills and meet appropriately challenging work
- apply mathematical knowledge and understanding to solve problems
- think and communicate mathematically - precisely, logically and creatively
- appreciate the place and use of mathematics in society
- apply mathematical concepts to situations arising in their own lives
- understand the interdependence of different branches of mathematics
- work cooperatively, independently, practically and through investigation
- acquire a firm foundation for further study

Students will have the opportunity to develop skills in the following areas of mathematics:

- using and applying mathematics
- number and algebra
- shape, space and measures
- handling data

The course will be examined at the end of year 11.

There will be three papers, each one and a half hours long, one non-calculator paper and two calculator papers.

There are two tiers of entry ensuring assessment of positive achievement:

- Higher grades 9 - 4
- Foundation grades 5 - 1

Settings: In year 9 students have been set in colleges with five sets in each college. In year 10 they will be set in year halves of ten sets. Students will take a test at the end of year 9 which, together with other evidence from their teacher, will be used to place them in an appropriate set for year 10. We continue to review setting throughout year 10.

You can receive further information on this subject from Miss C Tanner (Curriculum Leader for Mathematics).

Science

Students continue the GCSE course that they started in year 9. Their work will lead to one of two types of awards:

- GCSEs in separate science, Biology, Chemistry and Physics
- a single qualification worth two GCSEs, Double Award Science

Both of these courses allow students to study Science subjects to either A Level or BTEC Level 3.

In the AQA Triple Award Course:

- written examinations form 100% of the final mark of each GCSE
- each GCSE comprises two exams so there are six 1 hour 45 minutes exams in the summer of year 11
- each exam can be taken at Higher or Foundation tier.
- questions include multiple choice, structured, closed short answer and open response
- the grade awarded will be numerical on a scale from 1 to 9, with 9 being the highest

In the AQA Double Award Course:

- written examinations form 100% of the final mark of this GCSE
- each subject comprises two exams so there are six 1 hour 15 minutes exams in the summer of year 11
- each exam can be taken at Higher or Foundation tier.
- questions include multiple choice, structured, closed short answer and open response
- the grade awarded will be numerical on a 17 point scale from 1-1 to 9-9, with 9-9 being the highest
- AQA offer two specifications for Double Award, our students are following the Trilogy specification.

For both of the above courses students are also required to complete practical investigations. However, these do not form part of their assessed work.

Further information on any of these courses can be obtained by contacting Mr Ellison (Curriculum Leader) and Dr Rand (Subject Leader, Physics), Miss Lewis (Subject Leader, Chemistry) and Dr Rowe (Subject Leader, Biology).

MODERN LANGUAGE

The National Curriculum emphasises the need for students to learn a Modern Language in order to give them an equal opportunity with students from other European countries. In addition, a Modern Language is an EBacc subject, along with Maths, Science, English and the Humanities. To this effect, it is compulsory for most students in the school to continue to study the Modern Language they studied in year 9 to GCSE level. Students who studied two languages may continue to study both or select one for a further two year course.

Course outline – French/German/Spanish

It is hoped that all students preparing for the GCSE examinations will enjoy the experience of learning and will be given opportunities:

- to develop the ability to use French/German/Spanish effectively for purposes of practical communication
- to promote learning skills of a more general application (e.g. analysing, memorising, drawing of inferences)
- to develop an understanding of the grammar and syntax of the foreign language
- to form a sound base of skills, language and attitudes required for further study, work and leisure
- to develop an awareness of the nature of language and language learning
- to develop positive attitudes to foreign language learning
- to gain insight into the culture, including appropriate literary sources
- for enjoyment and intellectual stimulation

Syllabus content

The new GCSE syllabus aims to provide learners with the opportunity to understand and provide information and opinions about contexts relating to the learners' own lifestyle and that of other people, including people in countries/communities where the target language is spoken. The following topics and themes are covered:

- identity and culture
- local, national, international and global areas of interest
- current and future student and employment

Syllabus components

Students are assessed in the following four components:

Unit 1	-Listening	Unit 3	-Reading
Unit 2	-Speaking	Unit 4	-Writing

Students will be entered for either the Foundation Tier or the Higher Tier for all four skills. All four components will be examined at the end of the course.

Syllabus paper requirements

- Listening: Students are expected to understand and respond to the spoken language through a range of activities requiring understanding of main points and specific details at an appropriate level.
- Reading: Students are expected to understand and respond to the written language through a range of activities requiring understanding of texts at an appropriate level and including translation into English.
- Speaking: Students are expected to communicate in the spoken language in a variety of tasks tested in an examination towards the end of the course.
- Writing: Students are expected to complete a variety of written tasks, including translation into the foreign language, tested in an examination at the end of the course.

MODERN LANGUAGE - continued

Teaching methods

- The GCSE syllabus is taught in Modules as in years 7, 8 and 9.
- The use of Target Language in the classroom continues to be given priority by the teacher and the students.
- The use of a variety of resources includes a wide range of text books, worksheets, audio listening materials, authentic materials, including some literary sources, through the media of television programmes, the internet, and the support of the Foreign Language Assistant in some classes.
- Structures, vocabulary and grammar are taught in each module and the importance of accuracy is emphasised, particularly for students entering the Higher Tier.
- Differentiated resources cater for the different tier levels and allow students to work at a pace which suits them.

In addition, year 10 students are encouraged to take part in a school exchange in the country where the language they study is spoken.

In recognition of the fact that those students taking Spanish and German have only studied the language for one year we have introduced an NVQ course which will be offered to those students for whom it is most appropriate. The course is designed to develop language and skills more suitable for use in the workplace and, crucially, assessment is on-going and more accessible than the GCSE terminal exams. Students take Level 1 in year 10 and move on to Level 2 by the start of year 11, in which they can secure a qualification equivalent to a higher grade in the traditional GCSE. Students will be selected for the NVQ groups based on their attainment in year 9 and parents will be informed by letter.

The NVQ course is now also available in French and is offered to those for whom it is more appropriate than the traditional GCSE. Students begin at Level 2, as they have more prior experience of studying French, and complete the course over two years.

You can receive further information from:

French GCSE and NVQ: Mr R Davison (Curriculum Leader for Modern Languages).

German GCSE and NVQ: Miss S Hunter (Subject Leader).

Spanish GCSE and NVQ: Mr B McCormick (Subject Leader).

THEOLOGY AND ETHICS

All year 10 students follow the AQA GCSE specification A Course in Religious Studies. The course aims to provide the statutory entitlement to a religious education. It is aimed at all students, and provides them with opportunities to consider their own beliefs and ideas alongside the beliefs of others.

The content of the GCSE has been carefully chosen to provide an interesting and thought provoking course for the students. We are keen that all students will gain a qualification in Religious Studies, and it is a subject that enjoys a high status among both employers and educational establishments due to its highly academic nature.

Course content

The course is taken over a three-year period (students begin to study the GCSE content from the start of year 9) and is externally examined at the end of year 11. This gives the students the chance to consider a variety of issues in both Philosophy and Ethics and provides a useful foundation for those considering the subject at Advanced level.

Students will sit two exam papers (each one is 1 hour 45 minutes in length):

- one based on the study of two religions (Christianity and Buddhism)
- one based on thematic studies

The study of religion

Students will complete the following areas of study on Christianity and Buddhism:

- beliefs and teachings
- worship and festivals
- the ethical approaches of each faith and its role in society

Thematic studies

Areas of study are social and religious attitudes to:

- religion, relationships and families
- religion and life
- religion, peace and conflict
- religion, crime and punishment

You can receive further information on this subject from Mrs Roast (Subject Leader).

GAMES and PE (Core PE)

All year 10 students will participate in a programme of Physical Education. The likely learning experiences will include the opportunity to participate in health related fitness programmes, rugby, hockey, football, netball, badminton, tennis, cricket, athletics, basketball, swimming, rounders, aerobics, volleyball and outdoor education.

Key philosophies in relation to these activities include:

- that teaching will take place in a variety of groups, where such mixing is likely to enhance the learning experiences of the students.
- that the learning experiences should be fun.
- that each student is challenged to develop quality in knowledge, understanding performance, coaching and officiating.
- that each student is encouraged to develop a sense of personal best.
- that each student develops in self-esteem.
- games lessons follow a timetable of activities.
- PE lessons are chosen by the pupil.

Assessment

Assessment is achieved through observation and feedback and is based on students demonstrating elements of the three key themes. Learning is evaluated through reviews which inform both students and parents of their progress in terms of skills and understanding.

Teaching styles

Students in any single lesson are likely to be engaged in a variety of differing tasks depending on their current level of knowledge, understanding and performance and are encouraged to learn through practice, problem solving, observation, analysis and experimentation.

Extra-curricular

A wide range of sporting opportunities will be provided outside curriculum time. We expect to continue the school's strong tradition of inter- college and inter-school matches.

You can receive further information on this subject from Mr G Hughes (Subject Leader) and from all of the PE department.

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION

The PSHCE course is delivered to all students in years 10 and 11, by a team of specialist teachers including: College Leaders and other experienced members of staff in this field. Students in year 10 and year 11 are also supported by outside agencies. The course builds on the work covered in Year 9 and focuses on aspects of Citizenship, Health and Relationships. Students are encouraged to explore their attitudes and values and to develop the knowledge, understanding and skills which will enable them to participate fully, responsibly and successfully in adult society.

Health and Relationship Education:

Topics covered in year 10: safer sex and contraception; sexually transmitted infections; the effects of pornography, relationships, racism.

Topics covered in year 11: testicular, cervical and breast cancers, relationships.

Across both year groups students are encouraged to consider the choices they have and the consequences of the decisions they make, in relation to these choices. They explore the concept of taking responsibility for one's actions and the way these actions impact on others.

Citizenship at Key Stage 4

Topics covered in year 10: we build on issues of rights begun in Year 9 and consider the United Nations Convention on the Rights of the Child in relation to issues affecting children both globally and in the UK, including child exploitation. We also address issues linked to the United Nations Security Council.

Topics covered in Year 11: citizenship topics of global issues linked to human rights and globalisation and poverty are covered throughout the curriculum.

Across the year groups, students are encouraged to consider how issues that affect them now will affect them as they move on to work or higher education. They consider finance and budgeting as preparation for future life, while also considering how they might be involved in the wider community as voters and consumers. Financial literacy is addressed specifically by the Maths department.

You can receive further information on this subject from Mrs D Samways (Subject Leader).

DESIGN AND TECHNOLOGY SUBJECTS

Food Preparation and Nutrition

Graphic Products

Resistant Materials Technology

Systems and Control

Textile Technology

GSCE FOOD PREPARATION AND NUTRITION

This is a new GCSE to replace food technology, food and nutrition, and catering. This course enables students to gain the knowledge, understanding and skills to apply the principles of food science, nutrition and healthy eating. It encourages students to cook and allows them to make informed decisions about a wide range of learning opportunities, as well as developing vital life skills, enabling them to feed themselves and others affordably and nutritiously.

In studying food preparation and nutrition, students will:

- learn effective and safe cooking skills by planning, preparing and cooking food using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health
- understand the economic, environmental and ethical, influences on food availability, diet and health choices
- investigate food hygiene and safety when preparing, processing, storing, cooking and serving food
- explore a range of ingredients and processes from different culinary traditions

There are two areas of assessment:

- 50% written examination at the end of year 11, one hour 45 minutes, targeted at the full range of GCSE grades
- 50% NEA (Non-exam Assessment). This will take place in year 11 and consists of two tasks, the first worth 15% of the overall grade, based on a food investigation, and the second worth 35% of the overall grade, being a food preparation assessment. Both involve compulsory practical work and a concise written portfolio.

Career progression can be via degree courses in food science, nutrition, dietetics, or management, or through vocational qualifications in hospitality and catering.

The resources and opportunities in the food department are extensive and will maximise the students opportunities. There are costs involved for food ingredients, but these are kept to a minimum and there is usually choice over ingredients used.

Further information about this course is available from Mrs Voss (Subject Leader)

GRAPHIC PRODUCTS

All exam board specifications for Design Technology will change nationally as of September 2017.

As with Resistant Materials, Textiles and Systems and Control subject areas – Graphic Products will have the same coverage in terms of **core** theory related to Design and Technology. However, students will be expected to have a more 'in depth' understanding of the topics and materials associated with this subject area. Students will follow the WJEC Design Technology specification for Graphics.

Students opting for Graphics will use a range of techniques and materials but primarily be working with papers, cards and polymer. Students will have the opportunity to design and make Graphic products covering various contexts such as packaging, point of sale displays for retail, promotion and corporate identity.

Students will study the content in the following five areas to give them a breadth of knowledge, this is called the core knowledge and understanding:

- design and technology and our world
- smart materials
- electronic systems and programmable components
- mechanical components and devices
- materials

Students will then study the Graphics subject in depth, which will focus on papers and boards and the techniques associated with this material area. For example:

- the physical and working properties of papers and cards, and their ecological and social footprint
- the way in which papers and cards are influenced by a range of factors, such as functional, aesthetic, environmental, availability, cost, social, cultural and ethical
- the impact of forces and stresses on materials and objects
- stock forms, types and sizes
- alternative processes that can be used to manufacture products to different scales of production
- specialist techniques and processes that can be used to construct a high quality prototype
- appropriate surface treatments and finishes that can be applied for functional and aesthetic purposes.

How the course is assessed:

Written examination: 2 hours	Non-exam assessment: approximately 35 hours
50% of qualification	50% of qualification
A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of the core topics, and subject specific content.	A sustained design and make task, based on a contextual challenge set by WJEC.

The resources available in the department are extensive and will maximise the student's opportunities. Students will be expected to bring their own essential equipment such as a 2H and HB pencil, a compass, protractor, ruler, sharpener, rubber and colouring pencils to all lessons.

Graphic Design can be useful for progression towards many careers including: Graphic Design, Illustration, Web Design, packaging design, print making, architecture, advertising, product design and many more. Graphic design skills are used in many areas of design and industry.

At the end of the course all students will gain a GCSE in **Design and Technology** but, although they will have followed a Graphics specific pathway, this will not be named specifically on the final qualification. GCSE qualifications are reported on a nine-point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

Students may consider doing Product Design at A level.
Further information can be obtained from Miss E Morgan (Subject Leader).

Resistant Materials Technology

Resistant Materials offers an opportunity for students to identify and solve real problems by designing and making products in a wide range of contexts.

Students will have the opportunity to analyse and evaluate situations, design and make products, and then evaluate their own performance. Students will work with a range of materials and using ICT (CAD/CAM).

Students will be able to learn about the variety of roles involved in design and technology; client, designer, maker, user etc. Candidates will be encouraged to consider the relationship between technology and society.

Resistant Materials enables students to:

- solve real problems using the design process
- develop their graphical communication skills
- develop as independent learners
- consider sustainability in design
- use tools and equipment to design and make quality products
- analyse existing products and produce practical solutions to meet a need
- develop decision-making skills through individual and collaborative working
- be creative and innovative when solving problems

Assessment

Component 1: Exam - 50% of qualification

All Resistant Materials students will have to study Core Design and Technology, which is presented under the following headings:

- design and technology and our world
- smart materials, composites and technical textiles
- electronic systems and programmable components
- mechanical components and devices
- materials relating to all Design and Technology areas (Resistant materials, textiles, electronics, graphics)

Students are also required to develop an in-depth knowledge and understanding in relation to at least **one** of the following:

natural and manufactured timber
ferrous and non-ferrous metals
thermoforming and thermosetting polymers

Component 1 is assessed with a 2 hour exam taken at the end of year 11.

Component 2: Coursework (Non examined assessment) - 50% of qualification

Students will complete a design and make project, based on a problem.

Students will be assessed on their ability to:

- identify, investigate and outline design possibilities
- design and make a final prototype based on a personalised design brief
- analyse and evaluate design decisions

You can receive further information on this subject from Mr S Patel (Subject Leader).

SYSTEMS AND CONTROL

This course will give students the opportunity to gain skills in the control of systems using electronics, computers, and mechanics. Systems & Control is a STEM subject and a useful first step for those thinking of a possible career in one of the many branches of Engineering. It will provide the necessary basis to continue onto A level Electronics which counts as a science subject when applying for an engineering based degree. Students will also develop their capability in Design and Technology by using tools and processes with a wide range of materials and components. Quality outcomes are central to the design and making process.

There will be an opportunity to:

- learn about semi-conductor devices (transistors, diodes, thyristors, thermistors, light dependent resistors etc.) and how to use them in simple electronic circuits to achieve a desired outcome.
- learn how to link these circuits together to solve simple problems and to meet the needs of a design brief.
- use application specific integrated circuits (ASICs) like the 555 timer chip and the Operational Amplifier to achieve a more sophisticated outcome.
- use re-programmable micro-controller chips as an alternative means of meeting a design brief.
- learn mechanics (forces, mechanisms, structures, materials) as well as design considerations (product analysis, sustainability, legislative issues, commercial practice and design influences)

The syllabus consists of:

50% Design & Make task consisting of a 35 hour practical project in year 11

50% Two hour exam on Technical and Designing & Making principles taught in year 10

This course will provide a first class basis for students wishing to pursue studies at A level in Electronics, Science, Computer Science or a vocational course in Engineering. The present resources available in this area are outstanding and will afford a superb opportunity for students to achieve their full potential. Essential materials will be provided, although students will be expected to pay for their electronic components when undertaking the course work module.

It should be noted that an interest in electronics/engineering and an aptitude for mathematics and physics would be very useful for this GCSE course.

You can receive further information on this subject from Mr D Stosiek (Subject Leader).

Textile Technology

GCSE Design and Technology offers an opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology learners will participate confidently and successfully in an increasingly technological world and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. It allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth

Summary of assessment

Component 1: a two-hour examination at the end of year 11 worth 50% of the GCSE.

The exam consists of a mixture of short answer, structured and extended writing questions

Students will have to study Core Design and Technology, which is presented under the following headings:

- design and technology and our world
- smart materials, composites and technical textiles
- electronic systems and programmable components
- mechanical components and devices
- materials relating to all design and technology areas (resistant materials, textiles, electronics, graphics)

Students are also required to develop an in-depth knowledge and understanding in:

- natural, synthetic, blended and mixed fibres
- woven, non-woven and knitted textiles
- ecological and social footprint
- industrial practices in textiles
- using and working with materials
- decorative and construction techniques
- surface treatments and finishes in textiles
- fashion designers

Component 2: Non-exam assessment worth 50% of the GCSE

Students will complete a design and make project based on a contextual challenge. Approximately 35 guided learning hours should be devoted to this task.

Students will be assessed on their ability to:

- identify, investigate and outline design possibilities
- design and make a final textile prototype based on the design brief
- analyse and evaluate design decisions

Many students find that the course helps them to develop portfolios for interview purposes, progress from GCSE to A2 Textiles and gain career progression via a Foundation Art & Design Diploma, BA Costume Design, Textile and Fashion Design, Textiles Marketing, Buying or Retailing

You can receive further information on this subject from Mrs H Greening (subject leader)

OPTION SUBJECTS

Geography

History

Art and Design

Business Studies

Computer Science

Dance

Drama

Health and Social Care (Single Award)

Music GCSE

OCR Nationals in ICT

Physical Education (GCSE)

Second Modern Language

Geography

Why choose Geography?

Geography is a window to understanding the world and the way people live and interact in it. Geography is a traditional subject which is extremely popular with employers, universities and colleges because of the wide range of skills it develops.

Geography provides students with a contemporary view of the world and covers important issues such as urbanisation, population growth, tectonic hazards and coastal management.

What does the course consist of?

The course covers a diverse range of topics, including:

- natural hazards (earthquakes, tropical storms, extreme weather and climate change)
- coastal and river landscapes
- ecosystems (tropical rainforests and hot deserts)
- urbanisation and population growth
- globalisation
- energy resources

Fieldwork in the local area will also form part of the "Geographical Skills" examination.

Assessment

There are three examinations which would be taken at the end of year 11:

- physical Geography (35% of GCSE)
- human Geography (35% of GCSE)
- geographical skills (30% of GCSE)

Questions include multiple choice, short-answer questions and extended prose.

Beyond GCSE

Geography is a popular option at A-Level and is a well-regarded degree course. Students of Geography develop valuable skills including; evidence based decision making, problem solving, analytical thinking and data collection.

You can receive further information on this subject from Mrs Hedgecox & Mrs Bramley (Subject Leaders)

History

GCSE Course Outline

This interesting and stimulating course builds upon experiences and successes in year 9, delivering a GCSE which will make you more aware of the world around you and equipping students with a range of relevant skills for their chosen career path. As part of the learning experience we plan to continue our successful trips to Berlin, as well as visit a surgery museum in London and local Montecute house.

In year 10 we will be studying two key themes as part of the unit 'Understanding the Modern World':

- the first theme will involve learning about **America 1920-1973: Opportunity and Inequality** with specific reference to the roaring twenties, fashion, film and the impact of the Wall Street Crash and how America recovered in the 1930s. We will also study how America recovered from the Second World War, the affluence of the 1950s, social changes through the 1950s and 1960s such as rock 'n' roll and hippies. The final topic is the struggle for racial and gender equality and the role of individuals such as Martin Luther King and Malcolm X.
- the second theme will be **Conflict and Tension in Asia, 1950-1975** with specific reference to the spreading of Communism in Asia and how the Cold War went 'hot' in Korea and Vietnam. This will involve investigating why a superpower's advanced technology failed to win a war as well as the role of film, media and television in influencing public opinion.

In year 11 we will be studying two topics as part of the unit 'Shaping the Nation,' exploring how present day Britain has been moulded by past events:

- the first of which is a developmental study of **Britain: Health and the People**. This exciting study will allow students to gain an understanding of how medicine, surgery and public health developed in Britain over the last 1000 years, focusing on how factors such as war, superstition and religion and science and technology worked together to bring about change as well as the establishment of world's first NHS.
- the second topic is a depth study of **Elizabethan England**, exploring the strengths of Elizabeth's authority, the 'Golden Age' of Elizabethan culture, the development of trade and empire building including the role of pirates such as Hawkins, Drake and Raleigh. The conflict with Spain and the defeat of the Armada will also be studied. The unit will conclude with a study of an historical environment, which may be a battle, building or revolt.

Skills

The course will develop the skills and attitudes engendered in year 9 in order to give students relevant and focussed expertise for their future choices:

- the ability to make judgements regarding the nature of evidence, and to make sound logical arguments. This is a highly effective skill valued in further education and careers such as the law and diplomacy.
- the ability to select and deploy relevant information and to use it in a clear and effective way to make informed judgements, in both written and verbal formats. These are skills relevant to a range of business activities as well as an excellent grounding for careers such as journalism, publishing and the media.
- the skill to understand the nature and context of the world around us, why events happen, what are the results of those events, the motives of people, why some individuals are more influential than others, and how people can be manipulated and won over
- creative, collaborative and leadership skills necessary to working successfully within a team both in further education and employment.

Assessment

This will take the form of three papers, as well as a controlled assignment, on Britain and the Second World War.

A variety of historical sources, such as diaries, artefacts, slides, videos, posters, will be examined and students are encouraged to contribute to these. The department has run trips to the World War 1 Battlefields of Belgium and France and has visited the 'D Day' beaches in Normandy, as well as Berlin, Paris, St Petersburg, New York and Washington, Auschwitz, Munich and Nuremberg.

You can receive further information on this subject from Mr M Pardoe (Curriculum Leader).

ART AND DESIGN

This is an interesting and challenging course for students with a real commitment to Art and Design, covering both practical and theoretical work in the key areas of painting, sculpture and printmaking.

Students will produce a portfolio of work based on a variety of project starting points. A sketchbook forms an important part of the study programme in which students investigate and research ideas, record personal observations and develop their understanding of other artists and cultures. This will enable them to plan their practical work effectively before embarking upon a series of final pieces in a variety of different chosen media. Students are also required to make studies of the work of other artists and cultures and relate this to their own work.

As the course progresses students will have the opportunity to further develop a more personal approach in which they explore their own ideas in their preferred medium. Students are encouraged to respond to a previous GCSE exam question to give them experience of Art exam titles and to enable them to produce a mature body of work. These projects provide a rich source of ideas and material for first-hand study and will also provide a real link with established artists and designers.

At the end of each term the work will be assessed. Marks are given for each of the following criteria:

- looking at the work of other artists and cultures
- developing ideas and the use of techniques and processes
- observational skills
- modifying and refining work

The examination is divided into two components:

- coursework unit 60%
- controlled test 40%

From the above information it can be seen that real commitment to the subject and a willingness to learn new skills and ideas and take a creative risk is required by all taking the course.

You can receive further information on this subject from Ms A Davies (Curriculum Leader, Art)

BUSINESS STUDIES

What is GCSE Business Studies?

Business Studies is real and relevant. It offers young people the chance to develop knowledge, understanding and skills in relation to businesses small and large, local or international.

Key Skills

The GCSE specification requires students to:

- actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different people in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable
- apply their knowledge to business contexts (small to large businesses operating in local, national and global markets)

Course Content

The programme of study includes:

- spotting a business opportunity, showing enterprise and putting a business idea into practice
- making the start-up effective
- understanding the economic context
- marketing
- meeting customer needs
- effective financial and people management
- the wider world affecting business
- e-commerce and digital communication
- the sales process and the importance to businesses of providing good customer service, including product knowledge, customer engagement and post sales service
- the role of procurement and the impact of logistical and supply decisions on businesses
- gross and net profit ratios, break even and average rate of return

Assessment

The course is assessed by examination only.

What next?

A GCSE qualification in Business Studies can lead to further in depth study of Business Studies at A level and can raise awareness of other subjects such as Economics, Law and Accounting.

You can receive further information on this subject from Mrs G Allner – Subject Leader Business and Economics

COMPUTER SCIENCE

Why choose GCSE Computer Science?

Students wanting to go on to higher study or employment in the computer science or ICT field will find this course provides a superb stepping stone.

GCSE Computer Science is a great way to develop critical thinking, analysis and problem solving skills, which can be transferred to further learning and everyday life. Computer Science is now part of the English Baccalaureate (EBacc) and the skills which you will learn from studying Computing are very sought after by both further education and employers. Career prospects are excellent and the expanding computer related industries provide a wide range of opportunities.

What does the course entail?

Students studying this course will develop their understanding of current and emerging technologies and how they work. They will acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts. Students will look at the use of algorithms in computing and develop programs to solve problems. In particular, students will design and develop programs using the Python language to solve a range of tasks. GCSE Computing also provides a thorough introduction to the theory underlying the technology behind modern computer systems. Topics studied will include hardware, software, systems architecture, networks, and data representation.

- Component 1 Computer systems – theory (written paper) 40%
- Component 2 Computational thinking, algorithms and programming – theory (written paper) 40%
- Component 3 Programming project – internal assessment 20%

Further information is available from Mr Burdett (Curriculum Leader)

DANCE

This course leads to a GCSE qualification in Dance.

Course Aims

The aims of the course are to develop each student's knowledge, understanding and skills of Dance through performance, choreography (creating dances) and appreciation (the study of dance works).

Students will study a range of professional dance works, in a variety of styles including ballet, urban and contemporary, on video and through live performance. Practical work is normally in a contemporary style and involves learning sequences of movement and creating dance pieces.

Theory and practical work are integrated within the lesson and the syllabus prepares for further study in dance including A Level Dance, AS/A2 PE, and AS/A2 Performance Studies.

Students will have the opportunity to perform in school dance shows and other such events. They will also participate in workshops with visiting artists/companies, and attend theatre trips to see live dance performances.

Assessment

- 30% performance (set phrase 15 marks, performance in duo/trio 25 marks)
- 30% choreography
- 40% written exam 1 hour 30 minutes (80 marks)

You can receive further information on this subject from Mrs E Ncube (Subject Leader).

DRAMA AND THEATRE ARTS

Overview of course:

Performance is paramount in GCSE Drama, so 60% of the 2 year course is dedicated to non-examined work.

- Students will be required to perform two extracts from published plays (20% of GCSE) and devise a piece of drama and log progress in a portfolio (40%).
- The course offers personalised development, with students being able to choose to be a performer or designer (lighting, sound, set, costume, puppets).
- They have the freedom to choose their style, type of text and to use their own interests as a springboard for their work.

As in previous years, the final 40% is dedicated to the written exam, which has been adapted to be more straightforward than the previous written assessment.

- The paper is a 1 hour and 45 minutes, open book exam which focuses on a set play and a review of a live performance.
- It uses a variety of question styles, with various degrees of weighting and asks students to combine what they've learned about how drama is performed with their practical experience and imagination.

Why choose GCSE Drama?

- It encourages students to become creative problem solvers with the skills they need for a bright and successful future.
- Students learn to collaborate with others, think analytically and evaluate effectively.
- They gain the confidence to pursue their own ideas, reflect and refine their efforts.
- It provides a strong foundation for further progression within the performing arts industry.

Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

You can receive further information on this subject from Miss K Ashton (subject leader).

HEALTH & SOCIAL CARE – level 2 Technical Award

(equivalent to one GCSE)

Why should I choose this course?

If you wish to follow a career which involves working with people, such as in the medical, social or educational professions you would definitely find this course of use.

You must have an interest in health and social care and wish to develop skills and learn the theory that can prepare you for further study and employment within this sector. You should care about other people with different health needs, and enjoy independent research and study, as well as finding out about how people develop.

The structure of the GCSE course

You will complete three units (one externally assessed and two internally assessed).

Unit 1: Improving the well-being of an individual (30% - portfolio) **

You will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. You will then review and evaluate the impact this plan has had on your chosen client.

**To do this unit you must be prepared to carry out a fitness test and take health measurements from yourself and other people. You will not be able to complete this course without doing this.

Unit 2: Promoting healthy living (30% - portfolio)

In this unit you will research and evaluate existing health promotion campaigns and then plan and deliver your own health promotion campaign. This involves an element of creativity as you will have the freedom to choose the type of materials you produce, from posters or wall displays in schools, to promotional videos or radio scripts. At the end, you will review and evaluate the success of your campaign.

Unit 3: Development through the life stages (40% - EXAM – 1hour 30 minutes)

You will study the fundamentals of health and social care and acquire the underpinning knowledge required to carry out the two practical units. This knowledge will be relevant when considering future career choices and further study options.

This unit covers:

- the stages and patterns of human growth and development
- expected development at each life stage
- life events
- sources of support/services for life events
- roles of professionals from the sectors who are involved in supporting life events
- definitions of health and well-being
- factors influencing health and well-being

What can I do after this course?

If you wish to follow a career in the medical, social or educational professions it would definitely be of use to you. You can progress to Cambridge National Award in Health and Social Care as an Extended Certificate (equivalent to A level) in sixth form. This course will provide you with a solid understanding of health and social care that will help you to make choices about your future study options and career choices.

You can receive further information from Mrs Archer (Subject Leader).

GCSE MUSIC

The Edexcel GCSE Music Course is open to anyone who plays an instrument or sings, and loves music, and is interested in finding out more about it.

You will be able to develop your own musical interests and skills, including an understanding of how to make music individually and in groups. The course will enable you to evaluate your own and others' music, and develop an understanding and appreciation of a range of different kinds of music. It will also develop your broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

We will expect you to participate actively and enthusiastically in class through performing, listening, and composing, and to join in at least one of the wide range of exciting clubs and activities that the Music Department has to offer. You will also be offered enrichment activities such as master classes.

We will also expect you to have lessons on at least one instrument (or singing) throughout Years 10 and 11.

The course is divided into 3 Units:

Unit 1: Performing Music

- One solo performance on your instrument
- One ensemble performance with others.

Unit 2: Composing Music

- Create 2 compositions
- Use *Sibelius* or *Cubase* computer software, or your own suitable musical creation software e.g. *Garageband*
- Record both of them, and submit a written score or commentary for both.

Unit 3 – Listening and Appraising

- Take a 1hour 45minute listening exam on 8 set works (pieces of music that you will listen to and learn about during the course), dictation and unfamiliar music.

All of the units refer to the *Areas of Study* – the actual music you will listen to. These are:

Instrumental Music 1700 – 1820

- JS Bach: 3rd Movement of Brandenburg Concerto no.5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique')

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- John Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')
- Further information on the course is available from Mr Bruton (Director of Music).

ICT

Why ICT?

OCR Cambridge Nationals will qualify you to operate confidently in today's digital world and give you valuable digital know-how. This course is a really useful, real world qualification whether you see your future including university, training or going out to work. OCR Cambridge Nationals will also look great on your CV whatever you go on to do.

What does the course entail?

Following on from the highly practical and fun year 9 curriculum, OCR Cambridge Nationals takes an engaging, highly practical and inspiring approach to learning and assessment. Students will further their practical skills in animation, video production, sound recording and multimedia presentation and study the everyday use of ICT, from smartphones to drones. Furthermore 75% of the course is practical coursework and has only one exam worth 25%.

Assessment

The course consists of three practical units (75%) and one theory examination unit (25%):

- R007 – Practical: creating a dynamic product using sound and vision.
- R005 – Practical: creating an interactive product using multimedia product components
- R002 – Practical: using ICT to create business solutions – this includes email, word processing and desk top publishing
- R001 – Exam:

You can receive further information on this subject from Mr Burdett (Curriculum Leader)

GCSE PHYSICAL EDUCATION 2017

We are delivering the OCR GCSE Physical Education (9-1) course designed and regulated by Ofqual.

Course overview: Theory – 60%, Practical – 30%, Coursework – 10% taught across five lessons a fortnight (three lessons of theory and two lessons of practical sport). Students must have a love of sport with all abilities welcome.

Theory

The theory content is a challenging mixture of anatomy & physiology, movement, psychology, physical training, socio-cultural factors in sport and health & fitness. Students must want to improve on their knowledge and understanding in these subject areas. Lessons are designed to be interactive and engaging with 'active learning' used for a number of topic areas.

Assessment comprises of two written exams:

Component 1: Fitness and Body Systems (Exam 1 hour 45 minutes). Topics: anatomy and physiology, movement analysis, physical training and use of data in these areas.

Component 2: Health and Performance (Exam 1 hour 15 minutes). Topics: health, fitness and wellbeing, sports psychology, socio-cultural influences and use of data in these areas.

Practical

Practical performance is worth 30% of the qualification and is based around being assessed in three sports (must be from the list below). Students will be assessed in one team sport, one individual sport and a third being a choice of either. The assessment of ability takes place in two formats, the first is skills in isolation and the second is skills in a competitive situation. This is a great opportunity for pupils to play sports they enjoy and pick up and improve new sports.

Team Sports	Individual Sports
Association football	Amateur boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing
Cricket	Cycling
Dance	Dance
Gaelic football	Diving
Handball	Golf
Hockey	Gymnastics
Hurling	Equestrian
Lacrosse	Kayaking
Netball	Rock climbing
Rowing	Rowing
Rugby league	Skiing
Rugby union	Snowboarding
Squash	Squash
Table tennis	Swimming
Tennis	Table tennis
Specialist activity:	Tennis
Blind cricket	Trampolineing
Goal ball	Specialist activity:
Powerchair football	Boccia
Table cricket	Polybat
Wheelchair basketball	

Coursework

The coursework is 10% of the qualification and comprises of pupils carrying out an analysis and evaluation of performances in a chosen sport. Students will evaluate strengths and weaknesses, analyse performance, complete an overview of skills required for their sport, assess their own strengths and weaknesses using video evidence and analyse movement and classification of skill.

You can receive further information on this subject from Mr G Hughes (Subject Leader) and Mr Long (Course Leader).

SECOND MODERN LANGUAGE

The Modern Languages Department hopes that students who have studied two languages in year 9 will understand the tremendous advantage the study of two languages could bring to their future career prospects. In year 11, as well as completing outstanding modules, they will be taught AS skills and structures in the hope that they will continue the study of at least one language at AS or A level.

Students who take the opportunity to continue the study of their second Modern Language from year 9 will study it alongside French.

In exceptional circumstances and with the agreement of their teacher and the Head of Languages, gifted and talented linguists may be allowed to study a second modern language in place of another subject.

You can receive further information from:

French: Mr R Davison (Curriculum Leader for Modern Languages).

German: Miss S Hunter (Subject Leader).

Spanish: Mr B McCormick (Subject Leader).

