

KEY STAGE 4 CORE CURRICULUM

At Maiden Erlegh School, all students at Key Stage 4 will study the following courses to examination level at GCSE:

- English Language
- English Literature
- Mathematics
- Science
- Religious Studies*
- A Humanity (Geography or History)

**Most students will study Religious Studies GCSE as part of the core curriculum. Those who do not will study Leisure and Tourism GCSE.*

In addition, they will have lessons in

- Physical Education
- Personal Social & Health Education, which will include health education and work related learning which will be delivered through the pastoral programme and some other subjects.

OPTIONAL CURRICULUM

The remainder of the curriculum is chosen by the students and is accessed through one of **three curriculum pathways**, green, blue and yellow. You have already received information about the curriculum pathway that we recommend for your child.

It is important for students to consider the courses most suitable for them, taking into account their own strengths and weaknesses. The first part of the process is to find out about the courses and how they are assessed. This handbook contains a great deal of information for students and parents about the courses being offered. Parents also have an opportunity to find out more about courses at the Year 8 Options Evening on Wednesday 26 February.

We believe that the curriculum pathway recommended for your child will offer the best route to success at KS4. This suggestion has been based on the pupil's performance and aptitude so far at Key Stage 3. Pupils should find that within the recommended pathway they will be able to choose the subjects that they believe are appropriate for them. Further guidance and advice are available from Miss Pedder, Head of Year 8, and Mr. Thomas, Assistant Headteacher, throughout the options process. Both will be available at the parents' meetings for consultation over this process.

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

Green Pathway

Students on the green pathway will be advised to follow one of two routes:

Route One

Students will choose from the following:

- A modern foreign language, either French or German
- Either History or Geography
- Any other two GCSEs or two BTECs or one GCSE and one BTEC.
- Plus reserve choices (a single BTEC or two GCSEs)

(NB students who choose e.g. French may also choose German as an option and students who choose e.g. History may also choose Geography as an option.)

Route Two

Students will choose the following:

- Either History or Geography
- Any other three courses (GCSE or BTEC)

*All students must indicate two courses (GCSE or BTEC) as reserve choices.
(NB students who choose History may also choose Geography as an Option and vice versa.)*

	SUBJECTS
GREEN PATHWAY OPTIONS	3D ART
	ART
	ART TEXTILES
	BTEC BUSINESS
	BTEC CONSTRUCTION
	BTEC HEALTH & SOCIAL CARE
	BTEC ICT
	BTEC MEDIA
	BTEC SPORT
	BUSINESS STUDIES
	CATERING
	DANCE
	DRAMA
	FOOD TECHNOLOGY
	FRENCH
	GEOGRAPHY
	GERMAN
	GRAPHICS
	HISTORY
	ICT
MUSIC	
PE	
RESISTANT MATERIALS	

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

Blue Pathway

Students on the blue pathway will make the following choices:

- A modern foreign language, either French or German.
- Either History or Geography.
- Any other two GCSEs.
- Plus two reserve GCSE choices

All students must indicate two reserve choices.

(NB students who choose e.g. French may also choose German as an option and students who choose e.g. History may also choose Geography as an Option.)

	SUBJECTS
BLUE PATHWAY OPTIONS	3D ART
	ART
	ART TEXTILES
	BUSINESS STUDIES
	COMPUTER SCIENCE
	DANCE
	DRAMA
	ECONOMICS
	FOOD TECHNOLOGY
	FRENCH
	GEOGRAPHY
	GERMAN
	GRAPHICS
	HISTORY
	ICT
	MUSIC
PE	

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

Yellow Pathway

Students on the yellow pathway will be advised to make the following choices:

- Geography
- Any other three courses (BTECs or GCSEs)
- All students must indicate two reserve choices (BTECs or GCSEs).

	SUBJECTS
YELLOW PATHWAY OPTIONS	3D ART ART ART TEXTILES BTEC BUSINESS BTEC CONSTRUCTION BTEC HEALTH & SOCIAL CARE BTEC ICT BTEC MEDIA BTEC SPORT CATERING

SUBJECT COMBINATIONS

The following combinations are not allowed.

Economics **and** Business Studies

BTEC Business **and** GCSE Business Studies

BTEC Sport **and** Physical Education

BTEC Sport **and** Dance

Physical Education **and** Dance

Catering **and** Food Technology

BTEC Construction **and** Resistant Materials

ICT **and** BTEC ICT

ICT **and** Computer Science

Computer Science **and** BTEC ICT

Students may only choose ONE of the Art subjects

Art **or** 3D Art **or** Art Textiles

KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

There are 3 possible curriculum pathways set out below: **green, blue and yellow**. You will be advised to follow a particular pathway – you can choose any subjects within your pathway.

GREEN PATHWAY OPTIONS	SUBJECTS
3D ART	
ART	
ART TEXTILES	
BTEC BUSINESS	
BTEC CONSTRUCTION	
BTEC HEALTH & SOCIAL CARE	
BTEC ICT	
BTEC MEDIA	
BTEC SPORT	
BUSINESS STUDIES	
CATERING	
DANCE	
DRAMA	
FOOD TECHNOLOGY	
FRENCH	
GEOGRAPHY	
GERMAN	
GRAPHICS	
HISTORY	
ICT	
MUSIC	
PE	
RESISTANT MATERIALS	

BLUE PATHWAY OPTIONS	SUBJECTS
3D ART	
ART	
ART TEXTILES	
BUSINESS STUDIES	
COMPUTER SCIENCE	
DANCE	
DRAMA	
ECONOMICS	
FOOD TECHNOLOGY	
FRENCH	
GEOGRAPHY	
GERMAN	
GRAPHICS	
HISTORY	
ICT	
MUSIC	
PE	

YELLOW PATHWAY OPTIONS	SUBJECTS
3D ART	
ART	
ART TEXTILES	
BTEC BUSINESS	
BTEC CONSTRUCTION	
BTEC HEALTH & SOCIAL CARE	
BTEC ICT	
BTEC MEDIA	
BTEC SPORT	
CATERING	



NON-EXAMINATION SUBJECTS

PHYSICAL EDUCATION

BOYS CURRICULUM

Students in **Year 9 and 10** will continue with some programmes of study from Key Stage 3 and will also begin several new ones. The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.

Years 9 and 10 Boys Curriculum
Rugby
Football
Hockey
Athletics
Tennis
HRE
Badminton
Trampolining
Cricket

Students in **Year 11** will be expected to complete 3 compulsory units of work. They will then be offered **options**, in order to allow them to follow their interests and develop a greater understanding of tactical concepts in their chosen activity.

Year 11 Boys Curriculum
Football
Basketball
Rugby

GIRLS CURRICULUM

Students in **Year 9** will continue with some programmes of study from Key Stage 3 and will also begin several new ones. The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.

Years 9 Girls Curriculum
Netball
Hockey
Football
Rugby
Basketball
HRE
Gymnastics
Dance
Athletics
Tennis
Rounders

Students in **Year 10 and Year 11** are offered **options**, in order to allow them to follow their interests and develop a greater understanding of tactical concepts in their chosen activity. These are chosen for the whole of the year and students get to participate in new activities of they wish to.

Years 10 and 11 Girls Curriculum	
Rugby	Zumba
Football	Dance
Hockey	Table Tennis
Rocketball	Personal Challenge
Lacrosse	Fitness
Volleyball	Softball
Badminton	Cricket
Trampolining	Athletics
Dodgeball	Tennis



ENGLISH – Year 9

Year 9 in English will continue to be the last year of KS3. Students will follow the National Curriculum and the New English Framework to develop and consolidate their skills in Speaking and Listening, Reading and Writing. The aim of Year 9 will be to develop skills which are particularly relevant to GCSE.

The curriculum will focus on improving language skills, reading novels, short stories, plays and poetry. A Media unit will be taught. The literature will be taken from both pre and post 1914. A Shakespeare play will be studied.

Year 10 and Year 11 ENGLISH LANGUAGE GCSE (Board: OCR)



ASSESSMENT OBJECTIVES

AO1

- Communicate clearly and purposefully;
- Listen and respond to speakers' ideas and perspectives;
- Interact with others, shaping meanings through suggestions, comments and questions.

AO2

- Understand variations in spoken language, explaining why language changes in relation to context;
- Evaluate the impact of spoken language choices in their own and others' use.

AO3

- Read and understand texts, selecting material appropriate to purpose, collating from different sources and making cross references as appropriate;
- Develop and sustain interpretations of writers' ideas and perspectives;
- Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence.

AO4

- Write to communicate clearly, effectively and imaginatively;
- Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts;
- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

COURSE CONTENT

Unit 1: Extended Literary Text and Imaginative Writing

- In Section A, one literary text (from a choice of prose, drama, poetry or literary non-fiction) is studied and students produce a continuous writing response to one task.
- In Section B, candidates produce two linked, continuous, imaginative writing responses.

Unit 2: Spoken Language

The **Spoken Language** consists of a written response to the study of spoken language in use.

Unit 3: Information and Ideas

- In preparation for Section A, students will read and analyse a range of non-fiction and media texts. In the examination, they answer questions on one non-fiction and one media piece, both previously unseen.
- In Section B, students produce a piece of continuous writing broadly linked to the Section A material, adapting language to suit the given purpose, audience and form.

ASSESSMENT STRUCTURE

The scheme of assessment consists of:

- controlled assessment (40% weighting): Units 1 and 2
- one terminal examination paper (60% of weighting): Unit 3

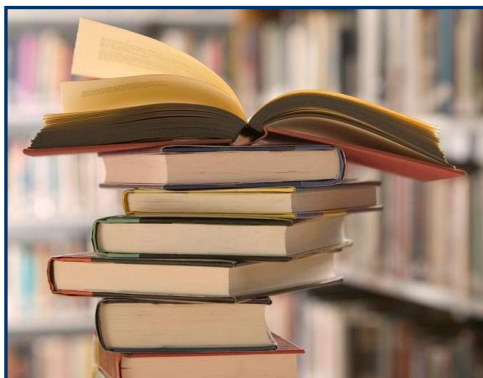
There are two tiers of entry: Higher (covering grades A* to D) and Foundation (covering grades C to G).

Speaking and Listening will be reported separately on the GCSE certificate.

The range of Speaking and Listening assessments must include:

- a drama focused activity
- a group activity
- an activity relating to a real-life context beyond the classroom
- an individual talk

Year 10 and Year 11 ENGLISH LITERATURE GCSE (Board: OCR)



ASSESSMENT OBJECTIVES

AO1

- Respond to texts critically and imaginatively;
- Select and evaluate relevant textual detail to illustrate and support interpretations.

AO2

- Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.

AO3

- Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.

AO4

- Relate texts to their social, cultural and historical contexts;
- Explain how texts have been influential and significant to self and other readers in different contexts and at different times.

COURSE CONTENT

In the four units of this course, candidates study:

- one Shakespeare text, linked to a film, audio version or live performance;
- one poet from a choice of six;
- one modern drama text from a choice of six;
- one prose text from different cultures;
- one Literary Heritage prose text from a choice of six;
- one contemporary poet from a choice of six anthologised poets.

ASSESSMENT STRUCTURE

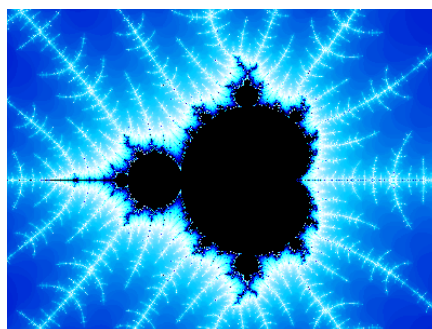
The scheme of assessment consists of:

- controlled assessment (25% weighting);
- 3 terminal examination papers (75% weighting).

There are two tiers of entry: Higher (covering grades A* to D) and Foundation (covering grades C to G).

MATHEMATICS GCSE

(Board: Edexcel)



WHY STUDY MATHEMATICS?

Mathematics is very important as more and more subjects come to depend upon Mathematical tools. There is a national shortage of people with Mathematical skills and this subject will equip you with the necessary skills to cope with numerous jobs and higher education courses that use it. This is particularly true with scientific, technical or management careers. Mathematics is an important subject in the study of Engineering, Computing and Physics it could unlock your prospects for a future in varied careers such as medicine, ecology or cryptology!

COURSE CONTENT

Students in Year 9 will complete Key Stage 3 by extending their knowledge and ability to apply theory and skills through each of the Mathematical Strands:

- Using and applying Mathematics (Functional Skills)
- Number and Algebra
- Geometry and Measure
- Statistics

Year 9 students will commence the Key Stage 4 curriculum in the summer term. They will continue to integrate Functional Skills into their learning. This will help develop important problem solving skills and develop links to other curriculum areas. They are key to succeeding after leaving school as they encourage students to become independent learners.

Functional Skills require learners to use Mathematics in ways that make them effective and involved as citizens, to operate confidently in life, to work in a wide range of contexts and to apply and transfer skills in ways that are appropriate to their situation. The new curriculum will give students the capacity to identify and understand the role that mathematics plays in the world today.

The GCSE course is split into several topic areas (Number, Algebra, Geometry, Measures, Statistics and Probability). All topic areas will be given an equal priority within the course. Applications of Mathematics will be tested across all topic areas and will make up 30%-40% of the exam paper questions.

ASSESSMENT

Key Stage 3

Students will be assessed in line with the National Strategy in the Summer term. This will allow a final Key Stage 3 level to be awarded.

Key Stage 4

The GCSE course allows there to be two tiers of entry: Higher (targeting grades A* to D) and Foundation (targeting grades C to G). Two papers will be sat on separate dates.

Paper 1 (Non-calculator): 1 hour 45 minutes

Paper 2 *(Calculator): 1 hour 45 minutes

All unit examinations will take place in the Summer Term of Year 11. Resitting examinations will be possible in the November of Year 12.

CONTROLLED ASSIGNMENT

Mathematics is 100% examination based.

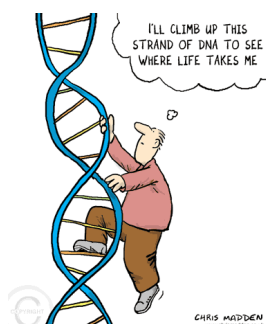
ENRICHMENT OPPORTUNITIES

There will be opportunities for students to be able use their Mathematical knowledge and skills through extended activities and “Rich Tasks” that will help them to develop their Functional Skills. We feel that it is important that every student knows how to apply the skills gained in lessons to be able to solve real life problems. The new GCSE Specifications will also incorporate this into its syllabus as a matter of course.

Additionally, more able mathematicians will be able to take advantage of further opportunities. Mathematics master classes and residential courses will allow students to work with other able mathematicians throughout the area. The UKMT Maths Challenge will allow them to solve problems and test themselves nationally against the most able mathematicians.



SCIENCE AT KEY STAGE 4



SCIENCE at GCSE

The Year 9 course next year will give pupils an opportunity to consolidate their Key Stage 3 learning and start them on their GCSE courses. All students will start GCSE courses in Science in the September of Year 9. However, during Year 9, some of the material taught will also be a part of their Key Stage 3 course and will therefore be assessed using Key Stage 3 levels. A final Key Stage 3 level will be given at the end of Year 9.

All the Science GCSE courses aim to encourage students: to develop a critical approach to scientific evidence, to explore the implications of science for society, and to develop scientific literacy needed by every citizen. As the students progress into Years 10 and 11 the courses will encourage them to explore: explaining, theorising and modelling in science and also encourage students to develop a critical approach to scientific evidence.

THE COURSES

All students will do at least Core Science and Additional Science GCSEs. Students who make good progress in Years 9 and 10 will move on to doing separate Science GCSEs. There are four teaching units for each GCSE, one is entitled "How science works" the others are shown in the table below.

	GCSE		
	Biology	Chemistry	Physics
GCSE Core Science	B1	C1	P1
GCSE Additional Science	B2	C2	P2
	B3	C3	P3

The teaching and learning of 'How science works' is integrated into normal lessons and is assessed by the controlled assessment (ISA).

ASSESSMENT

GCSEs in Core Science, Additional Science, Biology, Chemistry and Physics

Each GCSE is assessed by short and long answer questions in three written papers, one for each unit (25% each), and a controlled assessment (25%).

All the GCSE's are separately assessed, graded and certified. There are two tiers of entry foundation tier at grades C-G and higher tier, covering grades A*-D

RELIGIOUS STUDIES GCSE (Board: Edexcel 2RS01: Unit 1 & 8)



Religious Studies GCSE is a part of the core Key Stage 4 curriculum. The course is structured around the study of contemporary issues, ethical and philosophical questions and an examination of different religious and non-religious responses. The course builds upon students' study of Religious Education in earlier Key Stages. The course explores the relationship between Religion and everyday life (unit 1) and the relationship between Religion and issues in society (unit 8). The perspectives of a number of different religious traditions will be explored and the course aims to improve pupil's understanding of different religious communities.

The course will be taught in a number of different ways and using a number of different types of activity including group work, netbook projects and debates. Throughout the course there will be plenty of opportunity for students to explore their own ideas and discuss these with others. Students are encouraged to develop skills in team building, collaborative working, constructing and presenting persuasive arguments and evaluating a range of views about an issue.

Year 9

In Year 9 Students will study Religious Studies for three lessons per week and will cover six of the eight units:

- Peace and Conflict
- Crime and Punishment
- Believing in God
- Marriage and the Family
- Rights and Responsibilities
- Community Cohesion



Year 10

In Year 10, students will study Religious Studies for one lesson per week and will complete the two remaining units:

- Environmental and Medical Issues
- Matters of Life and Death

This will be followed by a structured revision and examination preparation course.

RELIGIOUS STUDIES WILL HELP STUDENTS TO:

- Explore the significance and impact of different beliefs, teachings and practices.
- Express their personal responses and informed insights on questions of identity, meaning, values and commitments.
- Adopt an enquiring, critical and reflective approach to the study of religion and relate it to the wider world.
- Enhance their personal, social and cultural development.
- Reflect on and develop their values, opinions and attitudes.

Assessment: There is no Coursework. In Year 10 students complete two examination papers of 1½ hours duration divided into four sections. Responses will be a mixture of short and longer form written answers.

LEISURE AND TOURISM GCSE

(Board: Edexcel)



THIS COURSE IS GOOD FOR STUDENTS WHO WILL ENJOY:

- learning about the leisure and tourism industry and how it contributes to society and the economy
- understanding the issues affecting the sustainability and development of leisure and tourism
- exploring the functions of sales and marketing
- developing an appreciation of the similarities and differences of attitudes and cultures in society then this GCSE in Leisure and Tourism course is the subject for you.

KEY SUBJECT AIMS

Unit 1

In this unit you will learn about the leisure and tourism industry. You will explore the different types of leisure and tourism organisations in the UK, gain an understanding of the various employment opportunities available, be introduced to the business operations side of the industry and examine the impact that tourism has on communities and environments.

Unit 2

In this unit you will learn about sales, marketing and technology in the leisure and tourism industry.

Unit 3

In this unit you will learn about sustainable tourism. You will explore the factors shaping growth and development of the leisure and tourism industry, the positive and negative impacts of tourism and the importance of sustainability in both the UK and internationally.

Unit 4

In this unit you will learn about visitor attractions, customer service and employment in the leisure and tourism industry. You will research, and gain an understanding of the various factors which influence how people choose to spend their leisure time. You will also look in detail at the employment opportunities, skills, qualities and preparation required to work in the leisure and tourism industry.

HOW AM I EXAMINED?

You will take Unit 1 and choose either Unit 2 or 4.
It's 60% controlled assessment and 40% exam.

TECHNOLOGY

DESIGN AND TECHNOLOGY

WHY STUDY DESIGN AND TECHNOLOGY?

The different Design and Technology courses allow students to specialise in the focus area of product design. They will learn about a range of materials, manufacturing processes, techniques and technologies, and be able to use them appropriately to design and make products. The skills that you will learn in GCSE Design and Technology are linked to a variety of careers such as Product Design, Engineering, Jewellery (Gold and Silver Smithing and Design), Architecture and careers employing applied science. The BTEC course will lend itself to those students considering a career in the Construction industry.

All of the courses offered aim to encourage students to:

- Analyse and evaluate products and processes
- Demonstrate their capability by combining design and making skills with knowledge in order to make quality products
- Develop critical and aesthetic abilities, by evaluating products against the needs they fulfil
- Develop practical abilities and the confidence to design, make and modify products, selecting and using resources efficiently
- Consider how past and present technology affects society
- Consider the effects and implications of technological activity, recognise the moral, cultural and environmental issues inherent in designing and making products

In the **Resistant Materials** option students will be learning the skills sets required for design and producing artefacts in wood, metal and plastics or a combination of the materials. The year will involve a series of focus based practical tasks where students will be looking at existing products identifying how they might be improved before making a modified version using their adaptations. There will be an emphasis on developing design skills, working with hand and machine tools as well as the opportunity to explore the use of CNC machines in computer aided manufacture.

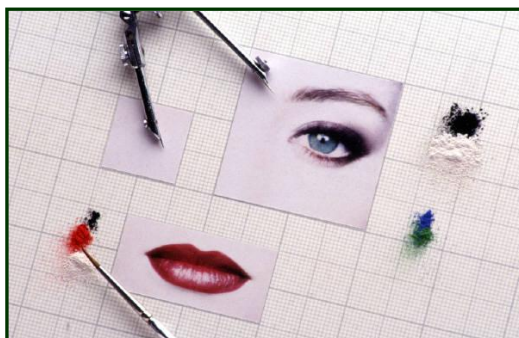
In the **Graphic Products** option students will be learning the skills sets required for design and producing graphic outcomes. The year will involve a series of focus based drawing tasks where students will be developing their creative and formal drawing skills. There will be an emphasis on developing design skills, using technical and creative drawing skills as well as the opportunity to explore the use of Computer Aided Design packages.

All the subjects involve design and make activities with coursework making up 60% of the final examination mark.

In the **BTEC Construction** option students will start to learn the skills and knowledge required to work safely on a construction site. They will have the opportunity to develop their hand skills through a series of focused practical tasks building projects using hand and machine tools specialising in joinery. These skills will enable students to have a firm grounding to follow onto the BTEC course and the further opportunity of progressing towards further National Courses leading up to level 4 after they leave school.

DESIGN AND TECHNOLOGY WITH GRAPHIC PRODUCTS GCSE

(Board – AQA Syllabus 4550)



COURSE CONTENT

Year 9	Term 1	Introduction to freehand sketching techniques that will include two-dimensional and three dimensional drawing
	Term 2	Introduction to formal drawing systems that will include Orthographic, Isometric, Oblique drawings, Developments and nets.
	Term 3	Introduction to Computer Aided Design using two dimensional programs such as 2D Design, further 3D examples and pop up mechanisms.
Year 10	Term 1	Advanced freehand sketching in three dimensions and will include Perspective drawings, rendering and enhancement techniques.
	Term 2	Advanced formal drawing techniques that will include Auxiliary, Assembly and Sectional drawing. Geometric construction techniques will also be covered in this term, an extended topic with some preparation for the GCSE Controlled Assessment. Advanced computer aided design and computer aided manufacturing techniques using programs such as 2D Design and ProDesktop. Students will also have first hand knowledge of a laser cutter and CNC routing machine.
	Term 3	Controlled Assessment set by AQA Examination Board – This term is used for students to produce their design folio using the skills developed in years 9 and 10. This design folio is set within the context set by the examining board.
Year 11	Term 1	Controlled Assessment set by AQA Examination Board – This term is used for students to manufacture a commercial product that has been designed by them.
	Term 2	Mock examinations and further theory work. Finishing the project build of a shop quality product and extensive testing and modifications.
	Term 3	Preparation for the synoptic examination paper 1 that will form part of the final examination.

ASSESSMENT

Paper 1 a written examination paper that is 40% of the total marks for the course. It is marked out of a total of 120 marks and is a 2 hour paper. The paper consists of two sections:

Section A 30 marks A design question based on context supplied before the examination.

Section B 90 marks and covers all aspects of the specification content as described in the issued text book.

The candidates will be required to answer all of the questions set within the examination paper. The controlled assessment is worth 60% of the total marks of the terminal examination and is marked out of 90 marks. The marks will be weighted to reflect that this unit is worth 60% of the total marks.

This component is an internally assessed and externally moderated single design-and-make activity selected from a range of tasks set by the examining board. It will consist of a 3-dimensional product and a concise design folder and/or appropriate ICT evidence. These tasks are reviewed every two years by the board. It is anticipated that the final product should be as close to shop quality as possible.

The design folder should include about:

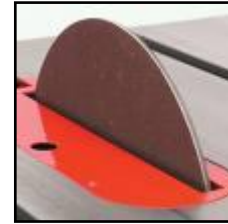
- 20 pages of A3 paper
- equivalent A4 paper
- or the ICT equivalent.

It is expected that students should spend about 45 hours on this activity.

As part of the evidence submitted, students will be expected to include photographs of the finished products as well as photographs at various stages of the process, the mark scheme is very rigorous and pupils must work closely to our guidelines to maximise their marks.

DESIGN AND TECHNOLOGY WITH RESISTANT MATERIALS GCSE

(Board – AQA Syllabus 4560)



COURSE CONTENT

- Year 9**
- Term 1 Introduction to basic skills in using hand and power tools when working with hard and soft woods. Work will include designing and manufacturing items in wood such as small jewellery boxes, games, radios, speakers.
- Term 2 Introduction to basic skills in using hand and power tools when working with a variety of plastic materials. Using 2D design tools for use in conjunction with a laser cutting machine
- Term 3 Introduction to basic skills in using hand and power tools when working with metals, There are learning opportunities for metal turning, milling and pewter casting.
- Year 10**
- Term 1 Product analysis – looking at existing products and how they have been designed to meet a commercial need. Learning how to recognise design opportunities that could be develop into commercial products. Introduction to freehand sketching in 2D and 3D and enhancing drawing to communicate ideas to other people. Introduction to formal drawing skills to enable working drawings to be formulated so that others are able to manufacture a student's design
- Term 2 More advanced designing with students designing and manufacturing small items that satisfy a design need. Introduction of 3D computer aided design programs for use with a CNC router. Students are introduced to focused research skills and looking closely at target groups.
- Term 3 Controlled assessment set by AQA Examination Board – This term is used for students to start their design folio using the skills developed in years 9 and 10. This design folio is set within the context set by the examining board. Understanding the design brief, developing a design brief and generating challenging and exciting ideas are expected.
- Year 11**
- Term 1 Controlled Assessment set by AQA Examination Board continues – This term is used for students to manufacture a product that has been designed by them. A shop quality finish and a multi material approach is recommended. Lots of modelling of the concept and an appreciation of commercial manufacturing systems is expected at the high levels.
- Term 2 They will also be expected to have this product tested and evaluated by a third party to see that it complies with the specifications that the students have identified when they were introduced to the design opportunity.
- Term 3 Preparation for the synoptic examination paper 1 that will form part of the final examination

FOOD TECHNOLOGY GCSE

(Board: AQA Syllabus Code 4545)



WHY STUDY GCSE FOOD TECHNOLOGY?

By following this course, you will have the opportunity to cook every week. You will learn new skills and techniques and be able to use the range of small electrical equipment available in the department. At the same time you will learn about healthy eating, the nutritional value of foods, how ingredients combine together, as well as investigating the value of the range of manufactured products available in the supermarket. Aspects of the course are linked to industrial practices and the latest developments in Food Technology.

By the end of the course you should be able to combine your practical skills with knowledge and understanding to design and make quality food products.

Food Technology gives you an excellent grounding for studying at A- level and possibly University. It could lead to a wide range of careers such as teaching, food science, dietetics or working for a food manufacturer or retailer.

Food Technology is very popular and involves weekly practical lessons as well as group work, video presentations and class discussions. Practical sessions will involve cooking a range of sweet and savoury items suitable for particular topics e.g. special dietary needs, family meals, foods for a café and Great British Bake Off. Experimental work (school funded) will involve trialling recipes e.g. making and tasting a range of small cakes using different fats.

COURSE CONTENT

Food Materials and Components

Functional and Nutritional Properties of Food

The effects of combining different ingredients and using the correct proportions

Food preparation, cooking and presentation

Design and Market Influences

Stages of Food Product Development

Labelling

Social, cultural and environmental issues e.g. organic food, fair-trade.

Food Processes and Manufacture

The use of additives

Use of a range of electrical equipment

Storage of Food

An outline of large scale production

Key Stage 4 Prospectus

Year 9 Courses commencing September 2014

The course content is interlinked throughout the three years as follows.

In Year 9 students cook every week to develop a range of practical skills and techniques during which they learn how to make and present quality products. Towards the end of the year, students will begin to apply the skills and knowledge taught when developing food products to meet the needs of different groups of people and meal occasions e.g. packed lunches for teenagers.

In Year 10, students will look more closely at designing and making individual food products and investigating similar items that are sold in the supermarket. They will be encouraged to cook a range of skilled dishes which suit a situation or need.

The controlled task will be introduced in Year 10 and completed in Year 11. Students will have the opportunity to cook a range of preferred dishes and develop their recipes further. The final stages of this year are devoted to preparation for the written examination but also involve learning through regular making sessions.

ASSESSMENT

Controlled task (Designing and making practice) – 45 hours 60% of the total mark.

A single Design and Make activity chosen from a list of titles set by the Examination Board. Assessment will be based on making a wide range of food items and producing a concise A4 design folder.

Final Examination – 2 hours 40% of the total mark.

One written paper suitable for all candidates, covering the full specification. A preparation sheet will be available in advance of the paper, to enable students to prepare for the design question.

CATERING GCSE (Board: WJEC)



WHY STUDY GCSE CATERING?

This course aims to introduce students to the Catering Industry. It has a practical focus as well as a written element and would suit those students with an interest in food preparation, presentation and service.

Catering is a suitable qualification for those who want a broad knowledge of the Industry or for those who wish to progress to further education. It will also offer valuable preparation for those entering the world of work.

Catering is very enjoyable and will involve regular practical lessons as well as group work, food testing and evaluation, video presentations and class discussions. Practical work will involve the preparation of dishes for specified meal occasions e.g. breakfast, particular topics e.g. healthy eating, special celebrations e.g. birthdays, recognised target groups e.g. children and seasonal cookery e.g. Christmas are all covered during the course.

COURSE CONTENT

- The industry – food and drink.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.
- Environmental considerations.

In Year 9 students will cook regularly so they can acquire, practice and develop a range of cooking skills needed to complete their Practical Assessment tasks to a high standard. The focus will be on producing food items which could be made safely and hygienically in a restaurant kitchen and be of a good enough quality to be served to a range of customers. They will study the role of starchy staple foods in the catering industry by using a range of products like Rice, Pasta and Potatoes. Then they will use flour to make a selection of bread, cake, pastry and biscuit products.

In Year 10, as well as continuing to acquire more practical skills, students will learn about the Food and Drink Industry, job roles in Catering nutrition and menu planning, costing and portion control. During the year there will be opportunities to take part in “Ready Steady Cook” and “Ready Steady Chop” competitions!

In Year 11 students will continue improving their skills base and learn about specialist kitchen equipment, health, hygiene and safety, environmental considerations plus other aspects of the Catering Industry.

ASSESSMENT

There will be formal written and practical assessment tasks throughout the course as preparation for the GCSE.

GCSE Catering Controlled Assessment (45 hours – 60% of the final grade)

Unit 1

(In Year 10)

Task 1 (15 hours - 20%)

Students will be expected to plan, cook and evaluate 4 dishes which suits one of 3 tasks set by the Examination Board. They will cook 4 dishes in 2 hours.

(In Year 11)

Task 2 (30 hours – 40%)

Students will be expected to plan, prepare and evaluate a 2 course meal which suits a task set by the Examination Board.

Unit 2

Written paper (1¼ hours – 40%)

One examination paper suited to all candidates, including short answer questions and extended writing tasks.

ICT GCSE

(Board: Edexcel Syllabus 2IT01 Level 2)



WHY STUDY GCSE ICT?

Everybody uses ICT devices for work and leisure. It is especially important to acquire a broad skill-set in a variety of applications software for any career path. This course enables you to develop your skills alongside investigating the use and impact of ICT in the world in which we live. You will learn to become an independent user of ICT, and understand the implications of its use; such as legal, social, safe and economic concerns. You will develop your analytical and problem solving skills, being able to manipulate data and information so that it is fit for purpose and communicate this to others.

This course will give you a solid academic and vocational grounding in all facets of ICT use. Students can elect to study ICT further at A Level and pursue specialist routes such as with Business Studies and Computer Science at university.

COURSE CONTENT

Year 9 –	Term 1	Skills Development in application software.
	Term 2 & 3	ICT theory and issues.
Year 10 & 11–	Term 1	Living in a Digital World – examination in January.
	Term 2 & 3	Using Digital Tools – Controlled Assessment (coursework) to plan for an event.

ASSESSMENT

The course is divided into 2 units. Unit 1 is by examination (Living in a Digital World). This written exam is 1 ½ hours long. Unit 2 (Using Digital Tools) is a controlled assessment in which you demonstrate your software skills by solving set problems by making solutions that work.

The Award is graded on the GCSE scale of A* - G.

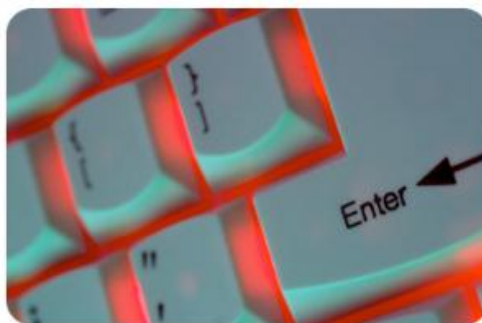
ENRICHMENT OPPORTUNITIES

All students are readily able to use their skills across all subjects to assist in raising achievement. The real benefit of being an ICT expert is that the skills learnt can be applied to any situation. It will assist in developing your logical problem solving skills.

You have the opportunity to be very creative in using software to solve the coursework problems.

COMPUTER SCIENCE GCSE

(Board: AQA Syllabus 4512)



WHY STUDY GCSE COMPUTER SCIENCE?

This course will suit students wishing to pursue a career in software or games development. Students must be highly logical and have an analytical approach to problem solving. They must overall be patient and never give up on trying to solve problems.

Throughout the course, students are examined on a range of practical programming tasks which are assessed through controlled assessment coursework. Pupils will be able to choose two controlled assessment tasks from a game making task; a mobile app task; a web app task or a traditional programming challenge.

COURSE CONTENT

- The fundamentals of computer programming
- How a computer is constructed
- The software development life cycle
- Networks
- Database concepts
- The use of computer technology in society

ASSESSMENT

Component 1 – Practical Programming – taught in Years 9 and 10

- 50 hours of controlled assessment (2 tasks of 25 hours each)
- 60% of the marks
- Each student should complete two tasks from a choice of four. Working independently, students demonstrate their ability to code a solution to a given problem.

Component 2 – Computing Fundamentals – taught in Year 11

- Exam based.
- 1 hour 30 minutes
- 40% of the marks
- All questions are compulsory and will be taken from across the subject content. This exam will include a range of types of questions from very short to extended answers.

PREREQUISITES

Computer Science is very difficult and only one class of 25 students will operate. Students will only be considered if they have achieved a level 6 in both Maths and English in the February reporting cycle.

BTEC

WHAT ARE BTECS?

BTEC qualifications are designed to provide specialist work-related qualifications in a range of sectors. They have been developed to provide the knowledge, understanding and skills necessary to prepare learners for employment or further education.

WHY BTEC?

A BTEC offers students the opportunity to experience a vocational style of learning. BTECs offer a focused vocational qualification for learners who wish to follow a programme of study related to an aspect of employment in which they are interested.

BTEC COURSES

These are the BTEC courses offered:

Course
BTEC Health and Social Care
BTEC Business
BTEC ICT
BTEC Sport
BTEC Construction
BTEC Media

BTEC Health and Social Care



WHY STUDY THIS COURSE?

BTEC Firsts in Health and Social Care provide a broad, solid foundation for progression to Level 3 and employment in the Health and Social Care sector. This new suite of BTEC First qualifications will offer learners:

- Core Units – ‘Human Lifespan Development’ and ‘Health and Social Care Values’.
- A wide range of optional specialist units from ‘Effective communication in Health and Social Care Settings’, ‘Promoting Health and Wellbeing’.

KEY FEATURES OF THIS QUALIFICATION

This qualification:

- Is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified.
- Is a 120 guided-learning hour qualification (equivalent in teaching time to one GCSE)
- Has core units and optional units.
- Has external assessments for up to 25% of the qualification. Edexcel sets and marks these assessments.
- Presents knowledge in a work-related context.
- Gives learners the opportunity to develop and apply skills in English and Mathematics in naturally occurring, work-related contexts.

CACHE LEVEL 1 CERTIFICATE IN CARING FOR CHILDREN

This qualification will be studied in Year 9 as a foundation course for following BTEC Health and Social Care.

The course is not examined but students are expected to complete a range of assignments eg:

- Practical health and safety when with young children.
- Healthy living.
- Healthy eating for families.
- Craft activities for young children.

BTEC Information and Creative Technology (Board: Edexcel Level 2) First Certificate in Information and Creative Technology



WHY STUDY BTEC INFORMATION AND CREATIVE TECHNOLOGY?

BTEC Firsts in Information and Creative Technology provide a broad, solid foundation for progression to Level 3 and employment in the information and creative technology sector. This new suite of BTEC First Qualifications will offer students:

- An understanding of how organisations in the information technology and creative technology industries operate
- The key skills required to work in these industries
- Key concepts and principles related to the world of information and creative technologies

COURSE CONTENT

Year 9	The Online World Creating Digital Graphics
Year 10	Spreadsheet Development Creating Digital Video Multimedia
Year 11	Creating a Digital Portfolio Technology Systems

Two externally assessed exams (Units 1 and 2).

Unit 1 – The Online World
Unit 2 – Technology Systems
Unit 3 – Digital Portfolio – Internally assessed core

ENRICHMENT OPPORTUNITIES

All students are readily able to use their skills across all subjects to assist in achievement. The real benefit of being an ICT expert is that the skills learnt can be applied to any situation.

You have the opportunity to be very creative in software use such as by building websites and using computer graphics.

Opportunities for field trips are being investigated for this course which will bring the theory and skills to real life.

BTEC Business (Board: Edexcel) First Certificate in Business



WHY STUDY BTEC BUSINESS?

BTEC Firsts in Business provide a broad, solid foundation for progression to Level 3 and employment in the business sector. This new suite of BTEC First qualifications will offer learners:

- An understanding of how organisations in business operate
- The key skills required to work in the industry
- Key concepts and principles related to the world of business

The benefits of studying Business in the BTEC format are:

- Link education and the world of work.
- Chance to improve after feedback.
- Develop essential skills and attributes prized by employers and further education.
- Adds variety to your study.
- Present knowledge in a work related context.

COURSE CONTENT COULD INCLUDE

Enterprise in the Business World
Promoting a Brand
Principles of Customer Service
Finance for Business
Recruitment, Selection and Employment
Principles of Marketing

ENRICHMENT OPPORTUNITIES

There are many enrichment opportunities in BTEC Businesses including visits to local and national businesses, guest speakers from industries and many projects such as One Water's 'One Big Idea'. All of these opportunities will contribute to the students learning experience.

ASSESSMENT INFORMATION

The BTEC Business First Certificate will be assessed through:

- Six internally assessed units (core and optional units)
- Two externally assessed units which introduces externality into vocational programmes of study.

BTEC Level 2 First Certificate in Creative Digital Media Production



The BTEC First Certificate in Media consists of two core units plus five specialist units. The core units studied are **Digital Media Sectors and Audiences** and **Planning and Pitching a Digital Media Product**. These units provide learners with the opportunity to:

- Develop an understanding of digital media sectors, products and platforms
- Develop an understanding of different audiences for digital media products
- Explore how audiences engage with digital media products
- Develop ideas for a digital media product
- Pitch ideas for a digital media product
- Produce planning for a digital media product

In Year 9 students will cover the following units: **Digital Audio Production, Digital Publishing Production** and **Writing for Digital Media**.

The **Digital Audio Production** unit introduces learners to different audio components. Learners will become familiar with the terms used in digital audio production, how audio is stored and the technology that is used to record digital audio. They will study different types of microphones and their uses, portable recording equipment and computer-based recording and editing software. They will learn about techniques and procedures for recording digital audio in different locations and under differing conditions. They will then record audio for a particular digital media product.

In the **Digital Publishing Production** unit learners will investigate the context in which digital publishing products exist as well as their purposes and uses. They will gain knowledge and the appropriate skills required for the design and development of digital publishing products as well as an overview of how to source materials and combine them. They will learn to organise and manage the production of a digital publishing product, plan and prepare content suitably and create interactivity between text, images and graphics. They will also test their completed publishing product on different publishing platforms and then publish their finished product.

In the **Writing for Digital Media** unit learners will explore types and styles of writing used in digital media and produce written material for digital media.

Future units include: **Digital Moving Image Production, Website Production** and **Media Industry in Context**.

BTEC FIRST LEVEL 1/ LEVEL 2 FIRST AWARD IN CONSTRUCTION & THE BUILT ENVIRONMENT

(Board – EDEXCEL)



COURSE CONTENT

A pupil who chooses BTEC construction will have the opportunity to gain a broad understanding and knowledge to equip them for real life vocational situations based on the trades associated with the construction industry. It is a blend of hands on experience and written assignments.

This new specification has a guided 240 hours of learning and is split into eight units of which two will be externally assessed. Over the three year course a successful student gains the equivalent of two GCSE passes when they complete this course. At Level 1 which is a D grade, a Pass is a C, Merit is a B, Distinction is an A, and even Distinction star which is the A*.

The Units include the mandatory Core units ...

- Unit 1: Construction Technology. (External Examination)
- Unit 2: Construction and Design.
- Unit 3: Scientific and Mathematical Applications of Construction.
- Unit 11: Sustainability in Construction. (External Examination)

The other units are...

- Unit 14: Exploring Wall and Floor Tiling Principles and Techniques.
- Unit 8: Exploring Painting and Decorating
- Unit 6: Exploring Carpentry Joinery principles and Techniques.
- Unit 9: Exploring Plumbing Principles and Techniques.

For more information you could visit the website: www.edexcel.com

BTEC First Diploma in Sport



ABOUT THE COURSE

BTEC Firsts in Sport provides a broad, solid foundation for progression to Level 3 and employment in the sport sector. This new suite of BTEC First qualifications will offer learners:

- An understanding of how organisations in sport operate
- The key skills required to work in the industry
- Key concepts and principles related to the world of sport

Although there is no assessment of practical ability, students will experience a variety of different sporting activities on a weekly basis. Theory lessons are also very active and consistently link to practical tasks.

COURSE CONTENT

Throughout the course students will be required to complete coursework units. These will include mandatory units:

- Practical Sport
- Anatomy and Physiology - Exam
- Fitness and Testing – Exam and optional units include:
 - Sports performer action
 - Leading sports activities
 - Personal fitness and training
 - The mind in sport
 - Injury in sport
 - Healthy lifestyles

FRENCH GCSE

(Board: EDEXCEL Specification 2FR01)



WHY STUDY FRENCH?

The ability to understand and use another language is a great skill to have. A qualification in a language sets you apart from the majority of young people and opens up a world of opportunities. Whether you want to use French for recreational purposes or in your future job, speaking a foreign language is fun and useful.

Having a French GCSE will enable you to stand out from the crowd. The study of a language is considered by employers as a rigorous pursuit and they are impressed by candidates who have such a qualification. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

In our Year 9 lessons we use real French songs, old and new, and films to bring French culture to life. Students have the opportunity to interact with their Friends through interviews, dialogues and role plays.

COURSE CONTENT

In Year 9, students follow a foundation course which prepares them for the GCSE course in Years 10 and 11.

- Term 1: talking about film, television, music and books; using the present tense. Looking to the future and making predictions about future studies, jobs, careers and romance
- Term 2: talking about illness and health issues; giving health advice. Using the imperfect tense to talk about what you used to do; using the imperfect tense for narrative purposes.
- Term 3: talking about a French region; making travel arrangements. Looking at different school systems.

The text book 'Expo 3' forms the basis of the scheme of work for Year 9. Higher tier candidates follow the red book; lower tier the green.

In Years 10 and 11

The course builds on and develops skills acquired at Key Stage 3. The course builds on and develops skills acquired at Key Stage 3, focusing on listening, speaking, reading and writing. Students encounter many different aspects of French customs and culture throughout the two-year course and these are set against a backdrop of **four generic topic** areas for listening and reading:

Out and about

Visitor information
Weather
Local amenities
Accommodation
Public transport
Directions

Customer service and transactions

Cafés and restaurants
Shops
Dealing with problems

Personal information

General interests
Leisure activities
Family and friends
Lifestyle

There are five controlled assessment **themes** for speaking and writing:

Media and culture
Sport and leisure
Travel and tourism
Business, work and employment
Centre –devised option

We are not required to cover all of these **themes** and **can** focus on just **one**. The written and spoken elements of the new GCSE offer engaging content which lead to student-focused assessments.

ASSESSMENT

Two Year 9 unit tests
Year 10 examinations
Year 11 mock examinations
GCSE examinations: externally assessed listening and reading

Two controlled centre-set speaking assessments (complete three over the two years and select the best two for submission).

Two externally marked but centre-set controlled written assessments (complete three and submit results of best two).

GERMAN GCSE

(Board: EDEXCEL) Specification: 2GN01



WHY STUDY GERMAN?

Being able to converse and understand a foreign language is an extremely useful life-skill and opens up many exciting opportunities. Whether you are using German on holiday in the Alps or in a high-powered job, speaking a foreign language fluently is rewarding, enjoyable and impressive.

A significant body of the world's great science and literature has been written in German, and knowledge of the language will greatly enhance your appreciation of German culture in general. It is also worth bearing in mind that top universities hold linguists in great esteem.

Role plays, songs and a diverse range of listening, reading, writing and speaking activities contribute to the varied nature of lessons. German-speaking volunteers from the University of Reading help in lessons weekly and bring both cultural knowledge and original artefacts with them to enrich learning.

COURSE CONTENT

The course builds on and develops skills acquired at Key Stage 3, focusing on listening, speaking, reading and writing. Students encounter many different aspects of German customs and culture throughout the three year course.

Year 9 –	Term 1	holidays, pocket money, shopping, restaurant visit
	Term 2	television programmes, parts of the body, health, fitness
	Term 3	clothes, accepting & turning down invitations, playing handball, project work on German film, music and culture

German in Years 10 and 11 is set against a backdrop of four generic topic areas for listening and reading:

Out and about

- Visitor information
- Weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle

Key Stage 4 Prospectus

Year 9 Courses commencing September 2014

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

There are five controlled assessment themes for speaking and writing:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment
- Centre–devised option

We are not required to cover all of these themes and can focus on just one. The written and spoken elements of the new GCSE offer engaging content which lead to student-focused assessments.

ASSESSMENT

- Two Year 9 unit tests
- GCSE examinations:
- Externally assessed listening and reading at the end of Year 11 (each worth 20% of the final grade)
- Controlled centre-set speaking assessments practised in Year 10 and 11 and the best two submitted (30% of final grade)
- Externally marked but centre-set controlled written assessments practised in Year 10 and 11 and the best two submitted (30% of final grade)

ENRICHMENT OPPORTUNITIES

There is usually an opportunity for all GCSE German students (in Year 9 and 10) to take part in an exchange to Lippstadt which runs every other year. Students' language skills come into their own as they practise German outside the classroom and gain valuable cultural experience with the host families.

GEOGRAPHY GCSE

The school will now offer two different examination boards (WJEC and OCR B) for this subject. After selecting 'Geography' students will then be allocated a Geography group and consequently an associated examination board based on their individual learning needs. Both boards award an identical full course GCSE certificate in Geography.

WHY STUDY GEOGRAPHY?



The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Compared to other subjects, geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers.

(Board : OCR, Syllabus J385, Specification B)

COURSE CONTENT

Year 9	Term 1	My Place in the World Development in Ghana
	Term 2	Glaciation, Climate Change and Renewable Energy Sustainable Tourism
	Term 3	Population Fieldwork Practice
Year 10	Term 1	Coasts Settlement
	Term 2	Economic Activity Tectonic Hazards
	Term 3	Rivers
Year 11	Term 1	Fieldwork Focus Atmospheric Hazards
	Term 2	Development SDME Preparation
	Term 3	Examination Preparation

Key Stage 4 Prospectus

Year 9 Courses commencing September 2014

ASSESSMENT

There are three main parts to the GCSE assessment structure:

Key Geographical Themes (50%)

This is a 1 hour 45 minute written examination that assesses three of the four key themes taught in the GCSE. It is in 3 sections each worth 30 marks with a further 9 marks being reserved for spelling punctuation and grammar. Candidates will answer all the questions set, there is no optionality as part of this examination

Sustainable Decision Making Examination (25%)

This is a 1 hour and 30 minute written examination based on the key theme not being examined in the Key Geographical Themes examination. Candidates will be given a resource booklet in the examination on an topical issue and asked to answer a series of questions totalling 40 marks.

Geographical Enquiry (25%)

This controlled assessment requires candidates to produce a 2000 word report on a piece of fieldwork. Candidates will collect a mixture of primary and secondary data in order to answer a series of hypothesis based around an aim.

(Board : WJEC, Geography A)

There are two external examinations in WJEC Geography; Unit 1 Core Geography paper and Unit 2 Options Geography paper.

Unit 1 is assessed on 6 different topic areas – Rivers, Climate Change, Earthquakes and Volcanoes, Globalisation, Population, Development and is worth 40% of the GCSE. The examination involves answering six short compulsory structured data response questions, one question from each of the core themes mentioned above. These questions will each have an element of extended prose.

Unit 2 is assessed on three topical themes which are Coasts, Tourism, and Retail & Urban Change and involves answering three in depth structured questions in the examination. This paper is worth 35% of the GCSE.

The last 25% of the course is Unit 3 Geographical Enquiry (Controlled Assessment), which is split into two parts:

- a) An enquiry based on field work worth 10%
- b) A problem solving decision-making exercise worth 15%

HISTORY GCSE

(Board: AQA, Syllabus 9145, Specification B)

MODERN WORLD



- History gives you a broad understanding of why so much in the world is as it is today. As you go through life it is important to be able to understand current affairs and the reasons behind contemporary situations.



- History gives you an excellent basis and grounding for studying at AS, A2 and if you decide to, University. The skills you will learn in GCSE History are linked to a variety of careers e.g. supporting an argument with evidence – Law and the Police Force, learning how to argue your ideas verbally – media, public relations and sales.



- History is enjoyable and teaching is based on a number of different styles, including; group work, debates, visits, note taking, discussion work, the list is endless!

COURSE CONTENT

Year 9:

Term 1

- An introduction to Twentieth Century History and the GCSE course.
- The causes and events of the First World War.
- Mock controlled assessment on trench warfare (utility question)

Term 2

- Peace making after the First World War, 1918-1919.
- The League of Nations.
- Hitler's Foreign Policy and the origins of the Second World War, 1933-1939.

Term 3

- Britain at war, 1939-1945.
- Mock controlled assessment (interpretation question).

Year 10:

Term 1

- The origins of the Cold War, 1945-1960.
- Weimar Germany, 1919-1929.

Term 2

- GCSE Controlled assessment (utility question).
- Rise of Hitler and the Nazis.
- Hitler's Germany, 1929-1945.

Term 3

- From Tsardom to Communism, 1914-1924.
- GCSE Controlled assessment (interpretation question).

Year 11:

Term 1

- Stalin's Dictatorship: USSR, 1924-1941.

Key Stage 4 Prospectus

Year 9 Courses commencing September 2014

Term 2

- The War in Vietnam, 1954-1975.

Term 3

- Exam preparation.

ASSESSMENT

Paper 1 - International Relations: Conflict and Peace in the Twentieth Century.

- 1 ¾ hours; 37.5% of the total marks.



The examination paper will have 3 topic questions:

- Peace making after the First World War, 1918-1919.
- The League of Nations.
- Hitler's Foreign Policy and the origins of the Second World War, 1933-1939.

Each topic question will have 3 subsections, one of which requires source analysis.

Paper 2 - 20th Century Depth Studies

- 1 ¾ hours; 37.5% of the total marks.



The examination paper will be in 3 sections; A, B and C.

- In Section A students will have to answer one question on either Russia, 1914 and 1924 or Weimar Germany, 1919-1929. The question will have 3 subsections and be based on sources and your knowledge.
- In section B students will have to answer one question on either Stalin's Russia, 1924-1941 or Hitler's Germany, 1929-1939. This question will have 2 sub sections and is largely essay based.
- In section C students will have to answer one question on the War in Vietnam, 1954-1975. This question will also have 2 sub sections and is largely essay based.

CONTROLLED ASSESSMENT

- Two questions; 25% of the total marks.



Britain at War: The questions will cover Britain's experience in both World War 1 and World War 2. The exam board will publish questions and more specific guidelines in approximately October in Year 10. You will be required to answer two questions; one a utility question and the other an interpretations question. Both are source based questions and will require you to carry out your own additional research.

The format will be 30 guided hours of learning of which 8-10 hours will be teacher led, 8-10 hours will be individual research and preparation and 8-10 hours will be writing up in controlled conditions at school.

The length of time spent on the coursework will enable students to engage in the subject content in depth, build independent learning skills and develop key historical and writing skills required for their final examinations.

BUSINESS STUDIES GCSE

(Board: Edexcel Syllabus 1503 Specification 2BS01)



WHY STUDY BUSINESS STUDIES?

Business Studies provides students with an excellent understanding of global enterprise, from the theory of how to be an entrepreneur and begin your own business to managing an international corporation. The foundation of Business Studies is embedded within four main functional areas; Finance, Marketing, Operations Management and Human Resources. These areas have a huge impact on the career paths that students choose to follow, for even if you do not work directly for one of these departments within a company, any organisation will rely heavily on these components working cohesively.

A large proportion of students who study GCSE Business Studies continue to do so at AS/A Level, and even at University. The skills you will learn in GCSE Business Studies are easily transferable to a number of careers such as sales, public relations, innovation of products, accountancy and management.

Business Studies is widely accessible to students and adheres to all learning styles, using interview scenarios, role play, debates, interactive activities, note taking, group work and independent learning.

COURSE CONTENT

Year 9 AQA Level 2 Preparation for Working Life Certificate (Equivalent to Short Course GCSE)

- Term 1 Employment Awareness and Working Relationships
- Term 2 A Practical Approach to Business and Employment
- Term 3 Business in the Real World

The assessment for this enrichment course consists of a 1 ½ written paper, worth 80%, and a coursework element, worth 20%. The coursework element requires a CV and letter of application to be produced, in addition to preparing for an interview. Students will be assessed during the summer term of Year 9.

Year 10 –

- Term 1 Spotting a Business Opportunity
Investigating Showing Enterprise
- Term 2 Putting a Business Idea in Practice
Making the Start-Up Effective
- Term 3 The Economic Context
Preparation for Unit 1 Examination
Preparation for Unit 2 Controlled Assessment

Year 11 –

- Term 1 Marketing
Meeting Consumer Needs
- Term 2 Effective Financial Management
Effective People Management
- Term 3 The Wider World Effecting Business
Preparation for Unit 3 Examination

Key Stage 4 Prospectus

Year 9 Courses commencing September 2014

ASSESSMENT

Unit 1; a multiple choice examination paper (45 minutes, 25% of the total marks).

This examination is based on the five different areas studied throughout Unit 1; Spotting a Business Opportunity, Investigating Showing Enterprise, Putting a Business Idea in Practice, Making the Start-Up Effective and The Economic Context. This examination will be sat in Year 11.

Unit 2; Controlled Assessment; researched and written in term 1 of Year 11.

The question will be based on one of the five topics previously taught throughout Year 10 and students will be given specific guidance as to how to complete the assignment after their Unit 1 examination. The assignment is worth 25% of the total marks.

After being given the question students are able to research for six hours, which are logged within their individual research diary. They are then given a series of sessions, adding up to 3 hours to write up their assignment, relaying their research. Independently sourcing information, with guidance, will enable the students to take responsibility for their learning building not only on subject knowledge and putting this into context of the external environment but also their skills of data handling, analysis and evaluating information.

Unit 3; an examination paper in which students are to write in continuous prose, as opposed to multiple choice. (1½ hours, 50% of the total marks)

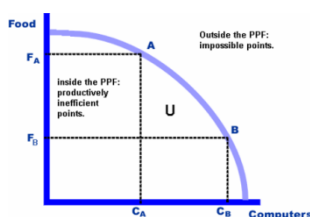
The examination is based on the five different areas studied throughout Unit 3; Marketing, Meeting Consumer Needs, Effective Financial Management, Effective People Management and The Wider World Effecting Business.

ENRICHMENT OPPORTUNITIES

The Business Studies Department offers a wide range of enrichment activities for students from extra curricular opportunities such as joining the Promotions Team who specialise in marketing events around the school, to the fantasy stocks and shares league set up by the Institute of Financial Services. There are opportunities for trips within the local area in order to assist in the collection of controlled assessment research, enhancing students' understanding of how Business Studies is relevant to the real world. Students' enterprise skills, such as problem solving and independent enquiry will be enhanced through different Enterprise Days held at Maiden Erlegh School. In Year 9, students are given an opportunity to go to Brussels.

ECONOMICS GCSE

(Board: OCR Syllabus:J320)



WHY STUDY ECONOMICS?

Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need.

The skills you will learn in GCSE Economics are easily transferable to a number of careers such as banking, insurance, retail, public sector, accountancy and management.

To study GCSE Economics you must have already achieved a level 6 in English and Mathematics by the time the Year 8 Reports are published in February.

COURSE CONTENT – DURING THE COURSE YOU WILL BE ABLE TO ANSWER THE FOLLOWING QUESTIONS IN EACH UNIT.

Year 9 – How the Market Works:

- What is the economic problem?
- What is a competitive market?
- How do firms operate in a competitive market?

Year 10 – How the Economy Works

- What are the economic objectives of a government?
- How does the UK government raise and spend money?
- Which policies can the government use?

Year 11 – The UK Economy and Globalisation

- Why do countries trade?
- Why is the UK in the EU?
- How is the UK's international trade recorded?
- How important is the value of a currency?
- How does a country become competitive?
- Why do some less developed countries struggle to achieve growth and benefit from international trade?
- What measures may be used to support growth for less developed countries?

ASSESSMENT

Unit 1: 25% of the total GCSE marks 1 hour computer-based test or written paper 60 marks. Students are required to answer three sets of questions; each set of questions is based on a particular theme or case study and will include some short answer and some data interpretation questions, as well as some extended prose. Each set of questions is worth 20 marks. This examination will be sat in Year 11.

Unit 2: 25% of the total GCSE marks 1 hour written paper 60 marks.

Students are required to answer three semi-structured questions; each question is based on a particular theme or case study and will include some short answer and some data interpretation questions, as well as some extended prose. Each question is worth 20 marks. This examination will be sat in Year 11.

Unit 3: 50% of the total GCSE marks 1 hour 30 mins written paper 80 marks.

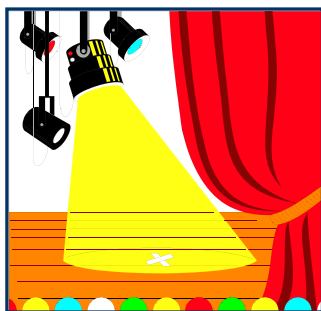
Students are required to answer questions based upon pre-released stimulus material. Some questions may involve data interpretation. This examination will be sat in Year 11.

ENRICHMENT OPPORTUNITIES

Economics will be delivered as part of the Business Studies Department which offers a wide range of enrichment activities for students from extra-curricular opportunities such as joining the Promotions Team who specialise in marketing events around the school, to the fantasy stocks and shares league set up by the Institute of Financial Services. There are opportunities for trips within the local area and also a trip to The Bank of England in London in order to enhance students' understanding of Economics and its impact on day to day life.

DRAMA GCSE

(Board: AQA. Syllabus code: 4240)



The GCSE Drama course is aimed at students who have a genuine interest in and commitment to this area of the arts. Students are examined through a written paper and practical work.

COURSE CONTENT

The aims of the syllabus are to develop:

- An understanding and response to a wide range of play texts
- An awareness of social, historical and cultural contexts and influences
- Increased self and group awareness
- Skills of creativity, self-confidence, concentration, self-discipline and communication

The GCSE Drama Curriculum in Year 9 will be organised in such a way as to facilitate a smooth transition from Key Stage 3 Drama to Key Stage 4.

Term 1 will comprise 'Foundation' style tasks and activities, where students learn the essential skills and knowledge necessary to be successful in the course and begin to test themselves as performers.

*Example: A Duologue task which will provide a baseline assessment opportunity.
Study of a text*

Term 2 will move students into their first experience of the practical coursework element of GCSE Drama.

Example: A Devised Project leading to an assessed performance

Term 3 will introduce students to a Set Text. This will lead to a performance of an extract from the text and accompanying written work.

Example: Students perform scenes from 'The Crucible', following study of the play.

The GCSE Drama Curriculum in Years 10 and 11 will then enable students to move through a series of on-going practical assessments. These assessments will be interspersed with preparation for the written examination. A key advantage of this course is that the students select the best two marks from all their assessments to go towards their final grade.

ASSESSMENT

Written: There will be **one examination paper lasting one and a half hours and carrying 40% of the marks**. Candidates are required to answer two questions, to be chosen from three of the following sections:

- i. Practical work completed during the course
- ii. Study and performance of a scripted play
- iii. Study of a live production seen during the course

Key Stage 4 Prospectus

Year 9 Courses commencing September 2014

Practical: Candidates are expected to present **practical work for two options. This carries 60% of the marks.** The choice will enable students to experience both scripted and unscripted work. A range of options will be explored during the course before candidates have to make their final decision. The assessment is based on two parts:
1/ Process and understanding of skills development
2/ Final presentation

It is a requirement that all practical work is videoed and held by the centre. This is for moderation purposes and is not used for publicity and is not available for public consumption.

Theatre visits outside school hours will be arranged, and it is hoped that all students will be able to take advantage of such opportunities organised for their benefit. The written examination includes questions on productions seen. Some expense will obviously be incurred.

Drama is a social activity and students need to accept their individual responsibility within a group. Enthusiasm and a willingness to contribute to group activity are very important as assessment presentations will involve work beyond school hours.

Regular coursework assessments take place over this two year course. Student's who go on holiday during term time risk missing an assessment and, therefore, affecting their coursework grade.

Many of the skills acquired during this course will be of value in a wide variety of situations in later life.

ENRICHMENT

A key feature of this course is the opportunity for students to see live theatre and trips to local venues or, to London, will be arranged. Students who wish to pursue a career in acting, or who are simply keen to expand their experience, can get involved in extra-curricular activities ranging from the main school production to workshops which will prepare them for auditions.

ART AND DESIGN GCSE or THREE-DIMENSIONAL DESIGN GCSE

(Board: AQA - Syllabus Code: 4201, 4205)



WHY STUDY VISUAL ARTS?

Following courses in the Visual Arts can lead to a wide range of careers. At GCSE Art and Design covers: drawing and painting; print; photography; textiles; fashion; jewellery; graphic design; sculpture; ceramics and mixed media. If you choose to specialise in 3D Design then you will focus on sculpture and ceramics. The study of other artists and cultures forms an important part of the course and underpins your work.

Many of our students have gone on to have careers in the following areas; architecture; interior design; product design; theatre and set design; make up for TV and film; film cameraman; film editors; special effects for film and TV; animation; fashion design; fashion journalism; art historians; gallery directors; art directors in advertising; graphic designers; florists; store visualisation and merchandising; jewellers; community artists; art teachers; stained glass designers and many more exciting careers.

Following a visual arts course encourages you to have personal ideas and to be creative, often thinking outside the box. You will learn many new practical skills and how to present a good portfolio which can be used in interviews for college or employment. Presentations to your peers throughout the course develop your communication skills and working and learning from artists showing in The Peacock Gallery introduces you to the world of work.

COURSE CONTENT

Year 9

- | | |
|--------|---|
| Term 1 | Skills workshops, enabling students to: take better photographs, print in many colours, model and construct in clay, use recycled materials in innovative and creative ways, draw and paint in arrange of styles, use Photoshop for manipulating images and creating new ones. Learning what makes a good sketchbook. |
| Term 2 | Trip to a gallery or museum to inspire students to create more independent and confident responses within coursework portfolio by; experiencing artwork and art environments first hand. This is an ideal opportunity to resource, gather and inspire students to develop their portfolios. |
| Term 3 | Critical studies which involve the investigation of artists, cultures and art movements which have helped to shape contemporary practice through the theme of Art from Art. |

Year 10

- Term 1 Students will attend a workshop with local artists creating profiles on the artists, learning new techniques and methods of working in a variety of media or will have to visit a museum or gallery.
- Term 2 Personal Extended Project which is planned, developed and executed according to the individuals' strengths and interests. The project will be developed from suggested themes where students will select a topic area to investigate in a personal way. e.g. Here and Now, Identity, Nature.
- Term 3 Personal Extended Project continued.

Year 11

- Term 4 Personal Extended Project completed.
- Term 5 Unit 2 AQA exam paper issued January 1st. The Externally Set Assignment with a paper set by AQA with a choice of 7 or 8 questions. Preliminary studies culminate in a 10 hour final exam usually taken at the end of March.
- Term 6 Careful presentation of preparatory studies for assessment and exhibition. The GCSE Exhibition is held in June every year.

ASSESSMENT

AQA Unit 1	80 marks	60% of total GCSE mark	The Portfolio (including more than one project)
A01	20 marks		Developing ideas through research and critical studies
A02	20 marks		Refine ideas by experimenting with materials and processes
A03	20 marks		Record their ideas and observations relevant to their intentions
A04	20 marks		Present a personal response making connections between all the assessment criteria
AQA Unit 2	80 marks		The Externally Set Assignment - 40% of final mark

Help and useful information www.aqa.org.uk

AQA GCSE Art and Design Student Handbook, published by Nelson Thorne and available from most good booksellers.

ENRICHMENT OPPORTUNITIES

These occur with students exhibiting their own work in The Peacock Gallery and gaining understanding of the role of the artist. Visits, talks and workshops with artists will happen regularly. Visits to museums and galleries might be made independently on individual advice or as a group to a major gallery. Talented and Gifted students will be given further enrichment opportunities.

EXPENSES

All students at KS4 will need a variety of sketchbooks throughout the course as well as an A1 portfolio in which to store their work. These can be purchased from the department.

ART TEXTILES GCSE

(Board Name: AQA SYLLABUS CODE: 4204)



WHY STUDY ART TEXTILES?

Art Textiles is a Visual Arts course and can lead to a wide range of careers. GCSE Art Textiles will introduce students to a variety of experiences exploring a range of textile media, techniques and processes, which take account of both traditional and new technologies including: constructed, stitched, and embellished textiles; applied textiles; printed and dyed materials and fashion or costume. The study of other artists, cultures, styles and traditions forms an important part of the course and underpins your work.

Following an Art Textiles course encourages you to have personal ideas and to be creative, often thinking outside of the box. You will learn many new practical skills and how to present a good portfolio which can be used in interviews for college or employment. Presentations to your peers throughout the course develop your communication skills and working and learning from artists showing in The Peacock Gallery introduces you to the world of work.

COURSE CONTENT

Year 9

- | | |
|--------|---|
| Term 1 | Skills workshops, enabling students to: take better photographs, print in many colours, model and construct in clay, use recycled materials in innovative and creative ways, draw and paint in arrange of styles, use Photoshop for manipulating images and creating new ones. Learning what makes a good sketchbook. |
| Term 2 | Trip to a gallery or museum to inspire students to create more independent and confident responses within coursework portfolio by experiencing artwork and an art environment first hand. This is an ideal opportunity to resource, gather and inspire students to develop their portfolios. |
| Term 3 | Critical studies which involve the investigation of textile artists, cultures and art movements which have helped to shape contemporary practice through the theme of Art from Art. |

Year 10

- Term 1 Students will attend a workshop with local artists creating profiles on the artists, learning new techniques and methods of working in a variety of media or will have to visit a museum or gallery.
- Term 2 Personal Extended Project which is planned, developed and executed according to the individuals' strengths and interests. The project will be developed from suggested themes where students will select a topic area to investigate in a personal way. e.g. Archive, The Elements, Colour and Pattern.
- Term 3 Personal Extended Project continued.

Year 11

- Term 4 Personal Extended Project completed.
- Term 5 Unit 2 AQA exam paper issued January 1st. The Externally Set Assignment with a paper set by AQA with a choice of 7 or 8 questions. Preliminary studies culminate in a 10 hour final exam usually taken at the end of March.
- Term 6 Careful presentation of preparatory studies for assessment and exhibition. The GCSE Exhibition is held in June every year.

ASSESSMENT

AQA Unit 1	80 marks	60% of total GCSE mark The Portfolio (including more than one project)
A01	20 marks	Developing ideas through research and critical studies
A02	20 marks	Refine ideas by experimenting with materials and processes
A03	20 marks	Record their ideas and observations relevant to their intentions
A04	20 marks	Present a personal response making connections between all the assessment criteria
AQA Unit 2	80 marks	The Externally Set Assignment - 40% of final mark

Help and useful information www.aqa.org.uk

AQA GCSE Art and Design Student Handbook, published by Nelson Thorne and available from most good booksellers.

ENRICHMENT OPPORTUNITIES

These occur with students exhibiting their own work in The Peacock Gallery and gaining understanding of the role of the artist. Visits, talks and workshops with artists will happen regularly. Visits to museums and galleries might be made independently on individual advice or as a group to a major gallery. Talented and Gifted students will be given further enrichment opportunities.

EXPENSES

All students at KS4 will need a variety of sketchbooks throughout the course as well as an A1 portfolio in which to store their work. These can be purchased from the department.



MUSIC GCSE

(Board: EDEXCEL - 2MU01)



IS THIS THE RIGHT SUBJECT FOR ME?

If you enjoy...

- composing and performing music
- learning an instrument or singing
- learning about all types of music, including classical, popular and world...

then GCSE Music is the ideal subject for you!

In Year 9, students will learn the basics of music theory including Italian terms, staff notation and tonality. They will develop their performing skills through solo and ensemble performances and their composing skills through the study of three topics. These are:

- Repetition in Music- this topic leads into the GCSE Areas of Study One and Two and focuses on the music of Indonesia (Gamelan) and ground bass
- Music and the Media- this will look at how music is used in film, television and radio, and in particular adverts, quiz shows and animated films
- Popular song – which will include song writing and performing their own ‘cover’ version of a chosen song.

The GCSE course is divided into three 3 components over the course of the 3 years:

Performing (100% coursework)

Composing (100% coursework)

Listening (100% exam paper)

PERFORMING

Over the 3 years the student takes part in a variety of group and solo performances through class work and private study. In addition it is expected that all students on the GCSE course take advantage of the Music Department’s extensive extra-curricular activities- concert band, jazz band, choir, samba band, woodwind group or brass group- to increase their experience of music on a wider level.

The final coursework in Year 11 is a recorded solo performance on their choice of instrument and an ensemble performance. These are completed before the Easter holidays of Year 11 and are worth 30% of the final GCSE grade.

COMPOSING

Over the 3 years your child will be taught composing skills and will be supported in composing a range of pieces. In Year 11, students have the option to submit two original compositions OR two arrangements (of existing pieces) OR one original composition and an arrangement. These two pieces are worth 30% of the final GCSE grade.

LISTENING

There is one listening paper that takes place in late May. It is 1-½ hours of listening exercises on prepared Areas of Study and set works. A CD accompanies the paper and the student is expected to respond to the listening extracts by answering questions.

Section A features eight compulsory questions about the set works, whereas Section B consists of one question from a choice of two based on any of the set works.

The set works are taken from the following Areas of Study:

Area of Study 1 – Western Classical Music 1600-1899

Area of Study 2 – Music in the 20th Century

Area of Study 3 – Popular Music in Context

Area of Study 4 – World Music

This paper is prepared for over the 3-year course through class listening, research homework, project-type study and sample listening papers.

There may be opportunities for the students to go on trips to concerts and musicals to broaden their musical experience. They should also listen to many types of music at home to help them prepare.

This part of the examination is worth 40% of the total GCSE grade.

Music is a popular choice at GCSE and lessons are an equal mix of listening, composing and practical work.

Students wishing to opt for the course should be willing to listen to a broad range of musical styles. In addition, students are expected to reach a level 5 in Year 8 class work to show they can cope with the different elements of the course.

Students should be receiving tuition on their chosen instrument in order to be prepared for performance aspect of the course. This can be arranged through the Music Department, if required.

A knowledge of basic theory and some keyboard skills are also desirable.

DANCE GCSE (Board: AQA)



IS THIS THE RIGHT SUBJECT FOR ME?

Choose this course if you:

- have a passion for dance
- appreciate different dance works and choreographers
- have ability to develop
- have knowledge, skills and understanding of performance, choreography
- have an appreciation of dance to levels appropriate for the award of GCSE

This specification 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. Dance works you will study include: *Nutcracker* by Matthew Bourne, *Swanson* by Christopher Bruce and *Still Life at Penguin Café* by David Bintley.

The content has been chosen for the way in which it enables candidates to develop knowledge, skills and understanding of creating and interpreting images/ideas/concepts embodied in dance development. The study of dance works, including those of the professional repertoire, within artistic and social contexts, is an essential component in the development of this understanding

COURSE CONTENT

You will be given a dance piece, lasting 1 minute that you have to copy and ensure that the choreographic intention is shown. You will be given the choice of two pieces: If you research them on the internet you will be able to see them.

60% of the final mark is on your own choreography.

You will have to make up a one minute solo using one of the taught dance works. You will have to choreograph your own piece with your own stimulus.

Unit 1—Written Paper 2 hours - 20% of the total marks

It will require candidates to use their knowledge and understanding of both the set work and a minimum of four other professional dance works which embrace at least two different styles.

Unit 2 - Practical Examination (Set Study) - 20% of the total marks

Candidates will be required to perform the set study which will be of approximately one minute's duration.

Performance and Choreography - 60% of the total marks

Performance (20%)

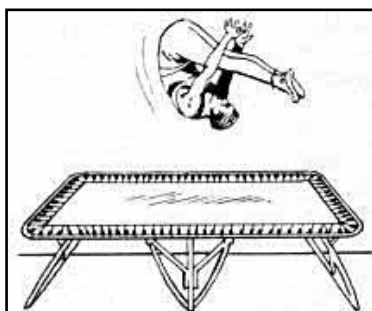
Candidates are required to perform in one duo/group dance choreographed by the teacher.

Choreography (40%) Candidates must choreograph one dance. This may be a solo lasting 1½-2 minutes or a group dance of between 2½-3 minutes.

Key Stage 4 Prospectus

Year 9 Courses commencing September 2014

PHYSICAL EDUCATION GCSE (Board: EDEXCEL)



WHY STUDY GCSE PHYSICAL EDUCATION?

This is an exciting and demanding course that is enjoyed very much by many students. The theoretical aspects are interesting and once learned, can support understanding other subjects, such as science.

The practical components of the course ensure that even the most energetic and talented students are constantly challenged. The dedicated PE staff will support the development of students into all round sports performers and ensure good fitness habits are instilled.

Both elements of this course are taught by an extremely enthusiastic team of teachers, who endeavour to bring lessons to life and enjoy excellent relationships with all students.

COURSE CONTENT

Theoretical Component:

The course requires a theoretical and practical understanding of the following areas: muscular system, cardiovascular system, skeletal system, respiratory system, health-related fitness and safety aspects of sport.

In Year 11 students will be expected to produce a six-week personal exercise programme, displaying an understanding of training methods for one chosen sport.

Practical Component:

Students study a range of sports and activities during the 3 years, including Basketball, Badminton, Trampolining, Rounders, Athletics and Fitness Training. Students will then be asked to select 4 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school. Students now also have the option to be assessed in a coaching or an officiating role, as well as the traditional performer role.

Regardless of their eventual assessment portfolio students will be assessed in combination of:

- skills in isolation
- performance of skills in the game situation
- providing feedback
- observation and analysis
- rules and regulations

Key Stage 4 Prospectus

Year 9 Courses commencing September 2014

Students taking the course should be interested in Physical Education and the range of physical activities that are offered by the school. In addition, it would be an advantage if students were actively involved in sports outside of school.

ASSESSMENT

The course has been designed to enable all students of varying ability to perform to their highest possible level. With this in mind, 60% of the course is based on the assessment of the 4 practical options, which is inclusive of the Analysis of Performance module. The remaining 40% of the assessment is by written examination based on the theoretical concepts mentioned above. This 2 hour examination takes place at the end of Year 11, whereas the practical component is continuously assessed over the two year course.

Also, each GCSE student will complete the Sports Leadership Award (SLA) during Year 10. The foundations for this will be laid in Year 9, where students will lead their peers and other youngsters in a variety of practical environments to enhance their leadership skills.



Notes

