



## **KS4 CURRICULUM 2015 – 2017**

**Courses Information Evening – Wednesday 7<sup>th</sup> January 2015**



**APPLIED  
LEARNING**

**Parents are asked to  
bring this booklet to  
the Courses  
Information Evening.**



**Business &  
Enterprise**





## **KS4 CURRICULUM 2015 - 2017**

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## FOREWORD

Dear Parents

This booklet is your guide to the Options process for your child as they choose the courses they will follow for the next two years. It is an important time as these choices not only shape the next two years, but also what pathways into employment or further education are open to them at 16.

We believe that the curriculum students follow should:

- *provide a broad and balanced 'diet', catering for all abilities;*
- *offer opportunities to follow courses suited to their needs, interests and ability;*
- *promote enthusiasm, interest and success for all.*

In the light of this and the aims outlined above, we provide three broad pathways that give a framework in which students may make their choices. You will find detailed information in this booklet about the optional course students may follow, but also the compulsory courses for students.

Students will follow a curriculum that includes English, Mathematics, Double Science, PE and RE. They will also need to make a choice between Computing, French, Geography and History. Elements of Citizenship and Personal, Social and Economic Education (PSHEE) will be covered in a programme of 'timetable breaking' half-days. Further details of these will follow early in Year 10.

The Key Stage 4 (KS4) curriculum follows a similar pattern to that experienced by students in Years' 7 to 9 (KS3). We analyse how students have performed over three years to help us guide them to courses that will help them achieve their 'Personal Best' at GCSE.

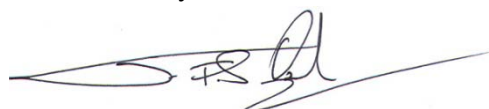
You may also be aware that the significance of 'The English Baccalaureate' has grown over the last few years. This is why all students are to take one of Computing, French, History or Geography to ensure they experience a broad and balanced diet at KS4.

I hope you find this booklet helpful and are not daunted by the process! We will work closely with you to help your child make wise choices for their future in the following ways:

- teaching students about decision making and choosing appropriate courses in PSHEE;
- giving subject advice through Head of Faculty talks to the year group;
- offering guidance from Form Tutors;
- holding an Options Information Evening at **7.00 p.m. on Wednesday 7th January 2015.**

I do hope you will be able to attend the Options evening and look forward to meeting as many of you as possible.

Yours sincerely



Jonathan Osborn  
Headteacher

## TARGET SETTING

'Flight Paths' are a way of gauging student progress from the start of Year 7 to the end of Year 11, so that all students, parents and teachers are aware of the standards they need to achieve in order to make *expected progress* (or better still *more than expected progress*). The Government expects all students to make 3 levels of progress from KS2 (end of Year 6) to KS4 (end of Year 11) – this is also called '*expected progress*'. Some students are also targeted to make 4 or more levels of progress (referred to as '*more than expected progress*'). The chart below shows the difference between expected progress (grey arrows) and more than expected progress (black arrows).

KS2 Level	KS2 sub-level	Year 7	Year 8	Year 9	Year 10	Year 11	KS4 grade
							A*
							A
							B
6	a						B
	b						C
	c						C
5	a						C
	b						D
	c						D
4	a						D
	b						E
	c						E
3	a						E
	b						F
	c						F
2	a						F
	b						G
	c						G
<b>B, N</b>							

In other words, a student who achieved a KS2 mid-level 4 will be targeted to get a grade C or better at GCSE. However, a student who achieved a high-level 4 (i.e. 4a) will be targeted to aim for one grade higher at GCSE (i.e. a grade B) – since, these students have the least distance to travel to make *more than expected progress*. Therefore, any student who achieved a KS2 sub-level 3a, 4a, 5b, 5a and a KS2 level 6 will be targeted to make *more than expected progress*.

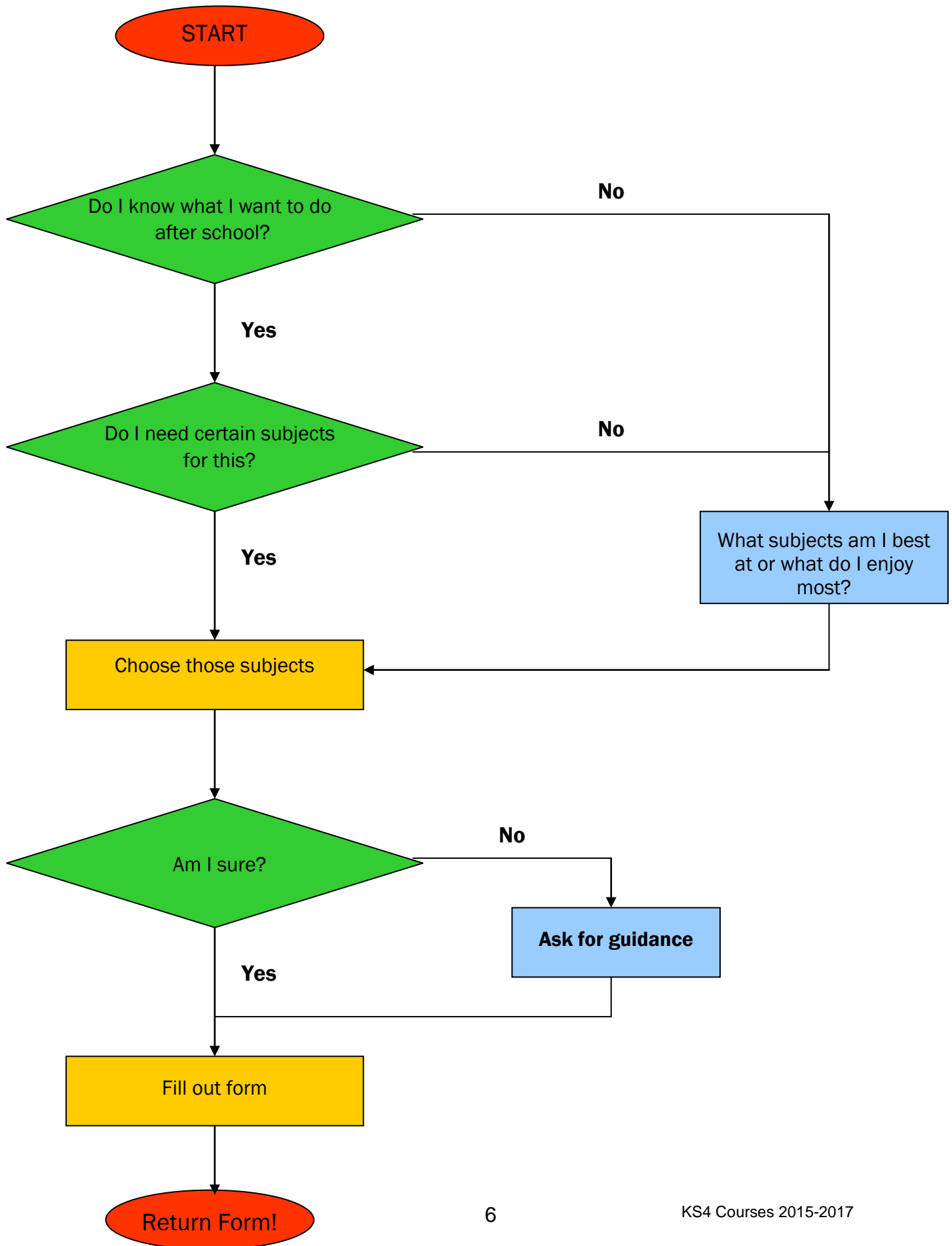
Below are examples of the typical progression we would expect a student to make in each of the core subject areas during their time at The King Edmund School:

Key Stage 2 Level (Year 6)	Key Stage 3 Level (Year 9)	Key Stage 4 (Year 11)
5b	7c or 7b	A or B
4b	6c or 6b	C
3b	4a or 5c	D

In order to have short term goals to aim for, students' KS4 targets will be broken down into end of year targets. These will be based on each individual Faculty Flight Path – we recognise that because of the nature of different subjects, students can make progress at slightly different rates in different subject areas; hence, we have different Flight Paths for each faculty.

Students at The King Edmund School are involved in regularly reviewing their progress towards their targets. Teachers, Heads of Subject, Heads of Year and Heads of Faculty regularly track and review the progress of all students and, if necessary, provide appropriate intervention to support those students who are not making the expected progress.

**To the Student, before choosing ask yourself these questions:**



## Types of Courses Available

While GCSEs are the most well known qualifications, GCSE grades or their equivalents can be achieved in a number of ways – not just by taking traditional GCSE examinations. The information below takes you through the options that are available at The King Edmund School and beyond:

### GCSE

GCSEs are available in many subjects. They are usually studied over a two year period and are assessed mainly by examination at the end of Year 11. Students may also be assessed through **coursework**, or by **controlled assessments** whereby students work on projects in class, at set times and under examination conditions. **Double Award** GCSE simply mean that the qualification is worth 2 GCSEs.

### Applied GCSEs

Applied GCSEs are the similar to other GCSEs but have a more practical slant. The emphasis is on applying the subject to the real world or industry, and the courses tend to be less theoretical. Assessment is the same as for original GCSEs.

### BTECs

BTECs are well established vocational qualifications which give students an insight into particular career areas.

**BTEC level 2 First Award** is worth 1 GCSE grade A\* - C. It is also possible for students who need additional support to complete a **level 1** qualification worth 1 GCSE grade F. The unique feature of BTEC courses is that coursework is the principle means of assessment. Students complete an examination and written and practical units of work that are externally moderated.

### EBacc

The **English Baccalaureate (EBacc)** is not a qualification as such. It is a certificate that will be awarded to any student who secures good GCSE passes in English, mathematics, the sciences, a modern foreign language and a humanity subject such as history or geography.

## **COMPULSORY SUBJECT INFORMATION**

### **Subjects to be studied:**

- English Language and Literature
- Mathematics and probably Statistics
- Double Science (core and additional)
- Physical Education
- Religious Education

### **Students must also study one of:**

- Computing  
**or**
- French  
**or**
- Geography  
**or**
- History



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<p><b>Course Title:</b></p> <p><b>English Language</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: AQA</li> <li>• Syllabus code: 8700</li> </ul>
<p><b>Course Content:</b></p> <p>2 examination units and 1 non-examination assessment: spoken language.</p> <p>The examination units comprise one written paper each. The first unit, Explorations in Creative Reading and Writing, requires candidates to respond to a literary fiction text and to produce a piece of narrative or descriptive writing. The second unit, Writers' Viewpoints and Perspectives, requires candidates to respond to one non-fiction and one literary non-fiction text and to produce a piece of writing that presents a viewpoint. All texts in the English Language examinations are unseen prior to the examination.</p> <p>The non-examination assessment in spoken language requires candidates to demonstrate their skills of presentation, responding to questions and feedback and using Standard English. This assessment is reported separately and does not contribute to the overall final GCSE grade.</p> <p>The same examination papers will be taken by all candidates. As one of the newly reformed GCSEs for first teaching in September 2015, candidates will be awarded a grade from 1 to 9 with 9 being the highest. Candidates not reaching the standard required for grade 1 will get a U (unclassified).</p>
<p><b>Assessment:</b></p> <p>100% examination.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>All students will need a qualification in English to gain entry to any post 16 course. It is required by employers.</p>

<p><b>Course Title:</b></p> <p><b>English Literature</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: AQA</li> <li>• Syllabus code: 8702</li> </ul>
<p><b>Course Content:</b></p> <p><b>Pupils studying English Language must also sit English Literature. This is an additional and separate qualification.</b></p> <p>2 examination units.</p> <p>The examination units comprise one written paper each. Paper 1 is 1 hour 45 minutes in length and will require candidates to answer questions on a Shakespeare play and a 19<sup>th</sup> century novel. Paper 2 is 2 hours 15 minutes in length and will require candidates to answer questions on a modern novel or play, a pre-prepared collection of poetry and also on two unseen poems. All texts, with the exception of the unseen poems, will be studied in lessons prior to the examinations. As both examinations are 'closed book', candidates will not be permitted to take copies of the texts into the examination room.</p> <p>GCSE English is not a tiered qualification so the same examination papers will be taken by all candidates. As one of the newly reformed GCSEs for first teaching in September 2015, candidates will be awarded a grade from 1 to 9 with 9 being the highest. Candidates not reaching the standard required for grade 1 will get a U (unclassified).</p>
<p><b>Assessment:</b></p> <p>100% examination.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>A Level English, careers in media or publishing and teaching.</p>

<p><b>Course Title:</b></p> <p><b>Mathematics A</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 1MA1</li> </ul>
<p><b>Course Content:</b></p> <p>GCSE mathematics is changing, for example the volume of subject content has increased. Additionally the total time for examinations has increased and all exams are sat at the end of the course.</p> <p>At both foundation and higher levels the topics taught include geometry &amp; measure, number, statistics &amp; probability, algebra, ratio, proportion &amp; rates of change.</p> <p>In terms of the assessment there is more emphasis on problem solving and mathematical reasoning. All students will be required to memorise formulae.</p> <p>A new grading structure is being introduced, from grade 9 to 1, to replace the familiar A* to G grading scale.</p>
<p><b>Assessment:</b></p> <p>Examinations totalling 4.5 hours to be taken at the end of the course.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>Mathematics is one of the core subjects, essential, as it is required by employers, useful, as it contributes to the understanding of other subjects and challenging, when studied to AS/A2.</p>

<p><b>Course Title:</b></p> <p><b>Core Science in Year 10 and Additional Science in Year 11</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: AQA</li> <li>• Syllabus code: 4405/4408</li> </ul>
<p><b>Course Content:</b></p> <p>All science courses cover the type of scientific issues that are seen in the newspapers/TV.</p> <p>Study of science enables students to make critical decisions about information supplied to them.</p> <p>Core science covers the following topics: health, cells, cell division and inheritance, nerves and hormones, photosynthesis, atomic structure and bonding, rates of reaction, crude oil, Earth and atmosphere, acids and bases, energy and energy transfers, electricity and its uses, waves and communication, forces and their effects, radioactivity.</p>
<p><b>Assessment:</b></p> <p>Each GCSE has one examination (75%) and a controlled assessment (25%).</p>
<p><b>Qualification Achieved:</b></p> <p>2 GCSEs.</p>
<p><b>Progression Routes:</b></p> <p>All science qualifications are valuable in later life irrespective of career choice. Science careers can vary from explosives experts to physiotherapists or building surveyors. Sixth Form courses available at KES: AS/A2 Biology, Physics, Chemistry, or BTEC Level 3 Subsidiary Diploma in Applied Science (forensics).</p>

<p><b>Course Title:</b></p> <p><b>Physical Education</b></p>
<p><b>Course Details:</b></p> <p>KS4 National Curriculum.</p>
<p><b>Course Content:</b></p> <p>The PE curriculum develops students' competence and confidence to take part in a wide range of physical activities. It helps students to enjoy and succeed in many physical activities and also helps them develop personally and socially. There are four key concepts that underpin PE:</p> <ol style="list-style-type: none"> <li>1. Competence</li> <li>2. Performance</li> <li>3. Creativity</li> <li>4. Healthy and active lifestyles.</li> </ol> <p>These concepts are developed through participation in a range of activities including: football, netball, trampoline, badminton, hockey, rounders, athletics, swimming, etc.</p> <p>Students will participate in at least two activities during KS4 PE. Students also have the opportunity to participate in the Junior Leadership Award Level 1, which improves students' skills in organisation, communication, officiating, coaching and leadership.</p>
<p><b>Assessment:</b></p> <p>Teacher assessment.</p>
<p><b>Qualification Achieved:</b></p> <p>No formal qualification. JLA level 1 award for students who opt to do it.</p>
<p><b>Progression Routes:</b></p> <p>Healthy lifestyle.</p>

<p><b>Course Title:</b></p> <p><b>Religious Education</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2RS01</li> </ul>
<p><b>Course Content:</b></p> <p>The year 10 course includes topics on the following:</p> <ul style="list-style-type: none"> <li>• Believing in God</li> <li>• Matters of life and death</li> <li>• Marriage and family life</li> <li>• Community cohesion.</li> </ul> <p>The year 11 course includes topics on the following:</p> <ul style="list-style-type: none"> <li>• Peace and conflict</li> <li>• Environmental and medical issues</li> <li>• Crime and Punishment</li> <li>• Rights and responsibilities.</li> </ul> <p>Various approaches will be used including:</p> <ul style="list-style-type: none"> <li>• Examination preparation</li> <li>• Discussion</li> <li>• Video</li> <li>• Written work</li> <li>• Role play.</li> </ul>
<p><b>Assessment:</b></p> <p>Two 1½ assessment.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>Gain an understanding of the world in which we live and the different traditions and cultures within it. A Level Religious Study.</p>

<p><b>Course Title:</b></p> <p><b>Computing</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination Board: OCR</li> <li>• Syllabus code: J275</li> </ul>
<p><b>Course Content:</b></p> <p><b>Unit A451: Computer Systems and Programming</b> Students explore the theoretical aspects of computing and computer science, especially covering computer systems, data representation, databases and networking.</p> <p><b>Unit A452: Practical Investigations</b> A practical controlled assessment which assesses the student's ability to analyse problems and research and implement answers.</p> <p><b>Unit A453: Programming Project</b> A practical controlled assessment which assesses the student's ability to design, develop and test a solution to a scenario using a programming language.</p>
<p><b>Assessment:</b></p> <p>Unit A451 - examination (40%) Unit A452 - controlled assessment (30%) Unit A453 - controlled assessment (30%)</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>Students that successfully complete the course should be able to progress to ICT at level 3.</p>

<p><b>Course Title:</b></p> <p><b>French</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2FR01</li> </ul>
<p><b>Course Content:</b></p> <p>The course builds upon the four skills developed in Years 7 – 9. It follows on from the Key Stage 3 curriculum offering flexibility and scope for personalised learning.</p> <p>The speaking and writing are done as controlled assessments over the two years (2 pieces of each). The listening and reading are externally assessed at the end of Year 11.</p> <p>The main topic areas covered are:</p> <ol style="list-style-type: none"> <li>1. Media and culture</li> <li>2. Sport and leisure</li> <li>3. Travel and tourism</li> <li>4. Business, work and employment.</li> </ol> <p>The weighting of each skill is as follows:</p> <ul style="list-style-type: none"> <li>• Listening = 20%</li> <li>• Reading = 20%</li> <li>• Speaking = 30%</li> <li>• Writing = 30%.</li> </ul>
<p><b>Assessment:</b></p> <p>Speaking and writing = controlled assessment = 60%. Listening and reading = externally assessed = 40%. Listening, reading and speaking are assessed by examinations. Writing is coursework assessed by the teacher.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>After gaining an A or B grade you may progress to AS and A2 Level French.</p>

<b>Course Title:</b>
<b>Geography</b>
<b>Course Details:</b>
<ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2GB01</li> </ul>
<b>Course Content:</b>
<p>This course comprises four units. It is based on contemporary aspects of human and physical geography.</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> Dynamic Planet – restless earth, changing climate, battle for the biosphere, water world, coastal change and oceans on the edge.</li> <li>• <b>Unit 2</b> People and the Planet - consuming resources, population dynamics, globalisation and development dilemmas</li> <li>• <b>Unit 3</b> Making Geographical Decisions. This will assess a student's ability to make decisions about geographical issues and justify them. Students are expected to answer questions based upon a resource booklet given to them in the examination</li> <li>• <b>Unit 4</b> Investigating Geography is a controlled assessment based on fieldwork.</li> </ul>
<b>Assessment:</b>
<p>Two examinations of 1 ¼ hours and one examination of 1 ½ hours - each 25%. Controlled assessment based upon fieldwork - 25%.</p>
<b>Qualification Achieved:</b>
GCSE.
<b>Progression Routes:</b>
AS Geography.

<b>Course Title:</b>
<b>History</b>
<b>Course Details:</b>
<ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2HA01</li> </ul>
<b>Course Content:</b>
<p><b>Unit 1 - The Making of the Modern World</b></p> <ul style="list-style-type: none"> <li>• How did the Cold War develop? 1943 – 1956</li> <li>• Cold War Crises – Berlin, Cuba, Czechoslovakia</li> <li>• Why did the Cold War end?</li> </ul> <p><b>Unit 2 - Germany 1918 – 1939</b></p> <ul style="list-style-type: none"> <li>• Germany after World War One</li> <li>• Hitler's rise to power</li> <li>• The Nazis in power.</li> </ul> <p><b>Unit 3 - War and the transformation of British society 1931 – 1951.</b></p> <ul style="list-style-type: none"> <li>• The nature of unemployment</li> <li>• Great depression of 1930s</li> <li>• Social reforms 1930 – 1946</li> <li>• Changing nature of warfare 1939 – 1945.</li> </ul> <p><b>Unit 4 (controlled assessment)</b></p> <ul style="list-style-type: none"> <li>• Government and Protest in the USA 1945 – 1970.</li> </ul>
<b>Assessment:</b>
<p>Units 1, 2 and 3 are assessed by examination at the end of the course. Unit 4 is assessed by the class teacher under examination conditions.</p>
<b>Qualification Achieved:</b>
GCSE.
<b>Progression Routes:</b>
<p>After gaining a good GCSE you can progress to AS and A2 courses. History is useful for any career that deals with people such as: banking, nursing, office work, police force, teaching, library work, archaeology and any professional work.</p>

## OPTIONAL SUBJECT INFORMATION

**Students must choose two subjects plus a reserve.**

- Applied Business **may not** be taken with Business Studies.
- **Only one technology subject may be chosen** (hospitality or product design).

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<p><b>Course Title:</b></p> <p><b>Applied Business</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2AB01</li> </ul>
<p><b>Course Content:</b></p> <p>This course covers two units in two years in order to be prepared for employment or Sixth Form.</p> <p><b>Unit 1: Investigating how businesses work</b> looks at the different types of businesses, what a business is and what they do. You will also look at how businesses are organised and why people who are interested in a business are vital to its success.</p> <p><b>Unit 2: Financial Records</b> investigates the flow of financial documents used in business trading and looks at the different payment methods and costs a business has. You will also discover the different financial documents that a business uses.</p>
<p><b>Assessment:</b></p> <p>A combination of controlled assessment (60%) and an examination (40%).</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>Business courses are very popular subjects studied at university. GCSE Applied Business will prepare well for progression to either A Level Applied Business or enter employment.</p>

<p><b>Course Title:</b></p> <p><b>Art and Design</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2AD01</li> </ul>
<p><b>Course Content:</b></p> <p>Students will develop their drawing skills, study of other artists, written annotation and their practical skills throughout the two years. They will study various movements in art as well as individual artists. This culminates in the production of a personal portfolio.</p> <p>Students have to work independently and have the ability to produce a thorough portfolio of work through sustained investigation and commitment. Homework heavily contributes to the student's GCSE grade. The final part of the course consists of a six week preparation period to allow students time to prepare for a 10 hour examination, which is held over two days.</p>
<p><b>Assessment:</b></p> <p>Coursework 60%. Exam 40%.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>AS and A2 Level art. Careers: hairdressing, window dressing, beautician, interior designer, furniture design and fashion.</p>



<p><b>Course Title:</b></p> <p><b>Business Studies</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2BS01</li> </ul>
<p><b>Course Content:</b></p> <p>This course is looking at how to start your own business. You will learn the theory behind decisions that people in business need to make, but in an exciting and practical way.</p> <p>Three units are studied and assessed over two years:</p> <p><b>Unit 1: Introduction to small businesses</b> which looks at enterprise, starting a business, putting ideas into practice and the economy.</p> <p><b>Unit 2: Investigating small businesses</b> is the internal controlled assessment for Unit 1 and students research a task ready for completing the assessment.</p> <p><b>Unit 3: Building a business</b> looks at marketing, customers, people within a business and financial management.</p>
<p><b>Assessment:</b></p> <p>A combination of a multiple choice examination (25%), controlled assessment (25%) and examination (50%).</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>GCSE Business will prepare well for either progression to A Level Applied Business or to enter employment.</p>

<p><b>Course Title:</b></p> <p><b>Hospitality</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: WJEC</li> <li>• Syllabus code: 4740</li> </ul>
<p><b>Course Content:</b></p> <p>This course includes a mix of written and practical work. Students will be cooking either in team or individually on a weekly basis.</p> <p>The course enables students to develop their skills in preparing and cooking dishes whilst also introducing them to the hospitality industry. Written work forms a major part of the course and students are expected to complete a series of booklets based on the catering industry, food safety &amp; hygiene, food commodities such as soups, breads, sauces, cakes &amp; pastry along with menu planning and costing. Unless it is a team based practical, students are expected to provide their own ingredients and the estimated cost per year is £90.</p>
<p><b>Assessment:</b></p> <p>One examination 40%. One practical assessment 60%.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>Direct employment to the catering industry. Higher qualifications such as BTEC Hospitality courses.</p>

<b>Course Title:</b>
<b>Child Development</b>
<b>Course Details:</b>
<ul style="list-style-type: none"> <li>• Examination board: OCR</li> <li>• Syllabus code: J441</li> </ul>
<b>Course Content:</b>
<p><b>Unit B011: Child Development: Short Tasks</b></p> <ul style="list-style-type: none"> <li>• Learners complete three short tasks all of which are set OCR tasks</li> <li>• All three tasks should demonstrate different practical skills and knowledge.</li> </ul> <p><b>Unit B012: Child Study Task</b></p> <ul style="list-style-type: none"> <li>• Learners complete one child study task which will assess a variety of skills.</li> <li>• Learners will choose a set OCR theme as a basis for the study</li> <li>• Child to be studied must be aged 0–5 years.</li> </ul> <p><b>Unit B013: Principles of Child Development</b></p> <ul style="list-style-type: none"> <li>• Family and parenting</li> <li>• Preparation for pregnancy and birth</li> <li>• Physical development</li> <li>• Nutrition and health</li> <li>• Intellectual, social and emotional development</li> <li>• Community support.</li> </ul>
<b>Assessment:</b>
3 controlled assessments a child study and 1 written examination.
<b>Qualification Achieved:</b>
GCSE.
<b>Progression Routes:</b>
Students, dependent upon their results, can either complete the 1 year level 2 certificate (an introduction to early year's education and care) or the 2 year level 3 diploma (child care and education). Alternatively students can study the level 2 BTEC in health and social care.

<b>Course Title:</b>
<b>Dance</b>
<b>Course Details:</b>
<ul style="list-style-type: none"> <li>• Examination board: AQA</li> <li>• Syllabus code: 4232</li> </ul>
<b>Course Content:</b>
<p>GCSE Dance is a course run for students who already have some form of dance training and who have a passion for performing. The course is highly enjoyable involving a lot of hard work during lessons and after school. It is only suitable for those who are confident enough to perform before their peers and a larger audience</p> <p>It is an intense subject where students will learn the technical and expressive nature of dance, understanding dynamics and principles of the body, performance, appreciation and the art of choreography. Students create their own work for an audience and moderator.</p> <p>They will study 2 professional works for their practical study and written examination.</p> <p>A set dance must also be learnt for 20% of the GCSE grade.</p>
<b>Assessment:</b>
Written paper 20%. Set study 20%. Performance 20%. Choreography 40%.
<b>Qualification Achieved:</b>
GCSE.
<b>Progression Routes:</b>
'A' Level dance. 'A' Level theatre studies. Dance teacher, choreographer, and professional dancer.

<b>Course Title:</b>
<b>Drama</b>
<b>Course Details:</b>
<ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2DR01</li> </ul>
<b>Course Content:</b>
<p>GCSE drama is a practical course, which aims to build upon the skills developed in Years 7 – 9. The course is highly enjoyable involving lots of practical activities as well as some writing and is only suitable for those who are confident enough to perform before their peers and a larger audience.</p> <p>Students complete two coursework units. Unit 1, which uses drama strategies and techniques to explore a specific theme, comprises six one hour practical assessments and a 2000 word essay evaluating the work completed. Unit 2, which uses drama strategies and techniques to explore a script, comprises of six one-hour practical assessments, one 1000 word essay evaluating the work completed and a 2000 word essay evaluating a professional theatre production.</p> <p>For the final examination students can select to either perform or design and make one of the design elements for a performance in front of an external assessor and a small invited audience.</p>
<b>Assessment:</b>
<p>Practical examination - 40%.  Practical assessments – 30%  Written coursework - 30%.</p>
<b>Qualification Achieved:</b>
GCSE.
<b>Progression Routes:</b>
<p>'A' Level drama. Drama is useful for any career that deals with people such as teaching, customer service, emergency services, office work and a host of other professions.</p>

<b>Course Title:</b>
<b>French</b>
<b>Course Details:</b>
<ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2FR01</li> </ul>
<b>Course Content:</b>
<p>The course builds upon the four skills developed in Years 7 – 9. It follows on from the Key Stage 3 curriculum offering flexibility and scope for personalised learning.</p> <p>The speaking and writing are done as controlled assessments over the two years (2 pieces of each).  The listening and reading are externally assessed at the end of Year 11.</p> <p>The main topic areas covered are:</p> <ol style="list-style-type: none"> <li>1. Media and culture</li> <li>2. Sport and leisure</li> <li>3. Travel and tourism</li> <li>4. Business, work and employment.</li> </ol> <p>The weighting of each skill is as follows:</p> <ul style="list-style-type: none"> <li>• Listening = 20%</li> <li>• Reading = 20%</li> <li>• Speaking = 30%</li> <li>• Writing = 30%.</li> </ul>
<b>Assessment:</b>
<p>Speaking and writing = controlled assessment = 60%.  Listening and reading = externally assessed = 40%.  Listening, reading and speaking are assessed by examinations.  Writing is coursework assessed by the teacher.</p>
<b>Qualification Achieved:</b>
GCSE.
<b>Progression Routes:</b>
<p>After gaining an A or B grade you may progress to AS and A2 Level French.</p>

<p><b>Course Title:</b></p> <p><b>Geography</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2GB01</li> </ul>
<p><b>Course Content:</b></p> <p>This course comprises four units. It is based on contemporary aspects of human and physical geography.</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> Dynamic Planet – restless earth, changing climate, battle for the biosphere, water world, coastal change and oceans on the edge.</li> <li>• <b>Unit 2</b> People and the Planet - consuming resources, population dynamics, globalisation and development dilemmas</li> <li>• <b>Unit 3</b> Making Geographical Decisions. This will assess a student’s ability to make decisions about geographical issues and justify them. Students are expected to answer questions based upon a resource booklet given to them in the examination</li> <li>• <b>Unit 4</b> Investigating Geography is a controlled assessment based on fieldwork.</li> </ul>
<p><b>Assessment:</b></p> <p>Two examinations of 1 ¼ hours and one examination of 1 ½ hours - each 25%. Controlled assessment based upon fieldwork - 25%.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>AS Geography.</p>

<p><b>Course Title:</b></p> <p><b>Level 2 Higher Certificate in creative Hair and Beauty Studies</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: City and Guilds</li> <li>• Syllabus code: 3004-02</li> </ul>
<p><b>Course Content:</b></p> <p>Candidates must achieve mandatory and optional units.</p> <p><b>Mandatory Units:</b></p> <ul style="list-style-type: none"> <li>• Create an image based upon a theme</li> <li>• Head massage</li> <li>• Apply skin tanning techniques</li> <li>• Shaping and colouring eyebrows</li> <li>• The art of dressing hair</li> <li>• The art of colouring hair.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Students interested in the possibility of taking this subject should leave their details with Miss Hatfield in the Salon.</b></p> </div>
<p><b>Assessment:</b></p> <p>Learners will be required to complete one assignment for each unit. Assignments are externally set and internally marked and graded.</p>
<p><b>Qualification Achieved:</b></p> <p>Level 2 Higher Certificate in creative Hair and Beauty Studies.</p>
<p><b>Progression Routes:</b></p> <p>The natural route of progression would be to move on to either the <b>Hairdressing</b> or <b>Beauty Therapy</b> Level 2 NVQ.</p>

<p><b>Course Title:</b></p> <p><b>Health and Social Care</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2HS01</li> </ul>
<p><b>Course Content:</b></p> <p><b>Unit 1:</b> This unit covers four topics:</p> <ul style="list-style-type: none"> <li>• Human growth and development</li> <li>• Factors affecting human growth and development</li> <li>• Effects of relationships on personal growth and development</li> <li>• The effect of life events on personal development.</li> </ul> <p><b>Unit 2:</b> This unit covers five topics:</p> <ul style="list-style-type: none"> <li>• The range of care needs of major client groups</li> <li>• How health care, social care and early years services are accessed and the barriers to access</li> <li>• How health, social care and early years services are provided</li> <li>• Workers in health, social care and early years</li> <li>• Care values which underpin service provider interaction.</li> </ul>
<p><b>Assessment:</b></p> <p>Unit 1 is externally assessed by examination and unit 2 is internally assessed.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>The course is suitable preparation for study at level 2 or level 3 BTEC health and social care. This course is suitable for learners wishing to progress into social work, nursing or working in the care industry.</p>

<p><b>Course Title:</b></p> <p><b>History</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2HA01</li> </ul>
<p><b>Course Content:</b></p> <p><b>Unit 1 - The Making of the Modern World</b></p> <ul style="list-style-type: none"> <li>• How did the Cold War develop? 1943 – 1956</li> <li>• Cold War Crises – Berlin, Cuba, Czechoslovakia</li> <li>• Why did the Cold War end?</li> </ul> <p><b>Unit 2 - Germany 1918 – 1939</b></p> <ul style="list-style-type: none"> <li>• Germany after World War One</li> <li>• Hitler’s rise to power</li> <li>• The Nazis in power.</li> </ul> <p><b>Unit 3 - War and the transformation of British society 1931 – 1951.</b></p> <ul style="list-style-type: none"> <li>• The nature of unemployment</li> <li>• Great depression of 1930s</li> <li>• Social reforms 1930 – 1946</li> <li>• Changing nature of warfare 1939 – 1945.</li> </ul> <p><b>Unit 4 (controlled assessment)</b></p> <ul style="list-style-type: none"> <li>• Government and Protest in the USA 1945 – 1970.</li> </ul>
<p><b>Assessment:</b></p> <p>Units 1, 2 and 3 are assessed by examination at the end of the course. Unit 4 is assessed by the class teacher under examination conditions.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>After gaining a good GCSE you can progress to AS and A2 courses. History is useful for any career that deals with people such as: banking, nursing, office work, police force, teaching, library work, archaeology and any professional work.</p>

<p><b>Course Title:</b></p> <p><b>ICT</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: Edexcel</li> <li>• Syllabus code: 2IT01</li> </ul>
<p><b>Course Content:</b></p> <p><b>Unit 1: Living in a digital world</b> Students explore how digital technology impacts upon individuals, organisations and society. Students learn about current and emerging digital technologies. They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.</p> <p><b>Unit 2: Using digital tools</b> A practical unit in which students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students reflect critically on their own and others' use of ICT.</p>
<p><b>Assessment:</b> Unit 1 – examination (40%). Unit 2 - controlled assessment (60%).</p>
<p><b>Qualification Achieved:</b> GCSE.</p>
<p><b>Progression Routes:</b> All students who successfully complete this qualification should be able to progress to advanced study and follow ICT at Level 3.</p>

<p><b>Course Title:</b></p> <p><b>Computing</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination Board: OCR</li> <li>• Syllabus code: J275</li> </ul>
<p><b>Course Content:</b></p> <p><b>Unit A451: Computer Systems and Programming</b> Students explore the theoretical aspects of computing and computer science, especially covering computer systems, data representation, databases and networking.</p> <p><b>Unit A452: Practical Investigations</b> A practical controlled assessment which assesses the student's ability to analyse problems and research and implement answers.</p> <p><b>Unit A453: Programming Project</b> A practical controlled assessment which assesses the student's ability to design, develop and test a solution to a scenario using a programming language.</p>
<p><b>Assessment:</b> Unit A451 - examination (40%) Unit A452 - controlled assessment (30%) Unit A453 - controlled assessment (30%)</p>
<p><b>Qualification Achieved:</b> GCSE.</p>
<p><b>Progression Routes:</b> Students that successfully complete the course should be able to progress to ICT at level 3.</p>

<b>Course Title:</b>
<b>Media Studies</b>
<b>Course Details:</b> <ul style="list-style-type: none"> <li>• Examination board: WJEC</li> <li>• Syllabus code: 4390</li> </ul>
<b>Course Content:</b> <p>This course allows students to draw on their existing experience of the media and to develop their abilities to explore as well as create media.</p> <p>Students will create and investigate a wide variety of media through textual investigations and making their own media.</p> <p>Textual investigation 1 is based upon genre. Students investigate magazine front covers. Textual investigation 2 is based upon representations. Students investigate audio-visual adverts. The practical coursework involves planning and creating DVD covers.</p> <p>Students will think and investigate the Media through written evaluations and production of their own form of media.</p>
<b>Assessment:</b> <p><u>Written examination</u> investigating and planning the media based on a pre released topic.</p> <p><u>Coursework</u> comprising three assignments: Two textual investigations (one must be print based), and one media production.</p>
<b>Qualification Achieved:</b> GCSE.
<b>Progression Routes:</b> <p>A Level media. Advertising, radio, production, TV, editing, journalism, magazines, printing and photography.</p>

<b>Course Title:</b>
<b>Music</b>
<b>Course Details:</b> <ul style="list-style-type: none"> <li>• Examination board: AQA</li> <li>• Syllabus code: 4270</li> </ul>
<b>Course Content:</b> <p>The course is divided into two parts, practical (80%) and listening (20%).</p> <p>The listening section is divided into 4 areas of study. Students will listen to different examples of music from each area and will study set works for each area. The exam will be a written paper based on the areas of study.</p> <p>The practical section is divided into two parts. Students must compose two different pieces of music (40%) using computer software and must also perform two pieces of their own choice (40%). One of these pieces must be on their own, the other as part of an ensemble. They will also write a commentary to accompany their compositions.</p>
<b>Assessment:</b> <p>Practical – internally marked and externally moderated.</p> <p>Listening examination.</p>
<b>Qualification Achieved:</b> GCSE.
<b>Progression Routes:</b> <p>AS and A2 Level music. AS and A2 Level music technology. Music teacher, performer, composer, instrumental teacher, session player, band member, working in a recording studio.</p>

<p><b>Course Title:</b></p> <p><b>Physical Education</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: AQA</li> <li>• Syllabus code: 4890</li> </ul>
<p><b>Course Content:</b></p> <p><u>Theory 40% of marks (knowledge and understanding for the active participant)</u></p> <ul style="list-style-type: none"> <li>• Health fitness and the factors affecting performance in PE</li> <li>• Principles of training in PE</li> <li>• Factors affecting individual performance and participation in PE</li> <li>• Social and cultural factors affecting participation in PE.</li> </ul> <p><u>Practical 60% of marks (the active participant)</u></p> <p>The effective performance and analysis of PE activities:</p> <ul style="list-style-type: none"> <li>• Practical performance in 4 activities chosen from at least 2 of the following: games, gymnastic activities, dance activities, athletic activities, life saving, personal survival, outdoor and adventurous activities and finally fitness and health activities.</li> </ul>
<p><b>Assessment:</b></p> <p>2 hour theoretical examination (40% of total mark).</p> <p>Practical coursework (60% of total mark).</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>'A' Level Physical Education, BTEC Physical Education, careers in all aspects of sport such as leisure, physiotherapy and sports injuries, teaching and coaching.</p>

<p><b>Course Title:</b></p> <p><b>Product Design – multi materials with a focus on design</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: AQA</li> <li>• Syllabus code: 4555</li> </ul>
<p><b>Course Content:</b></p> <p>This course concentrates on developing design skills and making prototype products. Year 10 students start with basic drawing and modelling skills, progressing to product analysis, design and production techniques. This is followed by a design and make project in year 10. Students are then able to choose what project they would like to pursue in Year 11.</p> <p>Examples of products undertaken so far include electronic safety aids, prototype lamps, a textiles product, make-up containers, packaging and desk top jewellery storage.</p> <p>As well as using hand equipment students will use computer design software and laser cutting equipment to work in card, plastic and textiles. The use of 2D design software is an essential part of this course.</p> <p>This course is suited to students that have a keen interest in working with a range of materials such as textiles, plastics, wood and using electronics.</p>
<p><b>Assessment:</b></p> <p>Examination 40%</p> <p>Coursework 60%.</p> <p>A detailed coursework folder will be produced by all students.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>Employment in the engineering, design and manufacturing industries.</p> <p>A Level Product Design.</p> <p>Degree in Product Design.</p>



<p><b>Course Title:</b></p> <p><b>Product Design – with a focus on wood craft and systems</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination board: AQA</li> <li>• Syllabus code: 4555</li> </ul>
<p><b>Course Content:</b></p> <p>This course combines the theory of materials and design with practical work. You will be working mostly with wood, but also metal and plastic to produce prototypes that could be manufactured. In Year 10 you might look at projects such as a jewellery box or a moving wooden toy. Towards the end of Year 10 you will start to prepare your coursework project which will be based on a clearly defined set of drawings. In addition drawings of your designs will have to be completed. A detailed coursework folder will be produced by all students.</p> <p>This course is suited to students that have good drawing and craft skills and wish to develop them to produce high quality products using wood, plastic, metal and electronics.</p>
<p><b>Assessment:</b></p> <p>Examination 40%</p> <p>Coursework 60%.</p> <p>A detailed coursework folder will be produced by all students.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>Employment in the design and manufacturing industries.</p> <p>A Level Product Design.</p> <p>Degree in Product Design.</p>

<p><b>Course Title:</b></p> <p><b>Sociology</b></p>
<p><b>Course Details:</b></p> <ul style="list-style-type: none"> <li>• Examination Board: AQA</li> <li>• Syllabus code: 4190</li> </ul>
<p><b>Course Content:</b></p> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Studying Society</li> <li>• Education</li> <li>• Families.</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• Crime and Deviance</li> <li>• Mass Media</li> <li>• Power.</li> </ul> <p>Sociology is the study of societies, it looks at how people live, behave and work together in groups. It asks questions about the world that we live in and tries to explain why it is the way it is.</p>
<p><b>Assessment:</b></p> <p>Two written examinations, each of which is worth 50%.</p>
<p><b>Qualification Achieved:</b></p> <p>GCSE.</p>
<p><b>Progression Routes:</b></p> <p>A Level Sociology or equivalent. Humanities subject.</p>

## WHAT NEXT?

Parents are invited to attend the following events to discuss their child's progress and aptitude for subjects they might be considering:

- **Parent Consultation Evening which took place in December.**
- **Course Information Evening on Wednesday 7<sup>th</sup> January at 7.00 pm.**
- **Completed forms must be returned to your form tutor by Thursday 22<sup>nd</sup> January.**

The school will then process all forms; we aim to give as many students as possible their choice of subjects. However, the constraints of timetabling and subject viability must be considered; the final selection of subjects for a student remains the school's responsibility.

**ASK THE FOLLOWING PEOPLE FOR HELP AND ADVICE:**

Director of Key Stage 5	Mrs A Wheal
Head of Subject	
Special Educational Needs Coordinator	Mrs D Cash
Your form tutor	
Your subject teachers	
Heads of Faculty	
Assistant Headteachers	
Deputy Headteacher – Curriculum	Mr M Haynes
Deputy Headteacher - Pastoral	Miss S Nichol
Head of Citizenship/PSHE	
Careers Advisor	
Your Parents	

A practice application form can be found on the next page.

# Practice Form

## Making Your Choices

You have to follow examination courses in:-

**English      Maths      Double Science (core & additional)      RE**

**Choose one from Computing, French, Geography or History**

Computing		or	French		or	Geography		or	History	
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You will also have lessons in **RE and PE**.

**You now need to choose from the subjects below.**

**Choose three subjects (Number 3 will be your reserve).**

**Choose and number your choices in order of importance (Number 1 will be your first choice).**

**\* IMPORTANT - only one technology subject may be chosen.**

<b>Applied Business (not with any other business course)</b>		<b>Business Studies (not with any other business course)</b>	
<b>Child Development</b>		<b>Health and Social Care</b>	
<b>Computing</b>		<b>ICT</b>	
<b>Art and Design</b>		<b>Dance</b>	
<b>Drama</b>		<b>Media Studies</b>	
<b>Music</b>		<b>French</b>	
<b>*Hospitality</b>		<b>*Product Design (multi-materials/design)</b>	
<b>*Product Design (emphasis on wood craft)</b>		<b>Geography</b>	
<b>History</b>		<b>Sociology</b>	
<b>Physical Education</b>			

# NOTES



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