

**Scalby School**



**Year 8 into Year 9  
Year 9 into Year 10**

**Key Stage 4  
Options Information**

**March 2009**

# Option Courses 2009

## Core Provision

The core provision represents those subjects that you, as an individual, are entitled to study and as such are automatically timetabled for you. In Year 9 the core subjects are; Maths (3), English (3), Science (3), PE (2), Design & Technology (2), ICT (2). Together they make up 15 of the 25 periods available in the week. In Year 10 this is slightly different with Maths (3), English (3), Science (3), PE (2), Design & Technology (2), ICT (1), RE/Life (1). These subjects form the foundation of the curriculum and will ultimately allow you to make progress onto new courses and pathways.

## Options

All options are one year courses, taught over 5 periods per week. There will be an opportunity to select up to 2 option choices as you enter Year 9, 10 and 11. The options offer an opportunity to pursue a subject which is not a core subject and to broaden your knowledge and understanding of a different area. They offer opportunities to do something different, complementary or extending of the core subjects. Most importantly this allows you to have a balanced timetable of different subjects. All of the option subjects are accredited, meaning that by studying one of these subjects you will gain a qualification at the end of your studies.

### GCSE

General Certificate of Secondary Education

This is the standard Level 2 qualification.

### BTEC

The Business and Technology Education Council.

This is the one of the standard awarding bodies that provide vocational qualifications. BTEC Certificates are equivalent to 2 GCSEs, whilst BTEC First Diplomas are equivalent to 4 GCSEs, at Level 2.

### OCR

Oxford Cambridge and RSA.

This is the one of the standard awarding bodies that offer general and vocational qualifications. OCR First Certificates are equivalent to 2 GCSEs, at Level 2.

## Key Stage 4 Option Choices – March 2009

<h1>Core Provision</h1>	<h2>Options</h2>
	<p><b>You will study 2 courses from here</b></p> <p>Numbers in ( ) represent number of GCSE equivalent qualifications gained</p>
	<b>Choices for Year 8 into 9 / Year 9 into 10</b>
<p>Maths English Science* Design and Technology** PE ICT*** RE/Life (for Year 10)</p> <p>* * In Science, core provision will be delivered as either OCR Science or Separate Science (3 GCSEs). Advice and guidance will be delivered by the Science Department. Separate Science is a very demanding course, aimed at students considering a science career or science university course. A number of students will be invited to opt for this pathway. It will however reduce the option choice in Year 10 to only 1 additional subject. It will therefore involve 8 hours of science study per week for that year.</p> <p>**In Design and Technology core provision students will make a preference from four areas; i) Graphics, ii) Food, iii) Product Design, iv) Textiles. This choice will be made during after Easter.</p> <p>***If you choose the ICT Option it will 'top up' the Core ICT with extra units which will extend the qualification from 1 to 3 or 4 GCSE equivalence.</p>	Acting BTEC Certificate (2)
	Art BTEC Certificate (2)
	Business Studies BTEC Certificate (2)
	French GCSE (1)
	Geography GCSE (1)
	History GCSE (1)
	ICT OCR (2/3)***
	Media GCSE (1)
	Music BTEC Certificate (2)
	PE GCSE (1)
	Religious Studies GCSE (1)
	Spanish GCSE (1)
	Separate Science GCSE* <b>YEAR 10 ONLY</b>
	Statistics GCSE (1)
	Travel and Tourism BTEC Certificate (2)

Please note these courses will only run if resources and sufficient numbers allow.



# **Option Subject Information**



# Performing Arts (Acting) BTEC First

## Course Description

**Are the Performing Arts your passion? Do you love being on the stage? Then this is the course for you.**

The BTEC in Performing Arts - Acting offers a range of options for people who are interested in working in the theatre industry. The **First Certificate** is equivalent to 2 GCSEs and in order to pass you will study the following units:

- ACTING
- PERFORMING SCRIPTED PLAYS
- DEVISING PLAYS (Improvisation)

If you decide to take the course further (by opting again next year) to the **First Diploma** for 4 GCSE equivalence then you will also be required to study the following units (which may be studied partly through the fantastic experience of taking part in a school production):

- PERFORMING ARTS PRODUCTION PROCESS
- THE PERFORMING ARTS BUSINESS

You then have to choose one final Unit from a range of other topics. Speak to your teacher to find out what would best suit you!

## Assessment

To gain a certificate or a diploma the students present assignments using a variety of methods: (acting / performing, portfolios, practical work, presentations). These are marked and verified in school. A sample is then moderated externally. There are no exams!

## Why Performing Arts - Acting

- A great starting point for a career in the performing arts.
- Opportunities to play an integral part in school productions (both on stage and behind the scenes)
- Opportunities to work with professional theatre practitioners.
- Visits to local theatres
- A course, which allows you to have the pleasure of performing and receiving the unique experience of being on a stage in front of a live audience!
- No chance of you having a bad day in an exam. You will get out what you put in!

## Students' Comments

**"Drama is my favourite subject. There is a real sense of family and support in the group."**

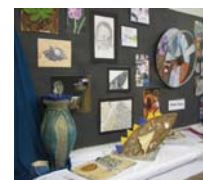
**"This subject has increased my confidence and there is nothing like the feeling of being on the stage in front of an audience."**

**"Taking part in the school productions is the highlight of my school year and now it can form part of my course. It's a win-win situation!"**

## Future Prospects

Students who complete the course can then consider a career in the performing arts business. The course units mean you could work either in Acting or behind the scenes. The job opportunities include, stage management, directing, make up, costume. You may also take the skills you learn in this course into the media industry.

# Art & Design BTEC First



## Course Description

Last year **100 %** of our GCSE Art and Design students attained an A\*-C grade with an average grade of a **B**.

Alongside this course our first cohort of BTEC First Diploma students attained **100 %** pass rate with an average grade of **A** (Distinction).

This year we would like to offer all our Art and Design students the opportunity of taking a BTEC First qualification replacing the traditional GCSE course. In our experience we feel the BTEC course offers our students an enriched vocational learning experience without the consequences of losing the quality of the outcome. On passing the BTEC First Certificate it also rewards students with double the qualification of a single GCSE in Art and Design with the same amount of learning hours (it is equivalent to 2 x GCSE).

Initially you will choose to opt for the **BTEC First Certificate** which is equivalent to 2 GCSE Grades A\*-C. You will have one day a week in the art studios working on the course over one year.

You may want to opt for further units later to take your coursework up to a **BTEC First Diploma** which is equivalent to 4 GCSE Grades A\*-C.

A BTEC qualification is unique in offering our students a taste of what it is like to work within the creative industries. This is an exciting time for students studying the creative subjects.

### FACT!!!

Did you know the creative industries in the UK contribute revenues approaching £60bn to the economy and employ more than 1.4 million people? For a really useful website to discover all the career options and routes try [www.yourcreativefuture.org](http://www.yourcreativefuture.org)

## Do I have to be fantastic at drawing to be successful?

The creative process of working to a brief is not just about drawing. Other key skills are developed, such as learning how to identify the needs of a brief, reviewing ideas and refining them. Becoming familiar with art and craft practices and learning new skills and building on them are equally important. You must be enthusiastic, enjoy being creative and well-motivated as an artist.

## What will I study when doing a BTEC?

The units are usually combined together in the form of an Assignment Brief. This reflects the method you would use if you were working within the creative industries.

**The BTEC First Certificate Units:** 2D and 3D Communication, Contextual References in Art and Design which are the core units and the specialist unit will be Working to a Visual Arts Brief.

**The BTEC Diploma Units:** as the Certificate along with Explore and Develop Art and Design Ideas, Produce an Art and Design Outcome and Working with 3D Design Crafts Briefs.

## An example of an Assignment Brief....

Past briefs have asked students to produce a piece of artwork for an exhibition at Dalby Forest Visitors Centre. Students have visited the forest to gather resources and interviewed the client to understand their needs for the art work. Specific deadlines are set and when completed the art work is then exhibited in the Centre.

## Students' Comments

**"I get the chance to improve my skills in the kind of art I'm into!"**

**"We get lots of opportunities to exhibit our work outside of school"**

**"We learn how art can help us get a job in the creative industry."**

**"I enjoyed not having to sit exams, I could keep working on my portfolio improving it all the time"**

**"The way the assignment briefs are set out, we know exactly what is needed to get our grades"**

**"Art & Design is one of my favourite subjects"**

## Future Prospects

30% of past students are now doing the level 3 qualification BTEC National Diploma in Art and Design/Creative Media at Yorkshire Coast College (this is equivalent to 3 'A' levels). On completion of a BTEC National, students can progress to a BTEC Higher National Diploma or BTEC Foundation Degree programme. 20% have continued doing Art and Design at 'A' level along with other 'A' level choices. Other students have continued with vocational courses at different colleges.

# Business and Vocational Education

## **BTEC Business**



### **Course Description**

BTEC Business at Scalby is proud to announce it achieved 100% A\*-C passes in August 2008 and expects to achieve similar results in August 2009.

BTEC Business First is one of a suite of Diploma courses produced by Edexcel. It is a vocational broad based qualification at Level 2 that provides knowledge and understanding of this vocational area. You will examine how the different parts of business work and what factors influence their decisions and activities. You will study in detail options of your choice in finance, sales techniques, how to start your own business, how businesses operate, customer relations or business on-line

If you decide to study for the BTEC First Certificate in Business you will study **3 Units** of work and this is equivalent to 2 GCSEs at A\* – C.

Students study BTEC First because they want to know how businesses work, they want to work in business or they realise that wherever you work the skills and knowledge learned will always be relevant because all organisations operate as businesses.

The assessment approach of the BTEC Firsts in Business allows learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation.

### **Assessment**

To gain 2 GCSE grades in BTEC Business at A\*-C grade, pupils must complete the pass level assignments in three of six units of their choice:

*Unit 1 - Exploring the purpose of business*

*Unit 2 - Developing Customer Relationship Skills*

*Unit 3 – Investigating Financial Control*

*Unit 7 – Personal Selling*

*Unit 8 – Doing Business Online*

*Unit 9 – Starting a Business*

The qualification consists of no written exams and is assessed solely by the production of portfolio work. Students are assessed at school by completing a number of assignments for each unit. As well as assignments, students are assessed on their ability to demonstrate skills e.g. customer service skills in a role play situation. Assignments are internally verified, and then a selection are externally verified by the Examination Board Edexcel.

All students will have the opportunity to undertake Merit and Distinction assignments. These will equate to either 2 B grades or 2 A grades at GCSE.

### **General Comments**

The business world comprises an enormous variety of different careers. The BTEC First certificate in Business aims to provide you with a practical appreciation of what “being in business” entails, and it will help you to develop the understanding and competency needed when considering entering employment in this sector.

### **Students' Comments**

**“I enjoyed the starting a business module and it gave me lots of knowledge for when I leave school for starting my own business”**

**“We get lots of opportunities to develop communication and teamwork by working in groups”.**

**“The teacher attempts to make learning fun and relates theory to things we experience everyday”.**

**“I enjoyed not having to sit exams, I could resubmit coursework if I did not get it right first time”**

**“The way the assignments are set out, we know exactly what is needed to get our grades”**

### **Future Prospects**

**This subject would be useful as an entry qualification for the A Level course in Business Studies. The course is also a useful stepping stone for those students wishing to take up a BTEC national or those wanting to take up employment. The course provides students with skills, not just knowledge.**

# French or Spanish GCSE



## Course Description

We prepare our students for the AQA GCSE Specification.

The course is a continuation of the work done at KS3, promoting understanding through listening and reading tasks and encouraging practical communication in speaking and writing.

Students learn how to express their own views and describe their own interests and backgrounds in the foreign language. We also discuss wider global issues like the environment and the media and we continue to devote time to grammar, in order that students can manipulate the language, leading to a greater degree of independence and creativity. The development of communication skills, together with understanding the structure of the language, lay the foundations for future study of other languages and also support the development and literacy skills in a student's own language.

The course also contributes to mutual understanding, and a sense of global citizenship and personal fulfilment. Our students learn to appreciate different countries, cultures, communities and people.

If you want to continue with languages into KS4, we suggest that you do not leave a 'gap' year in your options before choosing again.

## Assessment

The course assesses all four skills in the following way:

Listening paper	20%
Reading paper	20%
Speaking assessments	30%
Written assessments	30%

The course is based on the following topic areas:

- 1) Lifestyle
- 2) Leisure
- 3) Holidays
- 4) Home and Environment
- 5) Work and Education

## General Comments

*English is not enough! Did you know?*

- 94% of the world's population does not speak English as their first language. It's a multilingual, multicultural world.
- 75% of the world's population doesn't speak any English at all.
- 1 in 5 UK companies are losing business because of language barriers.
- Knowing a language offers enhanced recruitment and careers prospects for individuals. Those without language skills are likely to be at a disadvantage within a multilingual company.

## Quotes

*"Learning languages has taken me to places that I might never have gone and helped me achieve the things I always wanted to."*  
Arsène Wenger,  
Arsenal football club coach

*"Employees with language skills have a greater worth in the job market."*  
Bob Shankly, HR  
Director, BMW

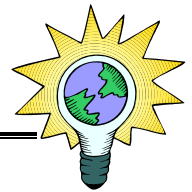
*"The fact is, businesses are looking for employees with language skills. As globalisation accelerates, the ability to communicate internationally is becoming a pre-requisite for success."*  
Miles Templeman,  
Director General,  
Institute of Directors

*"Multilingualism is an indicator of general mental ability and an internationalist outlook."*  
Chief Learning  
Manager, Deutsche  
Bank

## Future Prospects

Success in foreign languages at GCSE is seen as an important indicator of academic ability and is welcomed by universities, whatever degree subject is chosen. Naturally it is a pre-requisite for Advanced Level courses. Practically any job can involve languages, whether it is based in the UK or abroad. Here are some examples of employment fields in which language skills would be beneficial or essential: computing, customer services, engineering, finance, marketing, the media, travel and tourism, teaching, interpreting and translating.

# Geography GCSE



## Course Description

**Is the World really shrinking? – Find out, study Geography!**

Geography is the study of the earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live. By studying this course you can gain an insight into future challenges at a local, national and global level. Studying issues and thinking about how problems can be solved is vital preparation for understanding the world in which you are going to live and work. There are strong links with global citizenship, the environment and sustainability.

As you study the topics below, you will develop a wide range of research and presentation skills.

You will be assessed on your use of **skills** (maps, graphs, photos), understanding of physical and human topics as well as fieldwork.

**Physical** topics studied include: Earthquakes and volcanoes, What Ice does to the Landscape, Rivers, Coasts and Ecosystems like the Rainforest.

**Human topics** studied include: Population, Farming and Managing the Earth's Resources.

**Fieldwork** enables our students to find out more about where they live by investigating Scarborough's streets, more about the country we live in with visits to Flamborough Head and Malham in the Yorkshire Dales as well as an international visit to Switzerland.

## Assessment

There are two tiers of entry :  
Foundation (C – G)  
Higher ( A\* - C)

Exams are taken in June.

There are two examination papers:  
Paper 1 : Skills and 3 physical topics (40%)  
Paper 2 : 3 Human topics (35%)

The remaining 25% is made up by one piece of coursework based on data collected, which is then written up.

Our Geography Department is always above the national average for A\* - C passes. Last year **82%** of our students achieved one of those top grades (**national 68%**)

## Is geography a good choice in terms of getting a job?

The answer is a resounding **YES!**

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, flexible thinkers

## Student Comments

*'The Geography we learn is really brought to life when we go on trips'*

*'The teachers are all really good, they explain things clearly and we have fun'*

*'Geography is not boring because it is about real life and places'*

Without Geography – you're nowhere!

*'Geography is everywhere... Geography is everyone... Geography is everything you'll ever need to know!'*

*'Geography is the subject that holds the key to our future'*  
*Michael Palin*

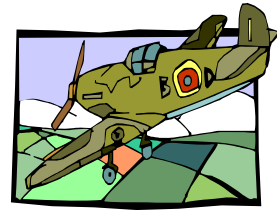


*'The earth is just a billion tonnes of geography rolling through space'*

## Future Prospects

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 a knowledge of science and an understanding of the arts. It is of course excellent preparation for A/AS level Geography, Geology, Sociology and Environment Sciences / Ecology.

# History GCSE



## Course Description

The History Department offers the AWA GCSE course - The Modern World.

Students will study modern world history during the period 1914 to 1963.

The course will begin with a study of Britain in the First World War - the key topics in this unit include the British armed forces contribution to victory on the Western Front and the impact of war on ordinary people.

The second unit focuses on international relations 1919 – 1939. Key topics in this unit include the legacy of the First World War and the causes of the Second World War.

The third unit is a study of the development of the Cold War with in-depth study of the crises in Hungary 1956, Berlin 1961 and Cuba 1962.

Studying Germany 1918-1939 gives students the opportunity to examine in detail Hitler's astounding rise to power, the Nazi police state and the experience of ordinary people working and living in Nazi Germany.

Finally, Russia 1914-1941 includes the causes of the Russian Revolution, the careers of Lenin and Stalin and the establishment of Communism in the USSR.

Two pieces of coursework, which in total count towards 25% of the final grade, include a study of evacuation in the Second World War and the US involvement in the Vietnam War.

## Assessment

There are two exams which are taken in June 2010 and count towards 75% of the final grade. Two pieces of coursework make up the remaining 25%.

### Paper 1

Britain in the First World War  
International relations 1919-1939  
International Relations 1945-1963

### Paper 2

Germany 1919-1939  
Russia 1914-1941

### Coursework

Evacuation in the Second World War.  
American involvement in the Vietnam War.

### General Comments

GCSE History is challenging, rewarding and relevant. A study of this period of history will help students understand the world in which they live. The events of the past 100 years help to explain the problems and opportunities of the world today.

History is about real people and working out why people did what they did. Students will develop valuable skills of research, analysis and explanation. They will improve their ability to judge whether they are being told the truth, only part of the truth or something completely untrue.

## Students' Comments

**"A lot of different subjects come up and it can be interesting because of the variety."**

**"It opens your eyes to how the world came to be what it is today."**

**"History is interesting because past events show us why we live the way we do."**

**In June 2008 students ranked it third in the school when asked what subject they were making best progress in.**

**Also in the June 2008 survey 86% of students felt history is a strength of the school.**

## Future Prospects

To follow a career related to History students would usually go on to further education. However, a GCSE in History is valuable for many courses, careers and professions and often employers are looking for students who have taken on skills which, learned through history, can be applied to all sorts of situations. Students of GCSE History are able to gather and read different kinds of information and analyse it for bias or propaganda. Students have developed the skills to read maps, graphs and other diagrams. They are able to communicate clearly and have learned to express themselves verbally and on paper presenting balanced arguments.

# Information and Communication Technology

## OCR Nationals in ICT Level 2



### Course Description

All students in years 8, 9 and 10 will follow this course as a core subject. This FIRST AWARD provides students with 1 GCSE grade A – C. All students undertake the compulsory unit 'ICT Skills for Business' and then one optional unit 'Creating Computer Graphics'. These 2 units equate to 1 GCSE.

**Choosing the ICT Option** provides additional time to that of the core curriculum ICT, thus allowing students to extend their knowledge and understanding of their ICT experience. This option also allows students the opportunity to gain up to 3 additional GCSE grade A-Cs to the one obtained as part of the core curriculum ICT course. The ICT Option is obtained through choosing to complete Additional Units. These include Technological Innovation & E-commerce, Creating Video, Webpage Creation and Creating Sound Using ICT.

#### What do students learn?

The course teaches the skills, knowledge and understanding required to take full advantage of computer software. It also helps students develop their personal skills in areas such as team-working, communication and problem solving. Students learn how to plan and review work effectively and to use a wide range of industry standard software. They learn to produce work of a near professional quality to meet a range of objectives.

#### What work do students produce?

The tasks have been designed in a modern, practical way that is relevant to the workplace and will prepare students for progress into employment or further education. For each unit students produce a portfolio of work consisting of the final product, planning materials, testing evidence and an evaluation. The portfolios are a combination of paper based and electronic documents.

### Assessment

Students' abilities are assessed in a modern, practical way that is relevant to them and their future. Portfolios are marked by teachers in school and then externally moderated by a visiting external moderator. Units are graded individually.

OCR Grade	GCSE Equivalent
Pass	C
Merit	A/B
Distinction	A*/A

Students will be encouraged to achieve to the best of their ability and every opportunity will be provided for students to progress as far and as fast as they are able to.

#### Why choose OCR Nationals?

There are many reasons to choose OCR Nationals

- Practical skills taught in real-life situations.
- No exams – just ongoing assessments.
- Skills are practical and applicable, and favoured by employers.
- OCR Nationals at Level 3 also earn UCAS points.

#### Relevant and up to date

The content of OCR Nationals is continually updated to keep up with technological advances and key changes in the industries they relate to ensuring:

- Qualifications are highly relevant to today's employment market
- Students practise and develop skills used in the workplace
- Students gain a real insight into a range of sectors and industries.

### Students' Comments

**"The facilities in ICT are excellent".**

**"We really enjoy class discussions on new technologies and innovation – it's great to talk about the future".**

**"Our teacher makes our lessons engaging and relates our lessons to real life situations".**

**"I really like problem solving. It really creates a buzz".**

**"I wasn't very confident before I started this course but team work and the focus on personal skills has really helped me".**

### Future Prospects

The OCR Nationals in ICT Level 3 offer students a more in-depth look at ICT in the modern workplace, and give an insight into its role in specialist careers. As an alternative to Applied GCE, or similar exam-based courses, these qualifications provide ongoing learning and assessment of the practical skills and knowledge required to succeed in ICT-related careers.

# Media Studies GCSE

## Course Description

This course aims to enable every student to:

- Understand the conventions of a range of media texts, engage with specialist terminology and the theoretical concepts behind their production
- Analyse and interpret a text in detail taking into consideration target audience, representation and offer an evaluation of its impact
- Develop creative skills to produce a variety of their own texts including pre-production planning in the form of scripts, storyboards and mock-ups.

The mass media play an increasingly important role in contemporary society, providing us with information and entertainment. In addition the media play an important part in shaping attitudes and social values. This course is designed to enable students to develop a critical understanding of the role of mass media in society. It encourages students to develop their ability to:

- respond critically and analytically to a range of mass media texts;
- gain a broad knowledge of the industrial and commercial nature of media production;
- investigate the nature of media consumption by different audiences;
- enhance their skills in the planning and creation of media products;
- engage with the developing world of media technologies.



## Assessment

Assessment of Media Studies is by means of a coursework folder and a Controlled Test.

	Examination	Coursework
Media Studies	50%	50%

The coursework folder will demonstrate the student's knowledge and understanding, skills of analysis and production through means of three assignments and one major practical production.

A minimum of three different forms of media will be covered in the coursework component, with each assignment focusing on a different medium.

Students will study a variety of media texts and at least one assignment, or the practical production, will relate to the moving image.

The Controlled Test will take a case-study approach, which is likely to include stimulus material intended to encourage individual research into specific aspects of the topic area. Although the Controlled Test is sat under supervised conditions, students will be issued with the test paper and any associated materials shortly after the start of the summer term in their final year, to enable them to prepare the tasks.

## General Comments

Although a demanding course, Media Studies is a popular and enjoyable option. Areas of study include television, film, radio, popular music, newspapers, magazines and comics and students are encouraged to be creative with their own productions. IT skills, the ability to work well collaboratively and independently are valuable assets.

## Students' Comments

**"Media is an amazing subject. In class I have planned, designed and created my own media texts and often surprised myself when they have turned out to be so convincing."**

**"I have particularly enjoyed using computer programmes to produce newspapers, posters and even my own magazine!"**

**"Media Studies is my favourite subject!"**

**"Studying the media has made me aware of just how manipulative it can be. The power of these institutions and their influence on our society is fascinating."**

## Future Prospects

The 'media industry' covers a wide range of different careers and has expanded even more in the last five years with the growth of digital media. Many students go on to do Media Studies at A level or even university. Other popular career choices are advertising, communications, design, journalism or public relations.

# Music BTEC



## Course Description

**Is Music your passion?**  
**Do you love playing or singing music?**  
**Do you want to work in the music industry?**  
**Do you want to develop your skills as a performer?**  
**Are you interested in Music Technology?**

The BTEC in Music offers a range of options for people who are interested in working in / learning about the Music industry. The **First Certificate** is equivalent to 2 GCSEs and in order to pass you will study a choice of the following units:

- Solo Musical Performance
- Exploring Musical Composition
- Developing as a Musical Performer
- Working as a Musical Ensemble
- Rehearsal Techniques for Musicians
- Producing a Musical Recording
- Understanding Music

## Assessment

To gain a certificate or a diploma the students present assignments using a variety of methods (recordings / performances, portfolios, video diary, presentations). These are marked and verified in school. A sample is then moderated externally. There is no external exam

## General Comments

Students who are already confident performers on their chosen instrument or voice will naturally hold an advantage in this subject, although, those students who are just developing their interest in music through newly acquired skills are more than welcome.

Enthusiasm is more important than knowledge at this stage. Your creative skills will be fully developed.

## Students' Comments

**"I love Music, but I'm not a musician. This course allows me to train as a recording engineer"**

**"I can concentrate on learning skills that will get me a job in Music."**

**"I get the chance to improve my skills in the kind of music I'm into!"**

**"I'm already quite a good musician, and this course allows me not only to develop my repertoire, but recognises how good I already am!"**

## Future Prospects

Following completion of the BTEC First Certificate in Music, successful candidates would be able to enter initial employment, at a junior level, in such areas as music teaching, music publishing or music industry promotions. Students could also consider further studying towards the Diploma but choosing this Option again next year.

# Physical Education GCSE (Option)



## Course Description

Physical Education GCSE will help to improve your skill, knowledge of rules and regulations and your understanding of the role of the coach in a range of sports. You will learn about respiration, how muscles function and how body type affects physical performance. You will be required to research current issues relating to sport, such as drug-taking, fan behaviour, National Lottery funding, and the changing face of the Olympics.

A GCSE in Physical Education is not simply how to play sports but the whole package. What happens before sport? How does good coaching affect teams? What does good fitness mean for your performance? How does the body react to exercise? Why exercise and play sport? Where can I play in my area and who does I contact to get there? Does the Media affect sport? All this means spending time fitting together practical lessons and classroom based theory lessons to come up with some of the answers.

## Assessment

To gain a GCSE grade in Physical Education, pupils must complete three elements:

- 1 *Practical Assessment in 4 sports* 50%
- 2 *A fitness project* 10%
- 3 *A written examination* 40%

The examination project has to be completed in approximately 6 hours and will be assessed at school and then moderated by the Examination Board (Edexcel).

The written examination is a single paper, which is set and marked by the exam board. The examination is 1 hour 45 minutes and consists of multiple choice, short answer and scenario questions.

Practically, students must select 4 activities from different sport categories for their moderation and these are all marked out of 10.

### General Comments

This is a course which is suitable for those pupils who get pleasure from being physically active and enjoy combining sport and theory. The ability to work in a neat organised fashion is an essential requirement. Written work is involved in the course as knowledge of the body, and how it works will be needed for the written examination.

## Students' Comments

**"The residential was excellent".**

**"I didn't realise we had to write things down for PE".**

**"The fitness project really helped improve my performance in football".**

**"At first I was annoyed about the classroom lessons, but actually they helped me in science".**

## Future Prospects

**This subject would be useful as an entry qualification for the A Level course in Physical Education or Sports Science providing the GCSE grade is in the A\* - C range. It is a good general qualification for any Sports or Medical based course such as a Physiotherapy and Coaching.**



# Religious Studies GCSE (Option)

## Course Description

You will be able to develop your own ideas and challenge other beliefs about issues in our world today.

This is an EdExcel full course GCSE programme of study. We will make an in depth study of Jewish beliefs and lifestyle including response to relationships, morality and world issues.

We will make a visit to a synagogue and Jewish museum to experience the tradition and belief first hand. We will also discover how the Jewish community settled and grew within Manchester and the rest of the UK. We will take the opportunity to join in with the cultural experience of Jewish life including tasting kosher foods.

In the second element of the course we will make an in depth study of Christian responses to a range of issues including abortion, euthanasia, marriage, divorce, beliefs about God, prejudice and discrimination.

## Assessment

You will be assessed by two exams, one covering Judaism and another covering Christian responses. There is no coursework element to the assessment.

## General Comments

Students often ask the question "Do I have to be religious to take this GCSE?" The answer is "No!" This GCSE is designed to be relevant to everyone and the syllabus raises issues that relate closely to the contemporary world in which we live.

## Students' Comments

"Interesting, different and really enjoyable".

"A chance to express our own opinions."

"The skills of research and analysis I developed whilst studying GCSE RE (and A Level) proved to be invaluable for my law degree".

## Future Prospects

G.C.S.E Religious Studies is an ideal spring board into an AS/A-Level Philosophy course. It will also develop your thinking skills and ability to make considered judgements essential to a range of careers including medicine, law, government, teaching, social work. It is also useful for any career where there is an involvement with, or caring for, others since we spend a lot of time looking at ethical issues and the individual's views.



# Statistics GCSE

## Course Description

GCSE Statistics is a **one year** course suitable for any student who wants to be able to both develop good communication skills and good analytical skills. It is a valuable option choice to support access to many future A-Level courses and future university courses.

The course consists of personal skill developments in the following areas:

- Use of ICT software packages to analyse information and prepare graphs for you to base conclusions on
- Project planning and execution by completing an in depth analysis on a topic of your choice; through preparing for the GCSE Statistics coursework controlled task
- Presentation and communication skills through convincing others that your interpretation of a set of data is accurate

If you have an interest in working in the following industries then having a skill in applying statistical analysis will be of great benefit to you:

Medical research  
 Medicine  
 Pharmaceuticals  
 Law  
 Psychology  
 Sociology  
 Engineering  
 Armed Forces  
 Food manufacture and processing  
 Financial services  
 Leisure and Tourism  
 Sport coaching  
 and the list goes on .....

The course is only suitable for students who are assessed at working at level 6 or beyond in mathematics at the end of Year 8.

## Assessment

The course is based on the AQA GCSE Statistics Specification 3311 at Higher Tier (Grades D – A\* available)

Two assessments are taken across the course:

GCSE Statistics Controlled Task 25%  
 GCSE Written 2 hour examination 75%

The controlled task will take place during February – May of each year and the written examination will take place in June of the same year.

It is important that students are not absent from school during the three weeks run up to each of the above examinations, to allow them to prepare effectively.

## General Comments

GCSE Statistics will be a highly practical one year course, whenever possible using data you have either collected yourself from other subject areas or you have found yourself from research on the internet.

Visits by outside speakers across this one year course will help you appreciate the power of being able to analyse information critically that affect businesses across all spheres of industry.

## Students' Comments

**"I am enjoying GCSE Statistics better than some of the options I chose "**

**"I like to know why something works and in this subject I am enjoying learning what some of the words I see on the news and in the papers mean"**

**"I am finding it more interesting than I thought I would"**

**"My mum said I was doing this subject and in the end I am quite enjoying it!"**

**"I find it interesting to know how numbers can be made to say something that is not true!"**

## Future Prospects

**GCSE Statistics is an important entry support subject for many A-Level courses, Level 2/3 Diplomas and BTEC qualifications at level 2/3. This subject develops the important skills of communication and presentation that many future employers look for. It is also a subject that, if developed to A-Level and beyond, can lead you into some fantastic international careers where you could be recommending a course of action for multi-national companies, they then spending millions of pounds on your advice!**

# Travel & Tourism BTEC



## Course Description

**How does the travel and tourism industry work today? Find out, study BTEC Travel and Tourism!**

The travel and tourism industry is one of the largest and most diverse sections of our employment market. By studying the course you can gain an insight in to how the industry works, what skills are needed to be successful in different jobs and the chance to learn more about incidents and changes that affect the travel and tourism industry.

You will initially study for the certificate, which is equivalent to 2 GCSEs. If you choose Travel & Tourism again the following year, there is the possibility of continuing study for a diploma, equivalent to 4 GCSE's.

We study the following core units

1. The UK Travel and Tourism industry.
2. Customer Service in the travel and tourism industry

We also study the following specialist units which provide useful skills for today's job market

- Unit 3 – UK holiday Destinations –
- Unit 4 – European Holiday Destinations
- Unit 5 – Marketing in the travel and tourism industry
- Unit 8 – Planning visits in the travel and tourism industry

## Assessment

To gain a certificate or a diploma the students present assignments using a variety of methods (PowerPoints, essays, speeches). These are marked by an assessor in school and looked at by an internal verifier. A sample is then moderated externally. There are no exams!!

The course is 100% coursework – which can be given back and improved until the piece of work is passed.

## Why choose travel and tourism?

- Opportunity to learn practical skills that will enable you to access any job market
- Opportunity to complete work experience in our school run travel agency
- Chance to take part in the numerous field trips that we run during the course
- Gain more confidence in communicating with people both within and outside of school.
- No chance of you having a bad day in an exam. You will get out what you put in!

Students get the opportunity to visit Blackpool, Paris, Manchester and various local businesses!

## Students' Comments

**"I want to be a flight attendant. This course has given me the skills I need to give good customer service"**

**"I have learnt to be more confident about speaking to people outside of school who are already doing jobs that I am interested in".**

**"I enjoy the practical side of this subject and working together as a team. I have made friends with people I wouldn't normally have".**

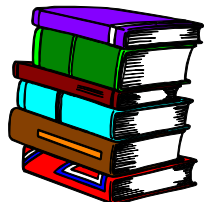


## Future Prospects

Students who complete the travel and tourism course have the opportunity to go on to either 6<sup>th</sup> Form or YCC. Both colleges have provision for travel and tourism, with YCC continuing with the BTEC Nationals and the 6<sup>th</sup> form providing an A-level course. Following this there are numerous jobs that you may wish to follow and will be well equipped for, including flight attendant; tour operator, travel agent, customer service operative and holiday rep to name but a few. The skills you will learn in this course will be skills you can take away and will be useful in any job that you decide to do when you leave school.



# **Core Subject Information**



# English & English Literature GCSEs

## Course Description

This course aims to enable every student to:

- *maximise his/her ability to communicate confidently in spoken and written English in a wide variety of situations;*
- *understand and respond critically to the range of written and spoken material which they will encounter during their lives;*
- *spell and punctuate their writing at least competently;*
- *use Standard English, in speech and writing, when they wish or need to do so.*

Students will follow the Programme of Study for English as a core subject in the National Curriculum. Teaching will be founded on three main components: speaking and listening, reading and writing. During the course, students will take part in a wide variety of activities, including reading, drama, discussions, presentations, and a range of writing. They will read and study a range of texts, including poetry, plays, prose (novels and/or short stories), and media texts. All students will read a play by Shakespeare and other pre-20<sup>th</sup> Century texts as well as modern literature.

Students in most groups will also prepare for GCSE assessment in English Literature for which they will study some additional texts. This course offers students the opportunity to explore both modern and classic literature and is designed to develop awareness of the social, historical and cultural contexts of a text and appreciate the author's craft.

## Assessment

Final assessment will be by coursework and terminal examination in the following proportions:

	Examination	Coursework
English	60%	40%
English Literature	70%	30%

In English, coursework includes assessment of speaking and listening and four written pieces assessing reading and writing.

There are two examination papers in English, each assessing reading and writing. In English Literature there is one paper in which students must respond to two set texts, one prose and one poetry.

## General Comments

This is an inspiring, creative and stimulating course which offers students the chance to engage with the English Literary canon and a range of modern classics. Examples include *The Crucible*, a variety of Shakespeare texts as well as a wide range of poetry.

This is a demanding and challenging course, particularly if students are studying both English and English Literature. It is important that students should approach the course with commitment, not only for success at GCSE but also to develop the communication skills which they need in later life. Much of the work benefits from some element of independent learning and students need to be organised, enthusiastic and motivated in order to maximise their achievements.

## Students' Comments

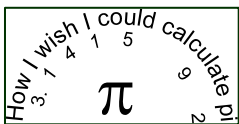
**"English Literature encouraged me to read, and enjoy, novels that I otherwise wouldn't have picked up!"**

**"I found English really interesting but it also helped me to understand the background of particular periods of time in History too."**

**All our lessons are different and I really enjoy my learning. My teacher makes the text we study appealing by including drama alongside the reading and writing activities."**

## Future Prospects

Success in English should enhance students' future prospects. Many post-16 and higher education courses, as well as many jobs and professions, demand at least grade C in English. This is certainly the case for students who might wish to progress to A Level study in English Language, English Literature, Theatre Studies or Media Studies.



# Mathematics (Core) GCSE

## Course Description

All students in Years 9, 10 and 11 will follow the Edexcel GCSE Mathematics Modular 2381 Specification. The course covers topics in Number, Algebra, Shape, Space, Measures and Handling Data. In addition mathematical problem solving skills are developed through the use of investigations and practical tasks.

Whenever possible, the Mathematics topics taught will be related to real life examples and their uses to support their application in other subject areas.

Any student who finds accessing GCSE Mathematics difficult will be offered support in taking an alternative qualification in Mathematics too. This course is narrower in subject content but does provide the student with a numeracy qualification that employers, or further education establishments, are familiar with e.g. Level 1 or Level 2 Adult Numeracy Tests.

## Assessment

There are two tiers of entry for the Mathematics examination.

Tier Available	Grades
<i>Foundation</i>	<i>G - C</i>
<i>Higher</i>	<i>D - A*</i>

3 GCSE Modular exams are taken across years 9, 10 and 11. Unit 1 (Data Handling 20%); Unit 2 (Number, Algebra and Shape & Measures 30%); Unit 3 (Number, Algebra and Shape & Measures part 2 50%). Each unit consists of 50% non-calculator questions and 50% calculator questions.

GCSE examinations for students will occur when they are ready to sit each of the unit exams and are available in November, March and June of each academic year.

Students who are either absent or have not accessed the grade they want for a unit exam can apply to retake an exam in a future session.

Mathematically gifted students will be targeted to take all their GCSE exams by the end of year 10 and then be given the opportunity to choose to take a further qualification in either Mathematics (AS level) or GCSE Statistics

It is important that students are not absent from school during the three weeks run up to each of the above examinations, to allow them to prepare effectively.

## General Comments

Mathematics will be taught in ability sets across the full year group. These sets are based on student performance in mathematics across years 7 and 8. During the GCSE course all students' progress will be reviewed regularly and set movements will happen when necessary, to make sure all students are working at the pace that best ensures that their target grade or better is met.

Each set will be targeted towards one of the examination tiers. However, no firm decisions will be made about their final Unit tier of entry (which determines final grades accessible to the student) until after the mock unit 3 examinations.

Success in mathematics is helped if the student comes to all lessons prepared to learn with the correct equipment, including a scientific calculator.

The Mathematics department will always offer extra support for any student who wants this beyond lesson time.

## Students' Comments

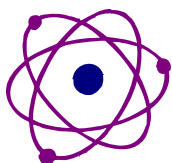
"GCSE Maths is demanding but it is rewarding for people who like to solve problems"

"My teacher gave up a lot of time to make sure I reached my best possible grade "

"Maths is not my favourite subject but I can see a purpose to learning it well"

## Future Prospects

GCSE Mathematics is an important entry requirement for many careers. This subject shows that you are numerate, have problem solving skills and can think logically. It is also a subject that can be studied at a higher level in the Sixth Form and beyond. Being comfortable with mathematical skills will also guarantee saving you a lot of money over your life time too!



# OCR Level Two Nationals Science (Core)

## Course Description

OCR Level Two Nationals in Science will provide you with wide ranging skills in all three sciences. As a core subject all students study science. You are now able to gain two or four GCSE equivalent Grade C passes or above, depending on the units that you study.

The OCR Level 2 Nationals in Science have been developed to recognise students' skills, knowledge and understanding of science, scientific procedures and the commercial applications of science.

They will accredit student achievements in a modern and practical way that is relevant to the workplace.

Students will study a variety of topics including:-

Best Practice in Science: How Science is used in the workplace.

Materials Science: The properties and uses of different materials

The Science of the Universe and Humanity: This includes the use of relevant concepts from Biology and Physics.

Forensic Science: The role of science in CSI and criminal investigations.

Food Science: Science used in the Food Industry.

Science and the Environment: Science used by Environmental Health officers and Environmental Scientists.

## Assessment

There are no examinations.

Students complete evidence in the form of portfolio work for each unit. This is assessed in school and by an external moderator. **All evidence requested must be produced to achieve this qualification.**

The units completed by the students will be graded as Pass (equivalent to GCSE grade C), Merit (equivalent to GCSE grade B) or Distinction (equivalent to GCSE grade A/A\*).

Grades of Pass, Merit and Distinction are awarded for the completed qualifications.

Students who complete three units are awarded the Award (equivalent to two GCSE's).

Students who complete six units are awarded the Certificate (equivalent to four GCSE's).

## General Comments

This course will provide all students with a chance to be successful and gain a valued qualification in Science.

While this course is suitable for progression to higher levels of study, those students who wish to study traditional A levels in Biology, Chemistry, or Physics would be better advised to study Separate Science GCSE (Biology, Chemistry and Physics)

## Students' Comments

**This is a new course starting this year so no full student comments yet.**

**Some students have trialled lessons and materials from this course; comments include**

**"It's proper Science but I can do it!"**

## Future Prospects

OCR Nationals in Science are work-related qualifications which will support progression to an NVO, once a student is in the workplace. They will also support further study in a BTEC Higher qualification in Science at Colleges of Higher Education.

# OCR 21st Century Biology, Chemistry and Physics GCSEs



## Course Description

OCR 21<sup>st</sup> Century Biology, Chemistry and Physics will provide you with wide ranging skills in all three sciences. As a core subject all students study science. With this course you are able to gain three different GCSE grades depending on how well you perform in each science subject.

- ◆ Students will study topics which will focus on the science they will need for everyday life in Britain in the 21<sup>st</sup> Century.
- ◆ They will develop skills, ideas and concepts needed to provide the depth of understanding needed for possible further study of Biology, Chemistry and Physics at a higher level.
- ◆ These concepts are designed to develop an understanding of the big ideas of Biology, Chemistry and Physics, including how professional scientists use and apply them.
- ◆ This course is a very good preparation for A levels in Biology, Chemistry and Physics.
- ◆ Students must be expected to achieve at least a level 6 in Science by the end of Year 9 to gain entry to this course.

## Assessment

GCSE Biology, Chemistry and Physics

Each GCSE will have 2 modular exams taken throughout year 10 and 11. Each is worth 16.7%

Each GCSE has a longer terminal exam taken at the end of year 11 – worth 33.3%

Each GCSE has coursework worth 33.3%. The coursework consists of a case study and an investigation, to be completed throughout the course.

Each written exam can be entered at one of two levels:

Foundation Grades	G – C
Higher Grades	D – A*

Students will be able to take different tiers for each exam.

## General Comments

Science pervades all aspects of our lives; students will gain knowledge and skills from these new courses to enable them to be good scientific citizens, so they can use their understanding to make informed decisions and form clear opinions on the many issues they will face. They will also be able to apply skills to many different situations, and study science in more detail later in their education.

## Students' Comments

This is a new course, starting this year, so no student comments as yet!

Comments from students following similar GCSE courses this year include

"The practicals are really good."

"I like using the computer animations, it helps me understand."

"It is enjoyable and easy to understand in a relaxed setting"

## Future Prospects

As a core subject GCSE Science is frequently a basic entry requirement for many courses of further study as well as careers. GCSE Biology, Chemistry and Physics are an excellent basis for further study at A level in Biology, Chemistry or Physics.



# Design and Technology (Core) Food Technology GCSE

## Course Description

Food Technology is one of a suite of Design and Technology courses produced by AQA. The focus of the syllabus is to use food as a material to investigate and develop products which have a particular function, or fulfil a specific need, e.g. designing and making a meal suitable for a special diet or developing a new product for the cook chill food industry.

A knowledge of the nature of the food, its properties, the effect of processing together with the appropriate selection of tools and equipment will be acquired. Wherever possible these are related to industrial practices and processes within the food industry, together with product development. These result from the application of design skills.

During Year 10 work is covered to provide a solid knowledge and understanding of food and its functions within a product. Using different foods, students make a range of products, gaining skills through focussed practical tasks, and applying these in larger design and make assignments. The main areas covered are:

- Healthy Eating
- Basic Recipes
- Main Meals
- Desserts

In Year 11 a Major Project will be completed. This involves the designing and making of food products, to include the industrial techniques and controls necessary to ensure a quality outcome, using CAM. Packaging and labelling are also discussed.

## Assessment

To gain a GCSE in Food Technology students must complete two elements:

- 1 *An examination project* 60%
- 2 *A written examination* 40%

The written examination is a single paper, which is set and marked by AQA. The examination is not tiered, and so all students sit the one examination paper.

## General Comments

This course is suitable for students who enjoy working with food. Good organisation is essential, and students will usually have practical sessions each week. Written work includes design work showing the analysis of problems, research and development of ideas.

## Students' Comments

**"I now know much more about the behaviour of food and what happens to it when it is cooked."**

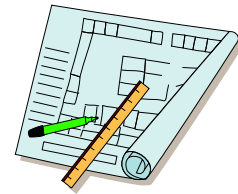
**"My practical skills have improved greatly."**

**"I like thinking of new ideas to develop with food, and how they could be made commercially."**

## Future Prospects

This subject would be a good qualification for the A level Home Economics course and also develops knowledge and skills which will be useful throughout life as well as in all food/catering related courses. It is well regarded by many who feel it relates to consumer studies, and gives valuable experience in investigative and problem solving techniques.

# Design and Technology (Core) Graphic Products GCSE



## Course Description

Graphic Products is one of a suite of Design and Technology courses produced by AQA. The course is concerned with the activities of designing, making and evaluating. The project outcomes will consist of two and three dimensional products or models. A series of tasks and projects will be undertaken during Year 10 which will extend the range of skills that students can utilise in solving problems. Design projects will be set which will identify needs arising from real life situations.

Wherever possible the work will be related to industrial practices so that students are aware that designing is not just a school based activity. In Year 11 an examination project has to be completed which takes approximately 40 hours of school time. This is an integrated project combining designing skills and knowledge with the ability to produce a quality outcome, probably in the form of a model. There will be an element of choice in the project but a total free choice of topic is not possible.

## Assessment

To gain a GCSE grade in Graphic Products, students must complete two elements:

- 1 *An examination project* 60%
- 2 *A written examination* 40%

The examination project has to be completed in approximately 40 hours and will be assessed at school and then moderated by the Examination Board (AQA).

The written examination is a single paper, which is set and marked by AQA. The examination is not tiered, and so all students sit the one examination paper

## General Comments

This is a course which is suitable for those students who get pleasure from producing design drawings and enjoy modelling. The ability to work in a neat organised fashion is an essential requirement. Written work is involved in the course as a knowledge of materials, production techniques and other design considerations will be needed for the written examination.

## Students' Comments

**“I have enjoyed the projects we have done. I particularly liked designing a fragrance bottle”**

**“We have learnt a lot of new techniques to make our drawing and presentation better and this has been interesting”.**

## Future Prospects

This subject would be useful as an entry qualification for the A Level course in Graphic Design providing the GCSE grade is in the A\* - C range. It is a good general qualification for any graphics based course such as a Foundation Course.



# Design and Technology (Core) Product Design GCSE

## Course Description

Product Designers are concerned with designing and making better and more efficient products.

This course values creative design based activities. It gives students the opportunity to explore, develop, experience and express their ideas.

It is based on the ideas of taking part, joining in and working with others, and of learning through doing. The product design GCSE is experienced across the material areas and is not restricted to one main material group.

The assessment methods of the GCSE are innovative and student friendly. The fundamental aim is to assess students' capability in the subject and reward imagination, innovation and flair.

The student is at the heart of the assessment process, from initiating design solutions, to developing models and prototypes, to testing and trialling.

Depending on individual student strengths and choices, the portfolios can be submitted for assessment in a paper based format or on a CD of PowerPoint slides, as video and sound clips, or as an e-portfolio (digital collection of student work).

The emphasis is on developing students' D&T capability through the use of modern media, materials and ICT.

Materials that can be used include card, clay, foamboard, paper, plastics, metal, textiles, wood, smart materials such as polymorph or thermochromatic ink (heat / colour changing). The course encourages the use of new materials and new technology.

## Assessment

The evidence of students' D&T capability is provided in the four units below, figures in brackets refer to percentage of total course marks.

### A1 Developing and Applying Design Skills.

Controlled assessment (moderated by OCR). Students create a design portfolio, showing a wide range of skills including ICT; students have to develop a range of ideas through to a final solution. (30%)

**A2 Designing and making innovation challenge.** A practical exam with photographs and comments in a student booklet. Externally marked, it takes place over 2 days including breaks and reflection time. (20%)

### A3 Making, testing and marketing products.

Controlled assessment unit (moderated by OCR). 20 hours to make a working prototype that can be evaluated in context. (30%)

### A4 Designing Influences.

An examination looking at the range of influences on designing and iconic products, trends and trend setters from a range of eras and movements. (20%)

## General Comments

The balance of the controlled assessments and the innovation challenge is heavily weighted in favour of skills such as **designing, creativity, originality, flair and imagination**, and as such differs from traditional D&T subjects with a single material focus area.

## Students' Comments

As this is a new course, we asked some Year 8 / 9 students what they thought of taking a course like this....

"I like the one where you get to make for a whole project"

'a practical exam – it would be good to make something but what would the exam be like?'

'I'd like to find out more about who designed stuff like the iPhone'

'I'm good at using the computer to design but my drawing isn't..well it's not that great'

## Future Prospects

Product design at GCSE level allows progression to AS and on to A2 level through Product Design at the Sixth Form College with an intermediate level 2 (GCSE A\* - C grade), or entry on to a range of level 2 vocational areas at Yorkshire Coast College with a foundation level 1 (GCSE D – G grade).

Product Design is offered in many higher education institutions. The Royal College of Art, Brunel, and Loughborough are noteworthy in respect of the high calibre of their Product Design graduates and the impact that it has on the way we live. For further inspiration, why not visit [www.seymourpowell.com](http://www.seymourpowell.com) [www.productdesignlab.co.uk](http://www.productdesignlab.co.uk) or [www.designcouncil.org.uk](http://www.designcouncil.org.uk)

# Design and Technology (Core)

## Textiles Technology GCSE

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### Course Description

Textiles Technology is one of a suite of Design and Technology courses produced by AQA. A knowledge of fibres, fabrics, components etc. will be acquired and practical processes used to make products which the student has designed. Industrial applications and processes are considered whenever possible.

Students participate in a skills programme of short practical tasks, and are introduced to a range of research skills, decorative techniques, and construction techniques. Materials and components are also introduced, with students also being encouraged to use textile specific tools and equipment.

Students then engage in a design and make assignment, based on a choice of design eras. The exploration of construction and decorative techniques from term 1 and improved design skills should encourage the production of high quality products.

Preparing for the controlled assessment: a controlled assessment brief is chosen from those issued by the exam board. This was previously known as the major project. Students engage in a design and make task under controlled conditions where the coursework takes place in school only.

### Assessment

To gain a GCSE in Textiles Technology students must complete two elements:

- 1 *An examination project* 60%
- 2 *A written examination* 40%

The written examination is a single paper, which is set and marked by AQA. The examination is set at two tiers of assessment:

The written examination is a single paper, which is set and marked by AQA. The examination is not tiered, and so all students sit the one examination paper

### General Comments

The course is suitable for people who wish to develop their practical skills and/or to work in any aspect of the fashion industry.

Although some fabrics and components are available in school, the choice is limited and students should be willing to choose and provide their own whenever possible.

### Students' Comments

**"Textiles is imaginative, creative and I enjoy it."**

**"I think Textiles is interesting and enjoyable and the time goes by quickly as well."**

**"I'm glad I took Textiles because it gave me the opportunity to learn to make really useful things."**

**"I like Textiles. It's fun and we can make fun things and I'm glad I picked it."**

### Future Prospects

Careers in the textile industry give opportunities for a huge variety of occupations from developing fabrics for use in the construction industry, to making hats for Ascot. People will always need Textiles products and although the garment manufacturing industry is in decline, other parts of the industry are very strong.



# **BTEC First SPORT (PE Core)**

## **Course Description**

All students will follow this course as part of their Core Curriculum.

The BTEC First in Sport course has been designed to build on learning from Key Stage 3. It provides a suitable foundation for further study through progression on to qualifications such as the BTEC National in Sport, and also Sport and Exercise Sciences.

This qualification is also suitable for school leavers who wish to embark on a vocational route through training or education after KS4.

This BTEC Course offers:

Education and training for those working in the sport sector

An opportunity for learners to gain a nationally recognised vocationally specific qualification to enter employment in the sport sector or to progress to further qualifications such as the Edexcel Level 3 BTEC Nationals in Sport and Sport and Exercise Sciences

An opportunity for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

## **Assessment**

To gain a pass or higher, students must complete three units from the following, with at least one of them from the Core section:

Core Units:

1. The body in sport
2. Health, safety and injury in sport

Optional units:

3. The Sports Industry
4. Preparation for sport
5. Planning and leading sports activities
6. Practical sport
7. Practical outdoor and adventurous activities

These units all require the completion of 'booklet form' assignment which is internally assessed.

### **General Comments**

This is a course is suitable for all pupils, and in particular those who get pleasure from being physically active and enjoy combining sport and theory. The ability to work in a neat organised fashion is an essential requirement. Written work is involved in the course as knowledge of the body, Health & Safety in sport and how it works will be needed to complete the booklets.

## **Students' Comments**

**"The visit we did was great fun".**

**"I didn't realise we had to write things down for PE".**

**"The work on the body helped me in my science class".**

**"I used this to help me get involved in sport in the local area".**

## **Future Prospects**

**This subject would be useful as an entry qualification for the A Level course in Physical Education or Sports Science providing the assessment is judged as a pass or higher. It is a good general qualification for any Sports or Medical based course such as Physiotherapy and Coaching.**

# Key Stage 4 Option Choices Year 8 into 9 (For September 2009 Start)

Name: .....

Tutor Group: .....

Compulsory Core: Maths (3), English (3), Science (3), PE (2), Design & Technology (2), ICT (2)

## CHOOSING TWO COURSES – All courses last 1 year.

Please number your choices in order of preference (1, 2, 3, 4). We will try to give you your first two choices, but cannot guarantee this.

<b>You will study 2 courses from this list in Year 9</b>	
<b>Options : Please number 1, 2, 3, 4 in order of preference</b>	
<b>Year 8 into 9</b>	
Acting BTEC Certificate (2)	
Art BTEC Certificate (2)	
Business Studies BTEC Certificate (2)	
French GCSE (1)	
Geography GCSE (1)	
History GCSE (1)	
ICT OCR (2/3)***	
Media GCSE (1)	
Music BTEC Certificate (2)	
PE GCSE (1)	
Religious Studies GCSE (1)	
Spanish GCSE (1)	
Statistics GCSE (1)	
Travel and Tourism BTEC Certificate (2)	

Every effort will be made by the school to accommodate students' course choices. However, the school reserves the right to establish courses based on the resources available.

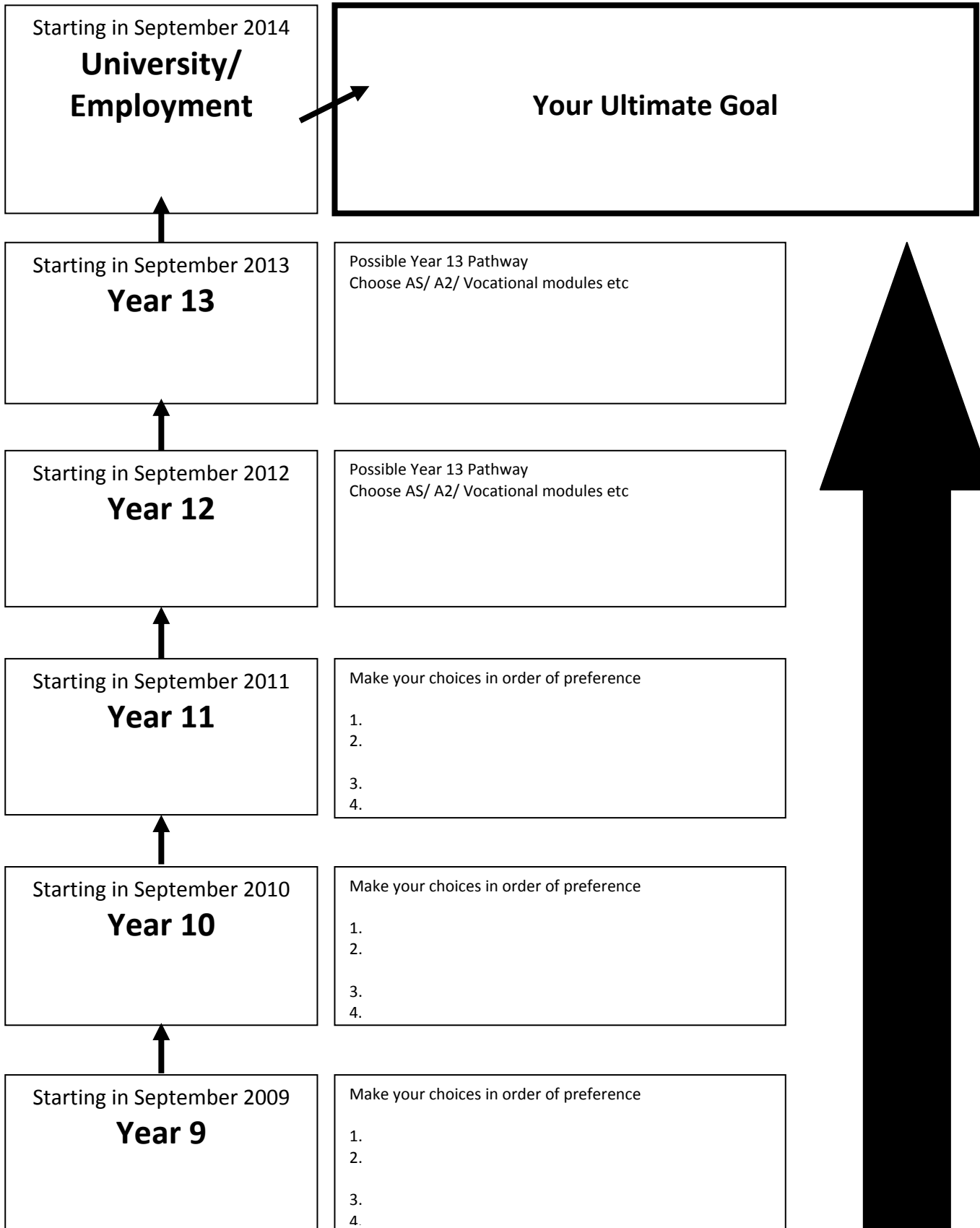
**Student's Signature:** ..... **Parent's Signature:** .....

**Tutor's Signature:** .....

**Please return the option form to your tutor by Friday March 13<sup>th</sup> 2009**

# Learning Pathway 8 into 9

Individual Learning pathway for: Name: ..... Tutor Group: .....



# Key Stage 4 Option Choices Year 9 into 10 (For September 2009 Start)

Name: ..... Tutor Group: .....

Compulsory Core: Maths (3), English (3), Science (3), PE (2), Design & Technology (2),  
ICT (1), RE/Life (1)

## CHOOSING TWO COURSES – All courses last 1 year

Please number your choices in order of preference (1, 2, 3, 4). We will try to give you your first two choices, but cannot guarantee this.

<b>You will study 2 courses from this list in Year 10</b>	
<b>Options : Please number 1, 2, 3, 4 in order of preference</b>	
<b>Year 9 into 10</b>	
Acting BTEC Certificate (2)	
Art BTEC Certificate (2)	
Business Studies BTEC Certificate (2)	
French GCSE (1)	
Geography GCSE (1)	
History GCSE (1)	
ICT OCR (2/3)***	
Media GCSE (1)	
Music BTEC Certificate (2)	
PE GCSE (1)	
Religious Studies GCSE (1)	
Spanish GCSE (1)	
Separate Science GCSE* <b>YEAR 10 ONLY</b>	
Statistics GCSE (1)	
Travel and Tourism BTEC Certificate (2)	

Every effort will be made by the college to accommodate students' course choices. However, the college reserves the right to establish courses based on the resources available.

Student's Signature: ..... Parent's Signature: .....

Tutor's Signature: .....

**Please return the option form to your tutor by Friday March 13<sup>th</sup> 2009**

# Learning Pathway 9 into 10

Individual Learning pathway for: Name: ..... Tutor Group: .....

