

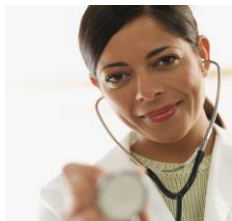


Maths & Computing

THE STONEHENGE SCHOOL



YEAR 9 OPTIONS BOOKLET 2015



INTRODUCTION

Over the past few years The Stonehenge School has seen significant rises in GCSE performance, partly due to the successful and innovative curriculum that we offer. This option booklet has been written in order to give you the relevant information to enable you and your child to make informed choices.

You will be aware that the next two years of your child's education at The Stonehenge School are of crucial importance and so your encouragement and support at this stage is absolutely vital. The controlled assessment and assignment work element with GCSE and BTEC is taxing and I would urge you to monitor the amount of work that your child is doing so that deadlines for handing in work are met and any unnecessary last minute panic is avoided.

More independent research may be necessary to complete certain assignments and so it would be very helpful if you could encourage your son/daughter to make use of existing facilities, for example, computers, internet, access to SAM learning and the library.

An increasing number of pupils secure part-time employment during their final years at school. It is important that parents manage such situations carefully in order to ensure that these activities do not interfere with the progress of their child at school.

Year 9 pupils are now at a critical stage in their school lives and the choices made over the next few weeks will prove to be some of the most important educational decisions they have taken so far. Therefore it is essential that pupils and their parents take full advantage of the advice available and consider each choice carefully.

Pupils will pursue a range of courses during Years 10 and 11, many of which will be compulsory or "core", while others will be available by selection and negotiation. During the remainder of this half-term pupils will have considerable opportunities to discuss possible choices with subject staff and the careers staff.

The Key Stage 4 Curriculum is a diverse and exciting opportunity. The flexibility in available courses means we can offer a curriculum to meet individual needs. Your son or daughter will be guided towards the best route for them so they can reach their potential and leave The Stonehenge School in just over two years time with success under their belt. You will have the opportunity to listen to presentations from subject staff and talk with them about courses and options.

Your son/daughter will need to consider their option choices and then speak to the subject staff identified on the Choices' Form.

Any issues relating to the Key Stage 4 Curriculum can be dealt with by Mr S Ingram, Deputy Headteacher or Miss G Harris, Year 9 Progress Leader.

By parents, pupils and staff "Working Together" we can ensure that your child will be given the best provision, thus enabling them to achieve their full potential.

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GENERAL NOTES OF GUIDANCE TO PUPILS/PARENTS

Please read carefully.

1. KS4 courses lead to a variety of examinations and qualifications.
2. Pupils will be advised to consider a particular pathway of choices based upon current levels of performance. Each pupil will receive guidance based on their particular pathway.
3. We shall try to accommodate first choices but, where this is not possible, the second or third choices will automatically be taken.
4. Each option is for 5 x 1 hour periods per fortnight.
- 5. If courses are not viable, i.e. if a sufficient number of pupils do not opt for them, then the course will be cancelled.**
6. Pupils please note:
 - (i) Each subject that you propose to take will be reviewed by Heads of Departments/subjects.
 - (ii) Should the course be decided to be inappropriate for you then you will need to make an alternative choice.
 - (iii) Don't choose subjects because of a friend or a particular teacher: choose a subject because you will succeed in it and you enjoy it.
 - (iv) Parents must sign the options form to agree choices made.
 - (v) Throughout the whole process you are advised to talk with your Tutor who will be able to discuss issues with you.
7. Time Schedule:
 - (i) Thursday 5th February – Looking forward Evening 5 – 8pm
 - (ii) Monday 16th March – Final options forms to be returned.
8. Parents are invited to contact the school at any time during the Option procedure if they have a question, or a problem, which requires further discussion/consultation.
9. Please note that the School reserves the ultimate right to decide upon a pupil's suitability for any particular course, whether or not the pupil has opted for the course.

QUALIFICATION OVERVIEW

Introduction

In order to develop a more personalised and flexible curriculum for our pupils the school offers a variety of qualifications, which reflects the needs of individuals.

Within an increasing number of subjects a range of qualifications may be on offer. Subject teachers will utilise current levels of attainment and past performance in order to decide which qualification would best suit an individual pupil.

BTEC Firsts

BTEC Firsts have been judged by the Department for Education to be *"high quality, rigorous and able to provide the majority of students with access to a range of future study and employment opportunities"*.

They are equivalent to GCSE at A-C and provide the same challenge as GCSE's. BTEC firsts contain 20-25% external assessment (in most cases a test). Historically speaking the school has had a significant number of students who have gained places in the local grammar schools with a combination of GCSE's and BTEC qualifications.

GCSE

Assessment is not always restricted to external examination papers. In many subjects at least 20% of marks are gained in class. In all cases the assessments made by teachers are subject to moderation by the examining boards.

All GCSEs are designed in such a way as to ensure that candidates across the ability range are given opportunities to demonstrate their knowledge, abilities and achievements.

NVQs

National Vocational Qualifications are NVQ Level 1 qualifications. They are practically based courses usually delivered externally by Colleges. They represent an ideal opportunity for pupils who wish to start work or who might consider a modern apprenticeship.

QUALIFICATIONS AT A GLANCE

Level	Type	Academic	Vocationally – related qualification	National Vocational Qualifications (Occupational)
4	(Chartered/Professional/Management)	Higher level qualifications (Degree, HNC,HND)		Eg: NVQ Level 4 and 5
3	(Advanced/Technician/Skilled/Supervisory)	A-Level (A2) AS Levels	VRQ Level 3 VCE AS/A Levels	NVQ Level 3 Advanced Modern Apprenticeship
2	(Intermediate/Operative/Semi-skilled)	GCSE Grade A*-C Grade 9-1 E+M	VRQ Level 2 Applied GCSE's BTEC 1 ST Certificate BTEC 1 ST Diploma	NVQ Level 2 Foundation Modern Apprenticeship
1	Entry Level	GCSE Grade D-G Grade 9-1 E+M	VRQ Level 1 BTEC Introductory Certificate BTEC Introductory Diploma	NVQ Level 1

LOOKING FORWARD EVENING

Thursday 5th February 2014 – 5pm – 8pm

SUBJECT	LOCATION	TEACHER	RANK (1-5)
GEOGRAPHY	ROOM 7	MR LANGLEY	
BUSINESS	ROOM 12	MR BRIGGS	
TRIPLE SCIENCE	ROOM 34	MR BUSBY	
GCSE PE	ROOM 39	MR PROTHEROE	
HISTORY	ROOM 6	MISS JACKSON	
MUSIC	MUSIC ROOM	MR ROGERS	
PHILOSOPHY & ETHICS	ROOM 1	MRS STAKER	
HEALTH & SOCIAL CARE	VCR	MRS RUSCOE	
MFL FRENCH, GERMAN & SPANISH	ROOM 14	MS HOCKLEY/ MISS ROBERTS	
COMPUTING	ROOM 51	MR WOODS	
ICT	ROOM 9	MR EDMUNDS	
DRAMA	DRAMA STUDIO	MR JAMIESON	
ART	ROOM 25	MRS HAVERY	
RESISTANT MATERIALS	ROOM 28	MR GRAINGER	
CATERING	ROOM 27	MRS ROBERTS	
TEXTILES	ROOM 26	MRS HILLIER	

THE CURRICULUM – GUIDED CHOICE

GETTING THE BALANCE RIGHT

The curriculum in KS4 is broad and balanced. It offers opportunities for all children to pursue particular areas of interest as well as continuing with compulsory subjects. All pupils will have the chance to take GCSEs. There will also be other forms of accreditation offered to pupils in some subject areas. The curriculum breaks down into two parts:

1. Core Subjects
2. Option Choices

1. CORE SUBJECTS – Lessons per fortnight

- English) 9 x 1 hour
- English Literature)
- Mathematics – 8 x 1 hour
- Physical Education – 1 x 1 hour
- Science – 12 x 1 hour Core (Year 10)

Students will then have a guided choice over the remaining 20 periods. Each student will have 4 Option choices, studying each subject for 5 periods per fortnight.

3. OPTION CHOICES:

Students choose from a variety of subjects listed below:

GCSE Art & Design
GCSE Catering
GCSE Drama
GCSE Geography
GCSE German, Spanish or French
GCSE History
GCSE Computing
GCSE Resistant Materials Technology
GCSE Music
GCSE PE
GCSE Philosophy and Ethics
GCSE Textiles
GCSE Triple Science
BTEC First Award Business Studies (Single Award)
BTEC First Award in Health and Social Care (Single Award)
GCSE Information and Technology

ENTRY CONDITIONS

Towards the end of the course, the school must make a decision about which pupils should be entered for each subject. The school will look at each pupil's coursework/controlled assessment record and will also consider their general attitude and attendance record in each subject.

If pupils are entered for an examination but fail either to complete the required coursework or to attend any part of the final examination, parents are expected to pay for the cost of that examination. Parents may also be asked to pay for the costs of an examination if a pupil attends an examination, but fails to bring the required equipment. In such cases, other results may not be given to the pupil concerned until all debts are paid.

Where pupils are to be entered, many subjects will require the school to make a judgement about a "tier of entry". In these subjects, teachers must consider the likely performance of each pupil and enter them at a level that will allow them the best chance of achieving their full potential. Within each tier, there are different exam papers asking different questions and only certain grades can be achieved.

Unfortunately, the number of tiers is not the same for all subjects and the grades available within each tier are also different. Some subjects do not have tiers of entry. In these subjects, all pupils will take the same exams and all grades are possible.

Parents who would like detailed information about tiers of entry for particular courses should speak to the Head of Department.



ADVICE ON CHOOSING COURSES

Before making their choices pupils will need to talk to:

- their tutor
- subject teachers
- their parents

If they need more advice, or if they have other questions, pupils or their parents should talk to:

- Miss G Harris, Progress Leader Year 9
harrisg@stonehenge.wilts.sch.uk
- Mr S Ingram, Deputy Headteacher
ingramst@stonehenge.wilts.sch.uk

THE COMPULSORY GCSE SUBJECTS AT KEY STAGE 4

GCSE English

The study of English provides skills that are necessary throughout our everyday lives, allowing for effective communication through speaking, writing, and accessing information and gaining understanding through reading skills.

Colleges and employers commonly look for a grade 5 and above in English as an indication of literacy levels, and students wishing to further their study of English at AS or A Level should be aiming at a grade 6 or better.

All students will study English Language and English Literature.

English Language

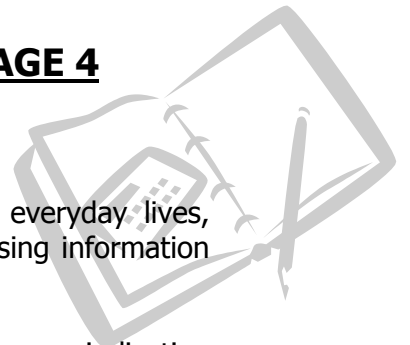
The specific skills developed are inference, exploration, language analysis, and deduction. The subject is examined in three parts:

- Paper 1 – *Explorations In Creative Reading and Writing*
 - Section A: close study of a single literary fiction text
 - Section B: creation of a text, either description or narrative, from a choice of two
- Paper 2 – *Writers' Viewpoints and Perspectives*
 - Section A: Close analysis of two non-fiction texts
 - Section B: Creation of a non-fiction text of your own
- Spoken Language is assessed, but not as part of the final GCSE grade

English Literature

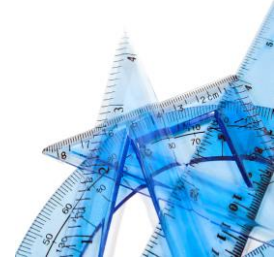
This course enables students to enhance their appreciation of literature and develop their skills in studying literary texts. The two units are:

- Paper 1 – *Shakespeare and the 19th Century Novel*
 - Section A: response to a Shakespeare play studied in class
 - Section B: response to a 19th Century novel, also studied in class
- Paper 2- *Modern Texts and Poetry*
 - Section A: response to a modern text studied in class
 - Section B: response to poems collected in the AQA anthology
 - Section C: response to a previously unseen poem



GCSE Mathematics

Mathematics is an important subject that is used in many other areas of work and study. It is a core subject and therefore compulsory.



Most college courses and apprenticeships will require a certain grade at GCSE Maths. Those students wishing to take their studies further to AS or A level Maths will need to have gained high grades on the Higher tier paper.

The GCSE course follows on from your Key Stage 3 course, so some aspects of the mathematics covered will be revision, whilst other more challenging topics will be introduced.

You will follow the Edexcel GCSE course with exams at the end of Year 11. You will study for and be entered for the appropriate tier of entry, either Higher (grades 9 to 4) or Foundation (5 to 1).

As with the Mathematics lessons you have at the moment you will be expected to turn up with full equipment, including a scientific calculator and geometry set, and you will usually be set one piece of homework a week.



GCSE Double Science

Introduction

The majority of students in every year group study Double Science. This course provides opportunities for all students to develop Science knowledge and understanding and also some of the many skills needed by young adults in our modern society. There is sufficient grounding in all areas of Science should the student choose Science for Further Education at a later date.

Course Summary

Students are eligible for this course if they have demonstrated Science knowledge and understanding through Science tests and exams, achieving NC level 4 or above in their Teacher Assessment during KS3.

The course enables students to study for two Science qualifications: 'Core Science' during Year 10 and 'Additional Science' during Year 11.

The two qualifications deliver the following topics:

Core: Human Biology, Energy & Electrical Generation, Earth & Atmosphere Radiation & Electromagnetism, Genetics & Evolution, Products from Rocks, Oils.

Additional: Forces & Motion, The Environment, Inheritance & Selection, Structures & Bonding, Electricity & Radiation, Rates of Chemical Reaction, Plant & Animal Biology.

Assessment

Core: 3 written exams (each 60 min) 25% each + 25% practical coursework
Higher Tier students should achieve 1 GCSE with a grade from A* to D
Foundation Tier students should achieve 1 GCSE with a grade from C to G

Additional: 3 written exams (each 60 min) 25% each + 25% practical coursework
Higher Tier students should achieve 1 GCSE with a grade from A* to D
Foundation Tier students should achieve 1 GCSE with a grade from C to G



THE OPTIONS

GCSE Art and Design

Introduction

This is helpful for anyone wishing to pursue any course or career in Art and Design, for example, ceramics, graphic design, industrial design, fashion design, jewellery design, interior design, fine art or commercial art, and for anyone wishing to enter any job which requires creativity, a good sense of colour and proportion, and the ability to express ideas through sketches or model making.



It is also useful to pupils considering an academic route as UCAS research suggests that universities often refer to GCSE options to look for signs of a wide range of interests and individuality.

Course summary

The course is based on three main areas of study:

- Observation – the study and communication of objects, shapes and forms.
- Design – this includes 3-D work in clay, plaster and other modelling materials as well as the development of printing and other graphical techniques.
- Expressive – students have scope for the development of imaginative, individual and expressive work on a given subject.

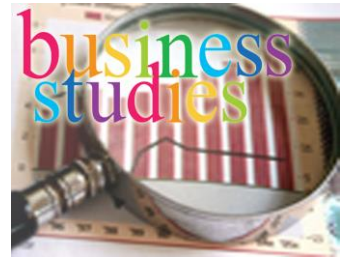
In all three areas opportunities exist for work in 2-D and 3-D media and individuals are encouraged to find and develop their own specialisms.

Assessment structure

- Final exam (practical) – 40%
- Coursework – 60%

Students can then go on to study any Art based subject using this GCSE and many have entered careers in Fashion, Graphics, soft furnishings, marketing, advertising, illustration, and buying.

BTEC First Award Business Studies (Single Award)



The BTEC Award Certificate in Business is an interesting and rewarding work-related subject. It not only gives you the opportunity to investigate and discuss topics relating to the world of work, but also develops skills of research, problem solving, communication and information technology which are considered to be very important by employers today.

If you want to get a head start in Business this is the subject for you!

The Course structure

The course is taught using a variety of vocational and traditional methods ranging from visits to businesses (local and national), talks by external speakers, targeted case studies and independent learning to promote the student's personal, learning and thinking skills (PLTS).

Learners must complete two core Units:

- Unit 1 – Enterprise in the Business world.
- Unit 2 – Finance for business

And two optional Units which are:

- Unit 3 – Promoting a brand
- Unit 8 – Recruitment, selection and employment.

How is the course assessed?

Exam board: Edexcel

The qualification is structured into a maximum of four units (2 mandatory and 2 optional). These are assessed using a structured series of tasks that students complete to a stated deadline. Students are then awarded one of three (3) pass grades –

- PASS (equivalent to a "C" at GCSE)
- MERIT (equivalent to a "B" at GCSE)
- DISTINCTION (equivalent to an "A" at GCSE)

For Units 1, 3 & 8 the student's work is **internally assessed** by the teachers and sent to an external assessor if necessary.

Unit 2 is a **computer based examination** of one hour which is externally assessed by Edexcel.

The skills and knowledge taught are relevant to a wide range of careers and further education courses such as:

- Industry and Commerce
- Professions such as banking and accountancy
- Management/administration posts in areas such as leisure, sport and the arts
- Being self employed
- BTEC National Diploma
- AS/A2 levels
- It can be combined with a wide range of subjects such as geography, technology and modern foreign languages.

BTEC Business Studies is a subject that can give you the choice and open doors to your future career. Can you afford not to do it?





GCSE Catering

(WJEC – Single Award)

Who is this course for?

This course is a must for anyone interested in entering the food or hospitality industry at 16 or anyone considering going onto our local colleges to study the subject further. It is also a course for people who like to cook and would like to develop their personal interests. It has proved to be useful to people wanting to work in the caring types of jobs or children's nurseries.

The students will be trained how to prepare and cook foods to a high standard via regular weekly practical lessons. **(The students' families will have to be responsible for the provision of their own ingredients each week throughout the two year course).**

Assessment

A* - G GCSE grades attainable to every student who completes the required coursework.

- Assessment practical project in Year 10.
- Internal coursework and practical projects in Year 11.
- Theory exam at the end of Year 11.

*This course has a high percentage of internal coursework (controlled assessment tasks) which now has to be completed with teacher supervision within the classroom in a set time frame (60% of final mark).

*Students of all abilities have enjoyed this subject in recent years and have attained good grades.





GCSE Drama

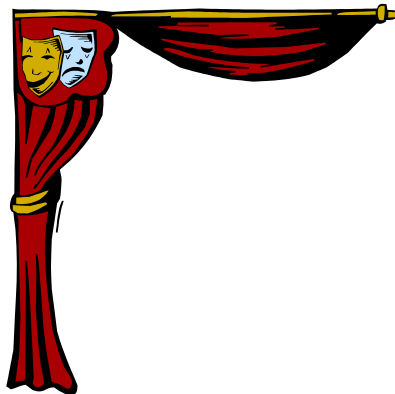
GCSE Drama requires the students to complete practical Acting projects in Improvisation, Scripted, Devised and Theatre in Education. All these acting tasks carry 15 marks for preparation and knowledge and 45 for the performances themselves. All work is marked by your teachers and then moderated by an AQA moderator.

Performances are often to Year 6, Year 7 and mixed audiences. Drama workshop groups visit to work with you too.

There is no written course-work in GCSE Drama. It is all practical. Coursework is 60% of the total mark.

There is a written exam in Year 11 that is 40% of the total mark.

Drama is a really fun subject. Enjoy learning!





GCSE Geography

Why choose GCSE Geography?

- Geography is the study of where places are, what they are like, what life is like in those places and how places are changing.
- There is a huge number of reasons why you should study GCSE Geography. Here are some of them and some information about the course:

The study of GCSE Geography can help you to:

- gain a knowledge of your world and an understanding of current events,
- appreciate different cultures in this country and in other parts of the world,
- become aware of physical (natural) and human environments, develop a range of useful skills. These including map reading, graph and diagram drawing and interpretation, problem solving, data collection, decision-making, and role-play. The use of ICT is also encouraged and developed

The GCSE course:

- We study the AQA syllabus A.
- You will study a number of topics such as: earthquakes and volcanoes, population, rivers and floods, tourism, weather and climate events and global environments.

Will you get out of the classroom?

- Fieldwork is an important part of GCSE Geography.
- As part of the course a residential fieldtrip to Italy is offered in the July of Year 10.



How is the course assessed?

- You complete 2 exams at the end of Year 11. One is on Physical Geography and one is on Human Geography. Together they count for 75% of the course marks
- In addition you complete a piece of coursework worth 25% based on the fieldtrip to Hampshire

What qualities do I need to study GCSE Geography?

- If you have decided to study GCSE Geography you should have a keen interest in different places and the world around you.
- You should be prepared to involve yourself in research, discussions and debates on different geographical questions and issues.
- You should be prepared to complete fieldwork.
- You should have liked the subject at Key stage 3.

Where will Geography take me?

- GCSE Geography is a useful subject that will help you to make more sense of some of the many changes taking place in the world that will affect you and other people. It will enable you to develop many useful skills including numeracy, literacy and ICT. It is also an EBacc subject known as an academically highly rated subject.
- GCSE Geography can lead onto A Level Geography and related courses such as Tourism and Leisure related courses.
- Further studies in Geography can lead to careers in accountancy, market research, management consultancy, aid work, landscape architecture, countryside management, field studies work, environmental consultancy, civil engineering, social work, cartography, surveying, town planning, teaching, the tourist industry, heritage management and many more areas.

Where can I get more information about GCSE Geography?

- From your Geography Teacher
- From students in the Year above you that do the course.

GCSE German, Spanish or French



Learning a language at GCSE will help you to get more out of holidays, to improve your English and general study skills and eventually to get a well paid job.

Many professions and University courses require the knowledge of a foreign language. You will have the opportunity to revise work covered at Key Stage 3 and also to study new topics such as healthy living, social issues and youth culture.

This course involves the study of four skills, reading, listening, speaking and writing to a higher level. Thorough learning of vocabulary and structures is expected.

Assessment:

In Year 10, writing is assessed via 2 controlled assessments (30% of total GCSE)

In Year 11, speaking is assessed via 2 controlled assessments (30% of total GCSE)
Listening and Reading are assessed via examinations (40% of total GCSE)



BTEC First Award in Health and Social Care (Single Award)

Why choose Health and Social Care?

This is a fun and interactive course, with a variety of trips and activities included in the learning experience. Examples include the chance to take home a “virtual baby” for the weekend, visits to an Old Peoples’ home and a Children’s Centre, and visiting speakers. The course is suitable for male and female students as both genders are required to work in this sector.

The skills and knowledge taught on this course are relevant to a wide range of careers and further education courses such as:

- Nursing
- Medicine
- Care Worker
- Youth worker
- Social Worker
- Teacher
- Midwife
- Level 3 or 4 BTEC courses in Health and Social Care

This course is an opportunity to develop a range of “job skills”, such as communication skills and team-work, that are personal and transferable and that will bring success in performance in your later working life, whether in Health and Social Care or some other occupation.

About The Course

The Health and Social Care Course consists of 4 Units of work;

Unit 1 –“Human Lifespan Development”. This looks at how life changes as we mature, and the development of “Physical, Intellectual, Emotional and Social” characteristics within each stage of life. The effects of unexpected events on development are discussed.

Unit 2 –“Health and Social care Values”. This unit examines good practice in Health and Social Care. It looks at the health and social care values that underpin good practice within the sector.

Unit 3 – “Effective Communication in Health and Social Care”. This looks at verbal and nonverbal communication, the barriers that may prevent effective communication, and how to work around those barriers in a variety of real situations.

Unit 6 – “The Impact of Nutrition on Health and Wellbeing”. This unit studies the components of a balanced diet, examines the impact of diet on health, and looks at the Hygiene and Safety factors you need to consider when planning and preparing a healthy diet.

Unit 1 is assessed externally by an end-of-Unit exam. All other aspects of the course are assessed internally through coursework.

Within each Unit of work you can achieve at a variety of levels; Level 1 Pass (equivalent to Grade E at GCSE), Level 2 Pass (Grade C), Merit (Grade B/A), and Distinction (Grade A*). However to achieve any given level, you must attain the grade in ALL aspects of the work. Therefore this course is not suitable for students with poor attendance.

The emphasis throughout the course is on achievement- this may mean you having to upgrade work completed, or repeating certain aspects in order to attain the level required.

It would be advisable and useful (although it is not essential) for pupils who choose Health and Social Care to look to arrange a work placement in Year 11 somewhere within the Health and Social Care sector of employment.

The BTEC in Health and Social Care is accredited, recognised and respected by employers, professional institutions and higher education establishments alike. The BTEC also links to the NHS Knowledge and Skills Framework, which reflects the essential skills needed in this sector. The course is part of a “Pyramid of Qualifications” – you can go on to Level 3 and Diplomas at College.



GCSE History

GCSE History helps students to develop skills of analysis, organisation, interpretation, critical use of evidence and constructing arguments, which play a key part in many different careers.



The qualification is considered by colleges and employers to provide a sound basis for further study or training in a wide number of areas, such as journalism, law, media, finance, business, military, politics, advertising and many more.

The course follows the OCR School's History Project syllabus, which is assessed through **75% final examination** and **25% coursework** (controlled conditions assessment).

Modules will include:

- **A Study in Depth** – *The American West*
- **A Study in Development** – *Medicine through Time*
- **Coursework** – *Northern Ireland* (Modern World Study)

It is an interesting and varied course, covering a range of topics – from prehistoric times up to the present day – and enabling students to investigate the stories behind many of the things that make up our modern world.



GCSE in Computing

Did you enjoy using Scratch at KS3? Do you want to know how computers work inside? Do you want to be someone that makes computer software rather than someone who uses software? Do you want to be able to learn how to program and write lines of code? Do you want a career in the technical side of computers and IT? Do you want to know what those 1's and 0's mean when you see them in pictures relating to computers. Then GCSE Computing is for you!

A graphic with a light blue background and a grid of binary code (0s and 1s). Overlaid on the grid is the text: "there are only 10 types of people in the world: those that understand binary and those that dont!"

This is a quite a different course to ICT and there is nothing to stop you choosing both but this course requires a particular set of skills and interests; an analytical brain, being prepared to learn a computer programming language; being prepared to write lines of code, being patient and being prepared to concentrate and solve problems. What will you do when you make a program and it doesn't work first time? Passing this course will mean you will become a good problem solver in a technical area.

The entry requirements for this course are being in one of the top 2 Maths sets *or* being able to prove you have an interest and some skill in computer programming.

This course is a single award qualification taught for 5 lessons a fortnight over two years. Within the course, pupils are required to complete 3 units.

The units are called:

- Computer systems and programming
- Practical investigation
- Programming project

Computer systems and programming

It is worth 40% of the total GCSE grade and will be examined.

The exam will assess what students know about Computer systems. Central processing units, binary logic, memory, peripheral devices, secondary storage, types of data, databases, networks, the Internet, and programming . The assessment will be a 90 minute written paper with a variety of questions both short and long.

Practical investigation

Controlled assessment worth 30% of the course. Candidates carry out a practical investigation of a topic chosen from a set of options supplied by OCR. This will be internally marked and moderated by the exam board. This will involve some programming e.g. Android App inventor, Javascript or assembly language.

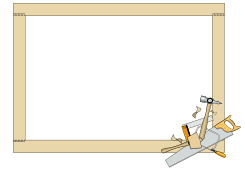


Programming project

Controlled assessment worth 30% of the course. Candidates create solutions to computing tasks chosen from a set of options supplied by OCR, we will be most likely using the language Python and Scratch. This will be internally marked and moderated by the exam board.



GCSE Resistant Materials Technology



The Design and Technology: Resistant Materials course should be considered by students who enjoy designing and making things from wood, metal and plastic. It is a good entry point for students who are considering careers in product design, engineering, mechanics, trades (plumbing, joinery etc.), maintenance, jewellery making, furniture design and theatre set design amongst others. Since there is only one Resistant Materials teacher there is no question of 'Which teacher will I get?', so don't choose Resistant Materials if you don't get on with the teacher, or just because your friends are choosing it.

Resistant Materials is not an easy subject. You should be able to work by yourself (not just when I make you work), solve problems, make pieces again if they go wrong, and keep on trying when it gets difficult. The course has been organised to offer you a wide range of practical and academic experiences. We will look at the work of different artists and designers, and encourage you to use this work for inspiration in your own designs. You will learn about all aspects of designing, including the use of Computer Aided Design (CAD – 2D Design). You will also learn to use different hand tools and machinery in the workshop, including computer-controlled machinery (CAM – Laser cutter). Homework is set every week, and is either in the style of an exam question or follows on from our design work in class.

The course is assessed through the AQA exam board, with marks divided up as follows:

- Coursework (internally assessed):

Designing:	30%
Making:	30%
- Final exam (externally assessed): 40%

The coursework is a design-and-make project chosen by you, and worked on from September to April in Year 11. In this respect the whole of Year 11 is an exam.

To succeed in Resistant Materials, you must be able and willing to work independently when you have been shown or told what to do. If you need constant reminders to keep working, you will do badly in this subject.

GCSE Music

The GCSE course is based on 4 components.



Unit 1: Listening to and Appraising Music

20% 1 hour written examination
80 marks externally assessed

Candidates explore 5 Areas of Study through 3 strands of learning.

Assessment is through a terminal examination marked by AQA examiners. Candidates respond to questions based on short musical excerpts drawing on music from all five *Areas of Study*. Recorded excerpts of music are provided on a CD. There will be objective tests, structured responses and extended response questions.

Unit 2: Composing and Appraising Music

20% Up to 20 hours Supervised Time for the composition and 2 hours Controlled Time for the appraisal
40 marks externally assessed

A. Candidates compose one piece of music which explores **two** or more of the five Areas of Study and links to **one** of the 3 strands announced annually by AQA (10%)

B. Candidates appraise the process and outcome (10%)

Unit 3: Performing Music

40% Controlled Assessment
60 marks Internally assessed and externally moderated

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

Unit 4: Composing Music

20% 25 hours Controlled Assessment
30 marks Internally assessed and externally moderated

Candidates compose one piece of music which explores **two** or more of the 5 Areas of Study in any style or genre of the candidate's choosing.

GCSE Music is a particularly practical course with 80% of the coursework material produced through practical classwork tasks. This course is suited to students who enjoy singing, playing, performing and composing.

We have excellent facilities including a recording suite and a variety of software to help students achieve the best possible results.

All musicians of any ability are welcome and we look forward to helping them achieve excellent results at GCSE.



GCSE PE



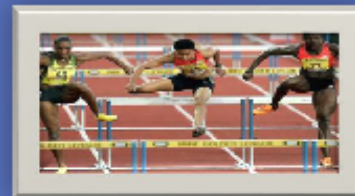
edexcel 
advancing learning, changing lives

Edexcel GCSE Physical Education

Why opt for GCSE PE?

Students who prove themselves to be good all round athletes in Key Stage 3 have the option of studying edexcel GCSE Physical Education. The students will have five lessons over the two week timetable. These lessons usually take the format of two hours theory and three hour practical. Assessment in GCSE is spread over 2 areas:

1) Written paper: worth 40% of the total mark.
Questions are based on the following areas of study:



Overview of content

- Section 1.1 – Healthy, active lifestyles
- Section 1.2 – Your health, active body



2) Practical element of course: worth 60% of the total mark.

Overview of content - Coursework 60% of total mark

- Section 2.1 – continuous assessment of practical performance
- Section 2.2 – Analysis of performance (PEP)

If you opt for GCSE PE you need the following qualities – a good level of literacy, an all round sportsperson and thorough commitment in both practical and theoretical elements of the course.

Mr Protheroe – Head of Physical Education



GCSE Philosophy and Ethics

- **Are you**...interested in becoming a lawyer, a police officer, a doctor, a social worker, a journalist, a teacher, or in joining the forces? Do you want to join a profession that sometimes asks you to consider why people act the way they do?
- **Do you**...want to work in a job where you might need to deal with the general public on a regular basis?
- **Do you**...like to think about big questions, challenge people's ideas and make your own ideas heard?
- **Are you**...considering a job where it is important to express yourself clearly?

If you answered **YES** to any of the above, then Philosophy and Ethics is definitely an option worth considering.

Over the course of two years we will examine a range of topics:

Philosophy (what people think about): Why do we suffer? What happens when we die? Where do we come from? Is there such a thing as God? Do Miracles really happen?

Ethics (rules of conduct): Crime and Punishment, Matters of Life (IVF, Cloning, etc.) Matters of Death (Euthanasia) Poverty, and Drug Abuse.

Using: ICT, Visits, Guest Speakers, Art, Music, Film, Food, Games, Drama and Topical News we will explore and challenge what people have to say on each of these topics.

Every topic will be considered from a range of points of view: What does Society say, what does the Law say, what do religious people say and most importantly.....What do you say?

At the end of the two years both units will be assessed through a final exam.



GCSE Textiles

The Art and Design: Textiles GCSE course is for imaginative and creative students wishing to pursue a career in Textiles related industries such as fashion design, costume design, interior design, upholstery, printed textiles etc. It is also helpful for anyone wishing to enter any job which requires creativity or problem solving, a good sense of colour and proportion, and the ability to express ideas through sketches or model making.

Textiles is not an easy subject. Students who opt for this subject are expected to have a degree of skill in Art and Design and an interest in working with fabrics. Students should be able to work independently on individual projects and be willing to invest time at home as well as in the classroom. Sometimes students will need to purchase additional materials. We examine the work of artists and designers and use this to inform our own designs. This means that students will be asked to express or explain ideas in writing. However, all this effort means that this subject can be a very rewarding course, especially for those students who enjoy being creative. The majority of time spent in the classroom is practical with coursework being made up of 2 Research, Design then Make projects. Students who do not like using the sewing machine or sewing in general should not choose this option.

The course is assessed through the AQA exam board, with marks divided up as follows:

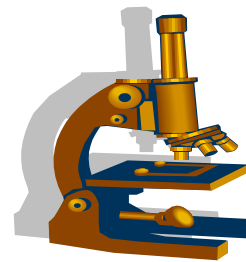
- Coursework: 60%
- Final exam (practical): 40%



GCSE Triple Science

Introduction

The national press are often broadcasting how Britain has a shortage of Science Graduates to push national innovations, engineering and business forward.



This is an essential course for those students who definitely intend to study a Science subject post 16 such as A-Level, Level 3 BTEC in Science and then possibly Degree level. It is also ideal for Science enthusiasts who are strong in this subject, enabling them to convert their interest into high GCSE grades.

Course Summary

Students are eligible for this course if they are both really keen on Science and have demonstrated a thorough understanding through Science tests and exams, achieving a NC level 6b or above in their Teacher Assessment by the end of KS3.

The course enables students to study the three separate Sciences of Biology, Chemistry and Physics and gain three qualifications.

The three subjects deliver the following topics at the higher tier level:

Biology: Plant & Animal Biology, Inheritance & Selection, the Environment, Human Biology, Genetics & Evolution, Human Physiology, Microbiology.

Chemistry: Analytical Chemistry, Oils, Earth & Atmosphere, Products from Rocks, Chemical Reactions, Structures & Bonding, Rates of Chemical Reaction.

Physics: Energy & Electrical Generation, Radiation & Electromagnetism, Electricity & Radiation, Light & Sound, Generators & Transformers, Forces & Motion.

Assessment

Biology: 3 written exams (each 60 min) 25% each + 25% practical coursework

Chemistry: 3 written exams (each 60 min) 25% each + 25% practical coursework

Physics: 3 written exams (each 60 min) 25% each + 25% practical coursework

Students should achieve 3 GCSEs, each with a grade from A* to C.

GCSE ICT

Course Overview

This course extends the skills pupils have developed so far in school, using them across a greater variety of tasks and understanding their relevance in today's society.

Course Content

- Unit 1: Living in a Digital World (40% Formal Exam)

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

- Unit 2: Using Digital Tools (60% Coursework/Controlled Assessment-Done in Class). This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. In last year's Controlled Assessment, students had to plan a music festival. They used the internet to research for venues, designed a logo in graphics software, and made a video advert. They then calculated the cost of the festival on a spreadsheet and presented their findings in PowerPoint. They returned to graphics software to make a flyer and finished off by creating a radio advert and a prototype tablet app.

This course is suitable for any career. Most careers will use computers in one way or another. Being a confident user of ICT will make you more employable.

This course is suitable for progressing on to general KS5 ICT courses. For progression on to courses that cover the more technical side of computers students may wish to look at Computing as well.

OPTION CHOICES/HEADS OF DEPARTMENT

Each of your four Option Choices need to be signed by the appropriate Head of Department, details of which are found below.

SUBJECT	STAFF
GCSE Art and Design	Mrs W Havery
BTEC First Award Business Studies (Single Award)	Mr J Briggs
GCSE Catering	Mrs T Roberts
GCSE Drama	Mr P Jamieson
GCSE Geography	Mr N Langlely
GCSE German, Spanish or French	Ms J Hockley
BTEC First Award in Health & Social Care (Single Award)	Mrs A Ruscoe
GCSE History	Mr N Langlely
GCSE Computing/GCSE IT	Mr D Woods
GCSE Resistant Materials Technology	Mr D Grainger
GCSE Music	Mr S Rogers
GCSE PE	Mr A Protheroe
GCSE Philosophy and Ethics	Mrs F Staker
GCSE Textiles	Mrs N Hillier
GCSE Triple Science	Mr M Busby