



Brockington College

Key Stage Four Options Booklet 2015



Learning to Live Life to the Full

Introduction from the Principal

Dear Parents, Carers and Pupils

Over the last few years there has been much discussion and thought put into our new GCSE curriculum. The current Year 10 have made an excellent start to their GCSE courses and we are now able to offer to you, our curriculum for September 2016.

The curriculum which pupils have been following for the last three years has been designed to give a broad and balanced education. The subjects pupils choose to follow until they are sixteen should also give them a broad preparation for any career pathway. As a consequence, we have taken the time to consider the requirements of universities, apprenticeships and courses at higher education institutions and have sought to provide a curriculum offer which we believe will enable pupils to follow a variety of different pathways towards their future careers.

We realise that this is a very exciting, important and slightly daunting process for pupils and parents/carers alike. For this reason we have tried to set out the information as clearly as possible and to make sure that as much advice as possible is available to you.

Some pupils may already have decided what they want to do in the future. However, many may still not be clear as to what they want to do. It is important that pupils should be both aware and realistic about the qualifications they will need for the next step in their career path. Even the most self-assured pupils can and often do change their minds. It is important, therefore, to follow a broad range of subjects for the next two years in order to keep all doors open.

All of the courses on offer provide a clear pathway to the next stage of life-long learning. The choices made now will have a bearing on future choices, so it is important to get good advice from a number of sources before making the final decision.

At Brockington College, all pupils will study a core examination curriculum of English, mathematics, science and religious studies, as well as lessons in PSHCE and PE. Other subjects are organised into one option block, designed to give as much freedom of choice as possible. We will work very hard to ensure that every pupil gets their preferred choices, however, sometimes this is not always possible. In such situations, discussion will take place with all those concerned.

In making your choices, please take time to read this information booklet carefully. If you have any queries then please do not hesitate to contact Miss Darby (Vice Principal), Miss Heggs (Head of Year 9), relevant heads of department or myself.

We look forward to continuing to work with you over the next important years of your child's education.

Yours sincerely



Mr Chris Southall
Principal



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Introduction

The aims of our Key Stage 4 curriculum are to:

- meet the needs and aspirations of all pupils
- raise the levels of achievement of all pupils
- improve motivation and encourage responsibility
- promote life-long learning for all pupils
- incorporate the school's core values of compassion, forgiveness, justice, koinonia, learning, perseverance and wisdom into pupils' learning experiences

Every pupil is at a different stage on their pathway of life-long learning and, given the right guidance and support, **all** pupils can achieve. Our curriculum is pupil focussed and based upon pupil choice. To help pupils make informed decisions, they have taken part in careers lessons, where they have considered future careers and the qualifications they may need. This programme is supported by our careers advisor, Mr James Dawson.

The options in this booklet will allow pupils to choose four courses to inspire and motivate them. Whilst we aim to allow every pupil to study each subject that they have chosen, sometimes this may be difficult, for example, due to low numbers of pupils selecting certain courses. Consequently, pupils are asked to nominate reserve choices, should this be the case. We make only one stipulation on option choices, which is that pupils choose one subject from triple science (higher ability scientists), computing, geography, history, French or Italian. This is in order to ensure pupils have a wide range of academic qualifications, as recommended by the government and sought by universities.

English Baccalaureate

The English Baccalaureate (EBacc) is a performance measure, not a qualification. It is not compulsory, but the measure shows where pupils have secured a grade 5 or above across specific academic subjects at Key Stage 4. It is designed to enable parents/carers and pupils to see how the school is performing in comparison to other schools and for universities and employers to compare academic qualifications across pupils from different schools.

The English Baccalaureate is made up of the following subjects:

- English
- mathematics
- history or geography
- the sciences (double; triple or computing)
- a foreign language

Pupils must gain a grade 5 or above in one subject from each of the areas above, in order to achieve the English Baccalaureate performance measure.



Advice and Support

A number of events will help you to make informed decisions about your future, including

- option evening for all pupils, parents and carers
- information on careers through PSHCE programme
- an optional open evening at South Leicestershire College

Tutors and subject teachers are excellent people to ask for advice because they know individual pupils really well. Subject teachers can explain exactly what each option course will involve and can give pupils a clear idea about what level they should be aiming for in that subject. Please make sure that you or your child has spoken to the subject teachers of all your child's final option choices.

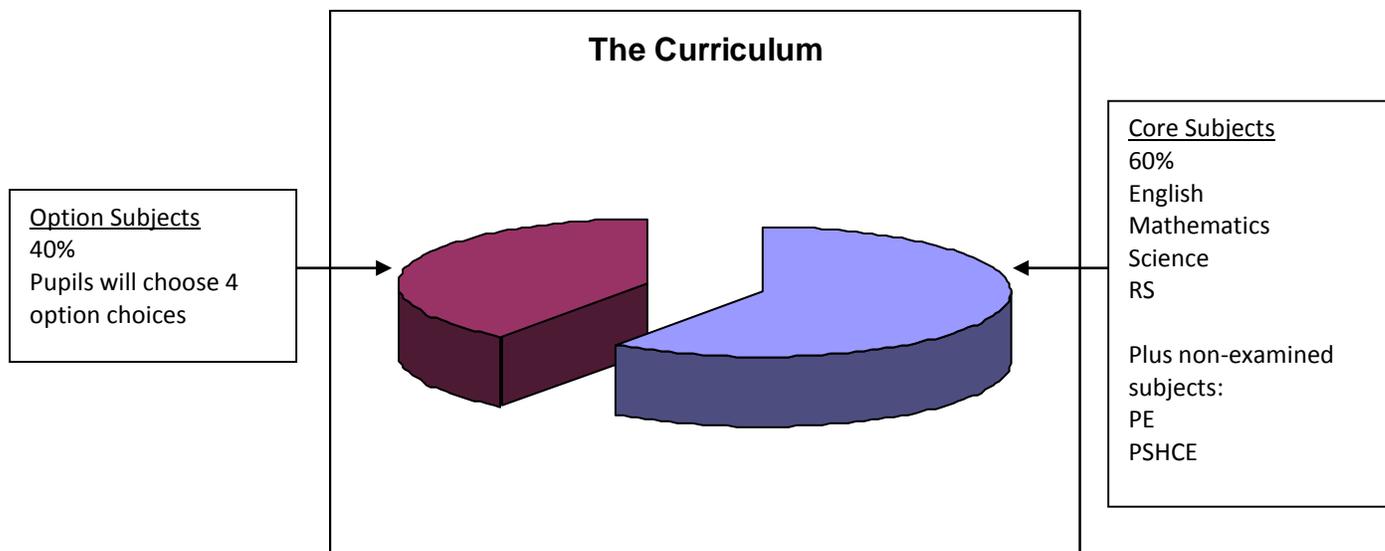
Option forms will be checked to ensure choices are well balanced and that pupils have not restricted themselves for a later stage of life. If necessary, we may suggest options that have not previously been considered.

Careers education is provided for all 13-19 year olds. Careers advisers give information and advice to help young people make choices, including career planning and thinking about work and training after Year 11. They also offer information about how other practical and personal issues may impact on plans for the future. Careers advisers recognise the key role that parents and carers play in supporting their children through the next few years. The careers adviser for Brockington College is Mr James Dawson. He will be available to talk to during the option evening and at parents' consultation evening later in the year. However, please remember to ask for advice at any point if you are unsure.



The Key Stage 4 Curriculum

The curriculum is made up of core subjects and option choices:



As you read through this booklet, you will notice different types of qualifications. A national scoring system has been adopted to accommodate these different qualifications. This is to help you, as well as universities and employers, compare the different qualifications:

Level 3	A Level Qualifications (AS/A2); BTEC Level 3 Qualifications; Level 3 NVQ
Level 2	GCSE grades 9-5; BTEC Level 2 Qualifications; Level 2 NVQ
Level 1	GCSE grades 4-1; BTEC Level 1 Qualifications; Level 1 NVQ
Entry level	Entry Level Certificates and other work below Level 1

Each qualification at Level 1 and Level 2 receives points, which represent the size and challenge of a qualification. Please note that the majority of GCSE grades are changing from A* - G to a 9 (High) - 1 (Low) grading for all current Year 9 pupils.

Qualifications Explained		
Level	HE Qualification	Progression
3	A-Level	
4	HNC - Certificate of HE	
5	HND - Diploma of HE & Foundation Degree	
6	Bachelor's Degree	
7	Masters Degree & Postgraduate Certificate	



Core Subjects

At Key Stage 4, pupils will have some choice over the subjects they study. Certain subjects, however, are common to all pupils.

The core curriculum is as follows:

- English language
- English literature
- mathematics
- science
- religious studies

Plus

- physical education
- PSHCE

Summary of Core Subjects:

Core Subject	Qualification	Terminal Exam (%)	Course Assignments (%)	Exam Board	No of lessons per week
English	1 GCSE in Eng language 1 GCSE in Eng literature	100	nil	WJEC	4
Maths	1 GCSE	100	nil	AQA	4
Science	2 GCSEs	75	25	AQA	4
RS	1 GCSE (started in Y9)	100	nil	AQA	1
PSHCE	Not examined	-	-	-	1
PE	Not examined	-	-	-	1
Total number of lessons per week					15

The core subjects are explained in more detail on the following pages.



English Language and English Literature

<p>What type of qualification will I achieve?</p>	<p>English literature GCSE English language GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>You will develop all of the skills you have learnt at KS3: reading; writing; speaking and listening. In your lessons you will study a range of texts and develop a repertoire of skills which will be able to be used across all subjects. You will write in different styles; read a range of texts and work both independently and in groups.</p>
<p>How and when will my work be assessed?</p>	<p>English examinations have changed. The subject is now assessed through examinations at the end of the course only. In conjunction with the GCSE grades, pupils will also receive a separate Speaking and Listening Accreditation.</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>There will be homework that needs to be completed and this will be approximately 2 hours per week. Pupils are also recommended to read around the subject by reading newspapers and watching news programmes, as well as reading for pleasure.</p>
<p>What will this course lead to post-16?</p> 	<p>Courses linked specifically to English include: A Level English language, English literature and media studies. English is essential in order to be able to do most A Levels and many universities require a minimum of grade 6 at GCSE level.</p> 
<p>What possible careers and work related opportunities are there?</p>	<p>English GCSE is a benchmark qualification for a whole range of courses and jobs. University courses and careers are wide and varied as English is necessary for virtually everything. Future avenues include law; media; politics, teaching, journalism and engineering.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Miss Perridge. Any member of the English Department. Exam board website: http://www.eduqas.co.uk/qualifications/english-language/gcse/ http://www.eduqas.co.uk/qualifications/english-literature/gcse/</p>



Mathematics

<p>What type of qualification will I achieve?</p>	<p>Mathematics GCSE. If you are identified as one of our most able mathematicians you may also be given the opportunity to study for a further maths qualification.</p>
<p>What will I be doing in my lessons and what skills will I gain?</p>	<p>You will study topics in the 5 major strands of mathematics: number; algebra; shape, space and measure; data handling and probability and ratio and proportion. You will develop a wide variety of relevant skills related to everyday situations, including the ability to solve problems requiring expertise across multiple areas of maths.</p>
<p>How and when will my work be assessed?</p> 	<p>Your work will be internally assessed throughout the GCSE course, culminating in a final examination at the end of Year 11. The examination will consist of three papers, one non-calculator paper and two calculator papers. Each paper will last for 1 ½ hours. Depending on your mathematics set you will be assessed either through the Foundation or Higher tier set of exams. Each tier leads to a full GCSE qualification, however, the Higher tier is limited to grades 4-9 whilst the Foundation tier is limited to grades 1-5.</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>You will be expected to complete 2 hours of homework per week, as well as to keep up with revision as you learn new topics. If we think it is necessary, we may ask you to attend extra sessions at lunchtime or after school closer to the GCSE examinations.</p>
<p>What will this course lead to post-16?</p> 	<p>If you obtain a high grade at GCSE, you will be able to study a range of A Levels including maths; statistics; further maths; physics and engineering. A good grade at GCSE (5-9) is a requirement for entry to all sixth forms and will also be particularly useful for people wanting to study social sciences and humanities such as geography, psychology and economics.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>Maths qualifications are essential and highly regarded by employers. If you enjoy maths you may want to choose a career in accountancy, engineering, building, teaching, science or ICT. A degree in mathematics or a mathematics based subject will generally make you a strong candidate for graduate training and employment opportunities and will provide you with a wide choice of options for your future career. Most jobs require a maths qualification and an ability to understand maths at varying levels.</p>
<p>Where can I get more information about this course?</p> 	<p>Director of Learning for Maths: Mr Mattock. Any member of the Maths Department. Exam board website: http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/spec-at-a-glance</p>



Science: Double or Triple

<p>What type of qualification will I achieve?</p>	<p>The double science course you will follow will lead to the award of two coordinated GCSE grades in science. However, If you opt for triple science, you will receive three GCSE grades (1-9) in biology, chemistry and physics. Science GCSE grades will be awarded after completion of Year 11.</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>Key Skills include:</p> <ul style="list-style-type: none"> • hands-on practical skills including accurate measurement and repeatable techniques • the ability and support to learn a wide range of content from the three subjects • many revision techniques to support your learning and which are transferrable to any subject • communication • problem solving • planning and organisation • modelling • data analysis • making and testing predictions <p>Topics include:</p> <p>Biology: Cell biology; infection and response; homeostasis; inheritance and Ecology.</p> <p>Chemistry: Atoms & the periodic table; making molecules; energy changes, chemical analysis and chemistry of the atmosphere.</p> <p>Physics: Energy; forces & waves; magnetism and electricity.</p>
<p>How and when will my work be assessed?</p>	<p>Your work will be internally assessed throughout the GCSE course to allow your teacher to assess your progress and support you in your studies. In addition to this there are external exam units at the end of Year 11.</p> <p>Double Science: In Year 10, pupils will complete their first three modules towards their double Science qualification. This involves studying for three module exams, covering biology, chemistry and physics. Pupils will then continue into Year 11 completing a further three modules. All modules will be examined by six written papers at the end of Year 11.</p> <p>Triple Science: The triple science course consists of six externally assessed examinations (two in each subject area). Studying the separate sciences means pupils will cover more content than the GCSE double award. If pupils would like to study the triple science option, they will need to attain an average of a Level 6b or above in Year 9, but we will consider the suitability of all applicants, looking at pupils' work ethic and commitment to this demanding, yet inspiring option.</p>



Science: Double or Triple (cont.)

<p>How much time will I need to work on this subject out of lesson time?</p>	<p>Typically 2 hours a week will be required if you want the very best grades; this will not all be written homework, but will also include reading science literature. For triple science, you will need to spend more time as this also includes one of your option choices.</p>																						
<p>What will this course lead to post-16?</p>	<p>Whether you do double science or triple science, you have the option of taking A Levels in biology, chemistry, physics and applied science, amongst other related subjects and dependent upon GCSE grades. Triple science offers the advantage of a greater depth in science knowledge and skills and it is therefore a good option if you are considering more than one A Level in science.</p>																						
<p>What possible careers and work related opportunities are there?</p> 	<p>There are a wide range of careers in science including:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Architecture</td> <td style="width: 50%;">Astronomer</td> </tr> <tr> <td>Cartographer</td> <td>Audio and Video Equipment Technician</td> </tr> <tr> <td>Climate Change Analyst</td> <td>Aviation Inspector</td> </tr> <tr> <td>Diver</td> <td>Electrician</td> </tr> <tr> <td>Emergency Management Specialist</td> <td>Film and Video Editor</td> </tr> <tr> <td>Geographer</td> <td>Forensic Science Technician</td> </tr> <tr> <td>Geoscientist</td> <td>Nuclear Power Reactor Operator</td> </tr> <tr> <td>Hydrologist</td> <td>Pilot</td> </tr> <tr> <td>Meteorologist</td> <td>Ship & Boat Captain</td> </tr> <tr> <td>Park Ranger</td> <td>Sound Engineering Technician</td> </tr> <tr> <td>Soil and Water Conservationist</td> <td></td> </tr> </table>	Architecture	Astronomer	Cartographer	Audio and Video Equipment Technician	Climate Change Analyst	Aviation Inspector	Diver	Electrician	Emergency Management Specialist	Film and Video Editor	Geographer	Forensic Science Technician	Geoscientist	Nuclear Power Reactor Operator	Hydrologist	Pilot	Meteorologist	Ship & Boat Captain	Park Ranger	Sound Engineering Technician	Soil and Water Conservationist	
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<p>Where can I get more information about this course?</p>	<p>Pupils wishing to complete the three single science GCSE subjects will need to choose the triple science option in Year 9 in order to provide them with sufficient time to complete all of the required modules.</p> <p>For further information please speak to Head of Science: Miss Parmer or any member of the Science Department, especially your teacher.</p> <p>Exam board website: http://www.aqa.org.uk/subjects/science/gcse</p>																						



Religious Studies

<p>What type of qualification will I achieve?</p>	<p>Religious Studies GCSE (full course)</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>You will study, research and explore a number of thematic studies including peace and conflict, crime and punishment, life issues and human rights. You will link your knowledge from these studies to the beliefs, teachings and practices of two world religions, Christianity and Buddhism.</p> <p>In class, lessons will be varied. You will complete tasks using a range of resources from mini i-pads and a variety of learning apps to original sacred texts.</p> <p>You will complete group, paired and individual projects. You will learn skills in independent enquiry, team-building, Prezi creation, extended mind-mapping, hot-boarding and essay writing.</p>
<p>How and when will my work be assessed?</p>	<p>Your work will be formally assessed at the end of each unit studied, via a past paper short booklet completion in class with self, peer and teacher assessment.</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>Out of lessons, you will be expected to complete internet research on topics studied, read recommended texts, plan essays and exam questions, as well as revise for end of unit assessments. Homework will be up to an hour per week.</p>
<p>What will this course lead to post-16?</p>	<p>This course could assist you in a number of associated subjects such as philosophy, psychology, sociology, law, English, media and the sciences.</p>
<p>What possible careers and work related opportunities are there?</p> 	<p>Religious studies is a fundamental subject which can be useful for any career. It will enable pupils to build strong skills in understanding other people, their cultures and viewpoints. Pupils will also develop skills in listening to others, debating, supporting arguments with clear reasons, justifying opinions and working with and leading others. All of these skills are needed when applying for jobs and during the interview process.</p>
<p>Where can I get more information about this course?</p> 	<p>Head of Department: Mrs McKenzie. Any member of the RS Department. Exam board website: www.aqa.org.uk/subjects</p>



Personal, Social, Health and Citizenship Education (PSHCE)

What type of qualification will I achieve?	Not assessed
What will I be doing in my lessons and what skills will I gain?	<p>PSHCE covers: health education, careers education, personal and social development and citizenship.</p> <p>In all areas pupils develop their ability to discuss and form judgements. Pupils develop skills in leading and/or working as part of a team.</p> <p>Currently units are taught on a rotation throughout the year. Topics covered at KS4 include:</p> <ul style="list-style-type: none"> • Target setting and managing time (including dealing with stress) • The media and its influence on society today • Active citizenship (including action groups and influencing issues both at home and abroad) • Financial management • Community cohesion • Sex Education
How and when will my work be assessed?	This subject is not formally assessed but is vital in helping pupils to understand the world in which they live.
What will this course lead to post-16?	PSHCE studies are a help for general studies, sociology; politics and psychology A Levels.
What possible careers and work related opportunities are there?	PSHCE studies prepare pupils to cope with all aspects of life.
Where can I get more information about this course?	Speak to Mrs Thorpe; Mr Ilesic or Mrs Broadfield.



Physical Education - Core

<p>What type of qualification will I achieve?</p>	<p>No formal qualification is taken, but pupils will develop various life skills, leadership qualities and knowledge about adopting a healthy lifestyle.</p> <p>Pupils may be given the opportunity to participate in the Sports Leaders UK programme which is a nationally recognised sports leadership qualification.</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>A variety of sporting activities will be covered in lessons. Pupils will also participate in leading warm-ups, officiating matches alongside participating in a varied programme of physical activities. Pupils will have the opportunity to choose their sport at regular points during the year.</p> <p>This year pupils have been able to choose from:</p> <ul style="list-style-type: none"> • Fitness circuits • Ultimate Frisbee • Rounders • Volleyball • Spinning • Football • Basketball • Aerobics • Handball • Badminton • Table tennis
<p>How and when will my work be assessed?</p>	<p>No formal assessment takes place.</p>
<p>What will this course lead to post-16?</p>	<p>A Level sports studies.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>PE contributes towards pupils' knowledge and understanding of the need to accept and maintain a physically active and healthy lifestyle, which is looked upon positively by many professions and supports regular attendance at work.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Mr Platts. Any member of the PE Department.</p>



Option Course Information

At Key Stage 4 you will have the opportunity to choose four different subject options. One of these subject options must be triple science, computing, geography, history, French or Italian.



You should aim to keep your choices as balanced as possible to enable as many opportunities in the future when you commence post-16 study or enter into training for work.



Remember, it is important to choose subjects you enjoy, as there will be times when the 'going gets tough' and you will have to work hard.



Do not choose a subject based on a member of staff, as you may not be taught by that member of staff next year.



Do not choose a subject just because your friend is doing it; you might not be in the same class as your friend next year and you might really struggle if you do not enjoy the subject.



FINALLY

Some of the courses will lead to specific career routes, so make sure you have thought through all of the possibilities around your choices.



What happens next?

We will try to let you do every subject you want, but we may have to negotiate with some of you if this is not possible. You will therefore have to choose two reserve subjects on your option choice form, so that we can discuss changes with you, if we need to. You will all have a short meeting with a member of staff to make sure that you have made the right choices. You can also talk to your form tutor, Mr Mayes (Pastoral Manager), Miss Heggs (Head of Year), SEN Key Worker or Miss Darby (Vice Principal).

Stage 1

Initial option forms to be returned by **Monday 26 October 2015**

Stage 2

November 2015 - Year 9 Parents' Consultation Evening will be held, after which every pupil will have the opportunity to review their option choices. Any changes will be negotiated in consultation with parents/carers and pupils.

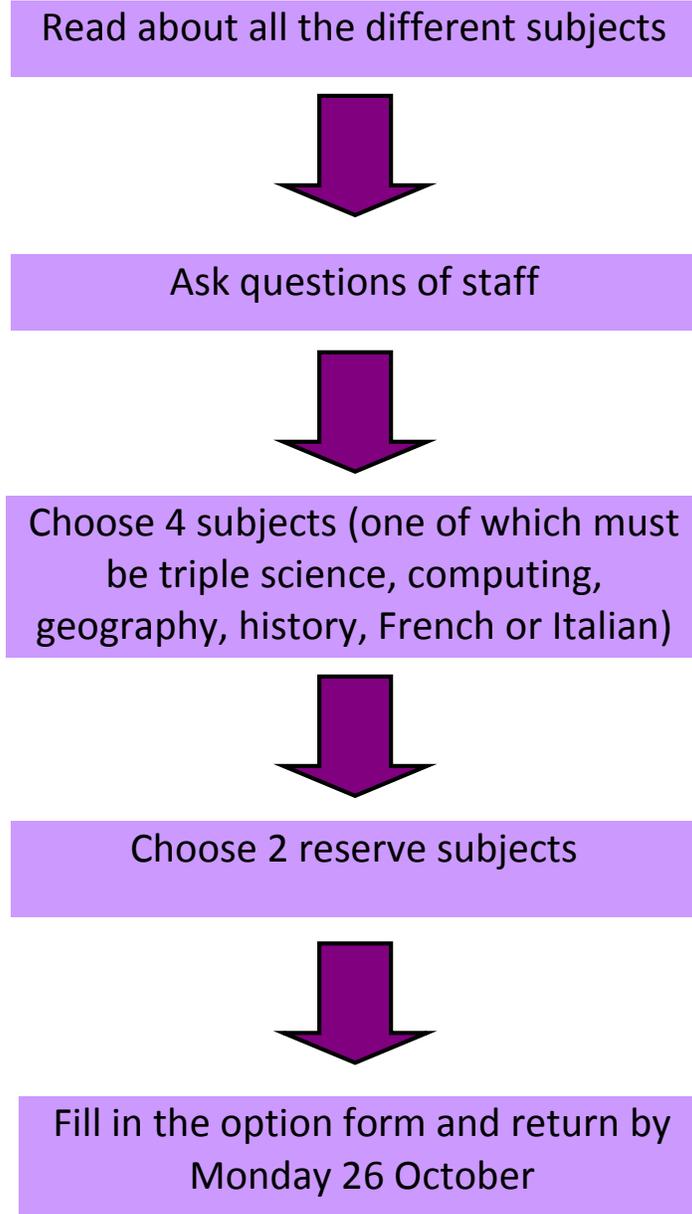
Stage 3

All pupils should be informed of their final GCSE options by Easter 2016. This will allow subjects to begin teaching at GCSE level after the Easter holiday.

On the following pages you will find the courses which will be offered as options (in alphabetical order). Please read through each of them carefully. Use the options evening as a chance to ask questions, as there will be displays and subject staff to talk to during the evening.



Step by Step Guide



Option Choices





Art

What type of qualification will I achieve?	Art and Design GCSE
What will I be doing in my lessons and what skills will I gain?	Study will be broken down into four units of work comprising the following areas of study: printmaking, sculpture, mixed media, painting and mark making.
How and when will my work be assessed?	Your work will be ongoing and each module will be assessed individually with your final grade being made up of 60% coursework and 40% controlled exam. The exam will be a ten hour controlled assessment piece where you will produce a final piece of work for a topic you will have chosen to study. This will also include research, critical investigation and analysis, developing ideas and experimenting with media.
How much time will I need to work on this subject out of lesson time?	You will need to be able to work independently. Work will need to be produced in the classroom and in your own time. Homework will be set every week and you will be expected to spend a minimum of 1-2 hours on it. You will need to be self-motivated and enjoy art in many aspects, including critical studies.
What will this course lead to post-16?	This course opens doors to study art and design further at A Level. It will also help you when studying other subjects in this field such as graphic design or architecture.
What possible careers and work related opportunities are there?	Career opportunities that this GCSE may lead to are: art therapy, graphic design, teacher, artist, museum or gallery curator, art restoration work, art historian, fashion designer, photographer, product design, textile design.
Where can I get more information about this course?	Head of Department: Mrs Wilson. Mrs London Mrs Phipps Exam board website: http://www.aqa.org.uk/subjects/art-and-design/gcse



ASDAN Award Scheme

NB: This course is not suitable for everyone. Those eligible for this course will be spoken to either by Mrs Lawrence or their key worker.

<p>What type of qualification will I achieve?</p>	<p>Certificate of Personal Effectiveness (CoPE) Level 1 or Level 2 (equivalent to 1 GCSE)</p>
<p>What will I be doing in my lessons and what skills will I gain?</p>	<p>During Year 10 and Year 11 you will complete a number of modules including:</p> <ul style="list-style-type: none"> • the environment • beliefs and values • work related learning <p>The course aims to improve the following key skills:</p> <ul style="list-style-type: none"> • working with others • improving learning and performance • problem solving • research • discussion • oral presentation 
<p>How and when will my work be assessed?</p>	<p>This course is 100% course assignments. Your folders will be checked at the end of each module. There is no exam.</p>
<p>What will this course lead to post-16?</p>	<p>CoPE Level 3. This course is equivalent to 70 points at AS Level and can be used by pupils as part of their application to university.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>Preparation for all college Level 1 and Level 2 courses. Supports relating to others in a range of employment opportunities.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Mrs Lawrence. Miss Reynolds. For further details on all 3 courses and the universities that recognise the Level 3 award, please see the exam board website: www.asdan.org.uk/home</p>



Computing

<p>What type of qualification will I achieve?</p>	<p>Computing GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>You will:</p> <ul style="list-style-type: none"> • learn about how computer systems actually work • learn about new technologies such as touch screens and mobile devices • gain skills in programming, coding and programming language • learn about computer security and how to encrypt messages • gain skills in database design • learn how to solve large problems by breaking them down
<p>How and when will my work be assessed?</p>	<p>You will undertake a controlled assessment in which you will program a solution to a problem using a programming language (20%). You will take two exams in Year 11 which will test your knowledge on computing theory, each exam is worth 40% of the final marks available (80% in total).</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>1-2 hrs a week spent on programming activities and revising theory. All controlled assessments must be completed in lessons.</p>
<p>What will this course lead to post-16?</p>	<p>A-Level:</p> <ul style="list-style-type: none"> • computing • IT • physics • mathematics <p>BTEC Level 3:</p> <ul style="list-style-type: none"> • IT 
<p>What possible careers and work related opportunities are there?</p>	<p>Computer engineer; software developer; games developer; network technician; website developer; scientist; engineer; IT technician.</p>
<p>Where can I get more information about this course?</p> 	<p>Head of Department: Mr Patel. Exam board website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html</p>



Drama

<p>What type of qualification will I achieve?</p>	<p>Drama GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>This course is open to everyone. However, you must be prepared to perform in front of your peers and be comfortable working individually and as part of a group.</p> <p>This GCSE has both practical and written elements. During the course you will study various styles and genres of drama, analyse texts and create your own work.</p> <p>You will also work on two text based performances. This work will require you to complete a written critical reflection of your performances. As well as critically evaluating your own work, you will also learn the skills to comment and advise others upon their work.</p>
<p>How and when will my work be assessed?</p>	<p>Throughout the course you will be assessed on both your performance and written skills including your knowledge and understanding of drama and theatre.</p> <p>You will sit a written exam at the end of Year 11 (40% of grade), undertake assessed performances (20% of grade) and be expected to keep up to date with written records (40% of the grade).</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>This will vary, but you need to be prepared to dedicate a minimum of three hours per week on performance. The demands of the course require you to take responsibility to complete your own portfolio. It will be up to you to plan and organise your written work as well as organising acting rehearsals.</p>
<p>What will this course lead to post-16?</p>	<p>This course is excellent preparation for Level 3 creative subjects providing a solid foundation in creative, practical and performance skills. It provides a solid foundation for you to progress to AS and A Level Drama and Theatre Studies. Other courses to consider are BTEC performing arts (Level 2) and BTEC acting (Level 3).</p>
<p>What possible careers and work related opportunities are there?</p> 	<p>This course will provide a foundation for a career in drama and many in performing arts. For example: Actor, TV presenter, Radio Broadcasting, Drama Teacher, Drama Therapist, Primary Teacher, Stage Manager.</p> <p>The course requires a high level of commitment and dedication, as well as good listening and communication skills, working individually and as part of a team. All of these skills are necessary in the job market today.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Performing Arts: Miss Styles. Any member of the Drama Department: Miss Broadfield or Mrs Hawthorne. Exam board website: http://www.ocr.org.uk/qualifications/by-type/gcse/drama/</p>



French

What type of qualification will I achieve?	French GCSE
What will I be doing in my lessons and what skills will I gain? 	You will follow on from the work you have completed in Years 7-9 and broaden the knowledge of the language and culture of the French speaking world. You will develop your ability to communicate in written and spoken language whilst gaining a further understanding using your listening and reading skills. We will cover the topic areas of: <ol style="list-style-type: none"> 1. identity and culture; 2. local, national, international and global areas of interest 3. current and future study and employment
How and when will my work be assessed?	Listening exam (25%). Reading exam (25%). Speaking exam (25%). Writing exam (25%). <i>All four exams will take place in June of Year 11.</i>
How much time will I need to work on this subject out of lesson time?	1-2 hours a week minimum. Vocabulary revision for reading and listening exams and preparation for speaking exams. Time will also be needed to research and complete your written course assignment.
What will this course lead to post-16?	You can continue with your language studies and take an A Level in French, or you could decide to transfer the skills you have learned and study another European language. Alternatively you could combine French with another subject such as BTEC travel and tourism (Level 2 or 3), business studies or hospitality management.
What possible careers and work related opportunities are there?	A qualification in a modern foreign language is known to enhance your opportunities in the following careers: travel and tourism, law, medicine, international business, teaching, social work, interpreting and the armed forces. It also shows that you can think on your feet and that you are a great communicator with great listening and speaking skills.
Where can I get more information about this course?	Head of Department: Mr Pickering. Any member of the French Department. Exam board website: www.aqa.org.uk/subjects

JOURN DE BROUQE CONTENS LA VILLE VOI
DRESSE D'AUTRES DE TIMBRE NAVIRE BEL
HOPITAL DES PATIENTS BANCAIRE D'ETE
ROLES ACHA PAS CHER SONORES ISTE
OMBRES POUR SERVICES ALIMENTAIRES E
HIVER I L'AMBIANCE
DO YOU SPEAK FRENCH?
PARLEZ-VOUS FRANCAIS? IIFSI
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Food Technology

What type of qualification will I achieve?	Design and Technology : Food Technology GCSE
What will I be doing in my lessons and what skills will I gain?	<p>Lessons will involve a mix of theory and practical skills. Pupils will complete a portfolio of coursework which involves research, designing, planning and evaluation. During practical work pupils will learn and use a range of skills and techniques.</p> 
How and when will my work be assessed?	<p>The course is assessed by completing a controlled assessment (worth 60% of the final grade) and a final exam (worth 40% of the final grade). Coursework will begin after the first half term of Year 10 until February of Year 11.</p>
How much time will I need to work on this subject out of lesson time?	1-2 hours a week and twilight catch up sessions will also be offered once a week.
What will this course lead to post-16?	A Level food technology or product design.
What possible careers and work related opportunities are there?	<ul style="list-style-type: none"> • catering industry (chef etc) • food industry (product development/technical manager) • environmental health officer • retail industry • dietetic/nutritionist (NHS/sports field) • home economist • teacher • cookery writer • food stylist • food photographer 
Where can I get more information about this course?	<p>Head of Department: Ms Walker. Any member of the Design Technology Department, especially Mrs Clarke. Exam board website: www.aqa.org.uk/subjects</p>



Geography

<p>What type of qualification will I achieve?</p>	<p>Geography GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p>  	<p>The GCSE geography course will be broken into three components studied over two years, focused on a blend of human and physical geography with increased emphasis on fieldwork.</p> <p>Component 1: Investigating Geographical Issues around three themes: Theme 1 - Changing Places - Changing Economies. Theme 2 - Changing Environments. Theme 3 - Environmental Challenges.</p> <p>Component 2: Problem Solving Geography: This component will assess content from across the themes. Part A will introduce an issue and set the geographical context. Part B will outline a number of possible solutions to the issue. Part C will provide an opportunity for the candidates to choose a solution and justify their choice.</p> <p>Component 3: Applied Fieldwork Enquiry: A written examination in three parts. Part A will assess approaches to fieldwork methodology, representation and analysis. Part B will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks. Part C will assess the application of those geographical concepts investigated during fieldwork to a wider UK context.</p>
<p>How and when will my work be assessed?</p> 	<p>At the end of Year 11 you will sit 3 written examinations. Paper 1 lasts 1 hour 45 minutes and will test all three themes from Component 1: Investigating Geographical Issues. This paper will account for 40% of the qualification. Component 2: Problem Solving Geography will be tested in a written examination lasting 1 ½ hours and will account for 30% of the qualification. Component 3: Applied Fieldwork Enquiry will be tested in a written examination lasting 1 hour 15 minutes and be worth 30% of qualification. You will also complete regular mock examinations on each unit to keep track of your progress and help you to better prepare for the final examination.</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>You should spend a minimum of 1-2 hours per week on the course outside of lessons. This will involve regular practice questions to be sat under timed conditions, alongside research and preparation for your controlled assessment.</p>
<p>What will this course lead to at KS5?</p>	<p>A Level geography and BTEC travel and tourism (Level 3). Geography can be taken at degree level as either a science (BSc) or as an arts subject (BA). It is therefore a very versatile subject to study, as it can lead in a number of different career directions.</p>

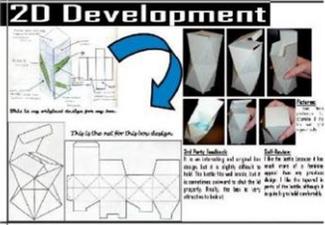
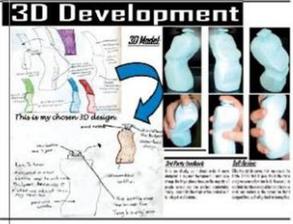


Geography (cont.)

<p>What possible careers and work related opportunities are there?</p>	<p>Geography combines well with careers in both the arts and science. You could work in the leisure and tourism industry, conservation, planning, agriculture and forestry, meteorology, surveying, research, landscape architecture, climatology and cartography (creating maps and mapping software).</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Mr Minion. Any member of the Geography Department. Exam Website: http://www.eduqas.co.uk/qualifications/geography/gcse-b/</p>



Graphic Products

<p>What type of qualification will I achieve?</p>	<p>Design and Technology: Graphic Products GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>Graphic design in its simplest form is any type of drawing that gives you information, such as road signs, diagrams, pop-up books and cards; the list is endless. Graphic skills are very varied and this is reflected by the different types of skills and theory learnt on this course.</p> <p>Using your theory knowledge and practical skills you will create a portfolio of research, design ideas, planning and evaluation as well as a final product that encompasses and demonstrates a range of practical skills.</p>
<p>How and when will my work be assessed?</p> 	<p>The course assignment is covered by a combination of short structured projects and class work. The final grade is based upon a terminal examination (40%) and a course assignment project of about forty hours (60%).</p> <p>Coursework will begin after the first half term of Year 10 until February half term in Year 11.</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>1-2 hours a week, but you may choose to spend more time on the course assignment.</p> <p>Twilight catch up sessions will also be offered once a week.</p>
<p>What will this course lead to post-16?</p>	<p>On completion of a successful GCSE, you can opt for A Level product design, which builds upon the work completed during GCSE graphic products. You could also study media, photography or art & design.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>Gaining a qualification in graphic products will help towards a career in: architecture, product design, interior design, graphic design, art & design, teaching, games designer, website designer, photography, advertising & marketing, printing and engineering.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Ms Walker. Any member of the Design and Technology Department. Exam board website: www.aqa.org.uk/subjects</p>



History

<p>What type of qualification will I achieve?</p>	<p>History GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>GCSE history is broken down into the following studies.</p> <p>1. Thematic studies This unit requires you to understand change and continuity across a long sweep of history. You will study the most significant characteristics of a number of different historical periods from the Middle Ages to modern times. The study includes people, events and developments and allows you to make comparisons between the different periods of history. Examples of thematic studies are Crime and Punishment, Medicine and Warfare through time.</p> <p>2. British depth studies Depth studies focus on a shorter period of time and requires you to understand the complexity of the situation. Each topic might include social, economic, political, religious and military aspects. Studies will be taken from: Anglo-Saxon and Norman England (1060–88); The reigns of King Richard I and King John (1189–1216); Henry VIII and his ministers (1509–40); and Early Elizabethan England (1558–88).</p> <p>3. Period studies Period studies focus on a medium time span, of at least 50 years, and require you to understand the developments and issues associated with the period. Studies will be taken from: Spain and the ‘New World’ (1490–1555); British America (1713–83); Empire and revolution; The American West (1835–1895); Superpower relations and the Cold War (1941–91); and Conflict in the Middle East, 1945–95.</p> <p>4. Modern depth study Like the British depth study this focuses on a short time span, but focuses on modern topics. Studies will be taken from: Russia and the Soviet Union (1917–41); Weimar and Nazi Germany (1918–39); Mao’s China (1945–76); and The USA (1954–75): conflict at home and abroad.</p>
<p>How and when will my work be assessed?</p>	<p>At the end of Year 11 you will sit three written examinations. Paper 1 will examine the thematic study (1 hour and 15 minutes exam - 30% of the qualification). Paper 2 will examine the Period study and British depth study (1 hour and 45 minutes exam - 40% of the qualification). Paper 3 will examine the Modern depth study (1 hour and 20 minutes exam -30% of the qualification).</p>



History (cont.)

<p>How much time will I need to work on this subject out of lesson time?</p>	<p>You should spend a minimum of 1-2 hours per week on the course outside of lessons. This will involve regular practice questions to be sat under timed conditions alongside research and preparation for your controlled assessment.</p>
<p>What will this course lead to post-16?</p>	<p>GCSE history can lead to a range of KS5 qualifications including A Level history and A level politics, but also gives many skills that are valued in English language and/or literature, geography and modern foreign languages.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>Studying history can lead to a number of diverse careers. Those with good qualifications in history often pursue careers in journalism, law, archaeology and teaching, but also any career where you are required to be critical and analytical thinkers.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Mr Minion. Any member of the History Department. Exam Website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/gcse-from-2015.html</p>



ICT

<p>What type of qualification will I achieve?</p>	<p>ICT GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>You will:</p> <ul style="list-style-type: none"> • learn about how ICT can be used in business and everyday life • gain skills in developing websites, leaflets and graphics • do some basic video editing and presentations • learn how to use spreadsheets to organize and analyse data • learn how to manage an ICT project • become digitally literate and be able to use ICT to help you in any job
<p>How and when will my work be assessed?</p>	<p>You will undertake a controlled assessment in which you will manage an IT project for a business. The IT project will be made up of 5 or 6 tasks such as making a website and creating a financial spreadsheet or video (60%).</p> <p>You will take a 2 hour exam in Year 11 which will test your knowledge on ICT theory (40%).</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>1-2 hrs a week revising ICT theory and doing basic research.</p>
<p>What will this course lead to post-16?</p> 	<p>A-Levels</p> <ul style="list-style-type: none"> • computing • ICT • business studies <p>BTEC Level 3</p> <ul style="list-style-type: none"> • ICT • media • graphics 
<p>What possible careers and work related opportunities are there?</p>	<p>ICT technician; ICT support; ICT sales person; website designer; graphics designer; entrepreneur; business person; accountant; teacher.</p> <p>Most professional jobs require an ICT qualification.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Mr Patel. Exam board website: www.edexcel.com/quals/gcse/gcse10/ict/Pages/default.aspx plus: www.bbc.co.uk/schools/gcsebitesize/ict/</p>



Italian

<p>What type of qualification will I achieve?</p> 	<p>Italian GCSE <i>As this course is undertaken from start to finish in 2 years, pupils will need to be good linguists. We would therefore recommend that pupils need to be working at a minimum of Level 6 in French in order to undertake this course.</i></p>
<p>What will I be doing in my lessons and what skills will I gain?</p>	<p>Using the skills developed in languages in Years 7-9, pupils will start and complete a GCSE in a second European language. Pupils will develop their ability to communicate in written and spoken language whilst gaining a further understanding using listening and reading skills. Topic areas will include personal and social life, local community, the world of work and the wider world.</p>
<p>How and when will my work be assessed?</p>	<p>Listening exam (25%). Reading exam (25%). Speaking exam (25%). Writing exam (25%). <i>All four exams will take place in June of Year 11.</i></p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>2 hours a week minimum. As pupils will not have done Italian before, they will need to devote time to vocabulary revision for reading and listening exams and preparation for speaking exams. Time will also be needed to research and complete a written course assignment.</p>
<p>What will this course lead to post-16?</p> 	<p>Pupils can continue with language studies and take an A Level in Italian or could decide to transfer the skills learned and study another European language. Alternatively, Italian could be combined with another subject such as BTEC travel and tourism (Level 2 or 3), business studies or hospitality management.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>A qualification in a modern foreign language is known to enhance your opportunities in the following careers: travel and tourism, law, medicine, international business, teaching, social work, interpreting and the armed forces.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Mr Pickering. Any member of the MFL Department, especially Miss Smales. Exam board website: www.aqa.org.uk/subjects</p>



Music

<p>What type of qualification will I achieve?</p>	<p>Music GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p>  	<p>This course is open to everyone, however, pupils wishing to take this course must be able to play an instrument to a minimum of grade 2 standard when the course starts.</p> <p>During the course, pupils will be expected to continue to develop their instrumental skills, with the aim of reaching a minimum of grade 3 standard during the second year of the course. It is not necessary to have studied music theory prior to starting the course, however, being able to read musical notation before starting the course is an advantage.</p> <p>This is a practical course based on making and understanding music. Pupils will learn how to compose music both on their own instruments and on others. By the end of the course pupils will have composed two extended pieces – one free choice and the second from a selection of briefs set by the exam board. Pupils will also develop their instrumental performance skills and will have regular opportunities to perform individually and as a member of an ensemble. They will give final performances of a minimum of two pieces, one being as part of an ensemble.</p>
<p>How and when will my work be assessed?</p>  	<p>Progress will be tracked throughout the course in order to ensure pupils make the expected progress in listening, instrumental and composition skills. All formal assessment will take place in the second year of the course. The course is made up of:</p> <ul style="list-style-type: none"> • Listening and appraising – 40% of final grade. Assessed by a 1 ½ hour listening exam • Integrated portfolio – 30% of final grade. Pupils perform on and compose for their chosen instrument • Practical component – 30% of final grade. This component is designed to enable pupils to develop their performance and composition skills further. Pupils perform as part of an ensemble, and for the second part of the component pupils compose in response to a brief set by the exam board using a given stimulus <p>For all compositions, pupils will be expected to produce both a score and recording. These will be completed during supervised time. Performances will be assessed during the spring term of Year 11 and will be recorded. Pupils will be required to provide copies of sheet music or, where this is not possible, a recorded example of the musical style they are performing in.</p>



Music (cont.)

<p>How much time will I need to work on this subject out of lesson time?</p>	<p>A minimum of 2 hours a week. Pupils will need to practice their main instrument(s) regularly and peripatetic lessons are recommended to help progress. Homework is generally practically based either developing composition and performance skills or listening to music to support their understanding of different genres. Written homework will develop music theory and may be research based.</p>
<p>What will this course lead to post-16?</p>	<p>This course provides a good foundation for performing and composing and will lead directly into A Level music and music technology courses as well as BTEC Nationals in music and performing arts.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>This course will provide a foundation for most careers in music and many in performing arts, for example: musician, singer, session musician, composer, roadie, music teacher, peripatetic instrumental teacher, studio engineer and orchestrator. Studying music also demonstrates a high level of commitment and dedication as it takes a musician years to develop their skills. In addition to this, it shows that you have good listening skills, are creative and can work both individually and as a member of a team.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Performing Arts: Miss Styles. Any member of the Department, especially Miss Pilgrim. Exam board website: http://www.aqa.org.uk/subjects/music/gcse</p>



Music Technology

<p>What type of qualification will I achieve?</p>	<p>BTEC Level 2 First Certificate in Music (equivalent to 2 GCSEs, minimum C grades).</p>
<p>What prior learning and instrumental skills do I need?</p>	<p>Pupils wishing to take this course do not have to be learning or able to play an instrument at the start of the course. However, they must be willing to learn an instrument during the course and practice regularly to improve their skills.</p> <p>It is recommended that pupils have regular peripatetic lessons on an instrument in order to develop their skills during the course. Being able to read music notation is an advantage, but not a requirement.</p>
<p>What will I be doing in my lessons and what skills will I gain?</p>  	<p>This is a practical course based upon making and understanding music and the music industry. The course is divided into units of work that link together. The units offered at present are:</p> <ul style="list-style-type: none"> • the music industry – pupils will learn about the music industry and how different professions (musician, producer, manager, etc.) and organisations work within it • managing a product – pupils will work together to create a music product of their choice such as a concert, CD or online product • music and production analysis –pupils develop their ability to listen critically to music in different styles and explore the production techniques used to create it • introducing music composition – encourages pupils to explore how music is made. They will learn how to compose pieces of music in response to different briefs and produce a final piece • introducing music performance – pupils will learn about what makes a good performance and develop performance skills on their chosen instrument • introducing music sequencing – this enables pupils to learn to use music technology and sequencing software to create pieces of music • individual project – pupils will complete an individual project that develops the skills they have learnt
<p>How and when will my work be assessed?</p>	<p>The majority of this course is assessed through practical coursework produced during lessons or taken as an exam.</p> <p>In Year 10 pupils will complete:</p> <ul style="list-style-type: none"> • introducing music composition – coursework • introducing music performance – coursework • introducing music sequencing – coursework <p>In Year 11 pupils will complete:</p> <ul style="list-style-type: none"> • the music industry – external exam • managing a music product – coursework, completed working with others • music production and analysis – external exam • individual project – coursework



Music Technology (cont.)

<p>How much time will I need to work on this subject out of lesson time?</p> 	<p>A minimum of 2 hrs a week. Pupils will be expected to undertake regular instrumental practice between lessons. It is recommended, though not a requirement, that pupils have regular peripatetic lessons on their main instrument to help them to progress. Homework will mostly be practically based, relating to developing composition and performance skills. Any written homework will usually be research based or related to evaluating practical work completed during lessons.</p>
<p>What will this course lead to post-16?</p>	<p>This course provides a good foundation for performing and composing and will lead directly into BTEC Nationals (Level 3) in music and performing arts as well as A Level music technology.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>This course will provide a foundation for most careers in music and many in performing arts. For example: musician, singer, session musician, composer, roadie, music teacher, peripatetic instrumental teacher, studio engineer and producer. Studying music also demonstrates a high level of commitment and dedication as it takes a musician years to develop their skills. In addition to this it shows that you have good listening skills, are creative and can work both individually and as a member of a team.</p>
<p>Where can I get more information about this course?</p>	<p>Head of Performing Arts: Miss Styles. Any member of the Department, especially Miss Pilgrim. Exam board website: www.edexcel.com/quals/firsts2012/music/Pages/default.aspx</p>



Physical Education

<p>What type of qualification will I achieve?</p>	<p>Physical Education GCSE</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>You will learn about key body systems and how they impact on health, fitness and performance.</p> <p>You will learn about the principles of training and different training methods in order to plan and carry out a personal exercise programme as well as developing your knowledge and understanding of the psychological factors that can affect performance.</p> <p>You will also consider the socio-cultural factors that impact on participation and involvement in physical activity and sport.</p> <p>In practical lessons you will participate in a range of different individual and team sports and develop your understanding of rules, tactics and strategies.</p>
<p>How and when will my work be assessed?</p> 	<p>The course comprises of two theory exams worth 60% of the final grade, taken at the end of Year 11.</p> <p>The practical component will be worth 40%. You will be assessed on your performance in three different sports, at least one of which must be a team game and one at least must be an individual sport.</p> <p>You will be assessed in practical lessons at the end of each module and externally assessed by a moderator towards the end of Year 11.</p> <p>You will also plan, carry out and evaluate a personal exercise programme in a sport of your choice.</p>
<p>How much time will I need to work on this subject out of lesson time?</p> 	<p>Approximately 1 hour a week on theory homework and at least 2 – 3 hours per week developing your practical skills through involvement in community clubs, county, regional or academy training and by attending extracurricular activities in school.</p> <p>There will be revision classes run at key points during the course outside of lesson time. Pupils will be encouraged to attend these.</p> <p>Pupils who take this course are expected to be participating in regular sport, preferably two different sports, as part of a structured programme.</p>
<p>What will this course lead to post-16?</p>	<p>A Level physical education. BTEC sport (Level 3).</p>
<p>What possible careers and work related opportunities are there?</p>	<p>Sports coaching, leisure industry, sports instructor, personal trainer, PE teacher (after A Levels or BTEC Level 3 and a degree course in physical education).</p>
<p>Where can I get more information about this course?</p>	<p>Head of Department: Mr Platts. Any member of the PE Department. Exam board website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</p>



Resistant Materials

What type of qualification will I achieve?	Design and Technology: Resistant Materials GCSE
What will I be doing in my lessons and what skills will I gain? 	The course deals with the fundamental understanding of materials and aspects such as material characteristics, market forms, processes, tools and equipment. Using their theory knowledge and practical skills, pupils will create a portfolio of research, design ideas, planning and evaluation as well as a final product that encompasses a range of practical skills. Pupils are asked to generate their own ideas for a product design through a variety of different means of communication. The course also deals with health and safety issues and the application of simple industrial practices to their designs.
How and when will my work be assessed?	The course assignment is covered by a combination of short structured projects and class work. The final grade is based upon 2 terminal examinations (40%) and a course assignment project (60%). Coursework will begin after the first half term of Year 10 until February of Year 11.
How much time will I need to work on this subject out of lesson time?	1- 2 hours a week, but you can spend more time on the course assignment if you wish. There will also be twilight catch up sessions offered once a week.
What will this course lead to post-16?	On completion of a successful GCSE you can opt for A Level product design, which leads and builds on the work completed during GCSE resistant materials.
What possible careers and work related opportunities are there?	Gaining a qualification in resistant materials will help towards a career in: engineering, construction, building services, manufacturing, architecture, product design, interior design, graphic design, art & design, car designer, teaching, forestry worker, car mechanic, engineering technicians working with aircraft and shipping, gardener, plumber, electrician, construction worker and carpenter.
Where can I get more information about this course?	Head of Department: Ms Walker. Any member of the Design Technology Department, especially Mr Clark. Exam board website: www.aqa.org.uk/subjects



Textiles

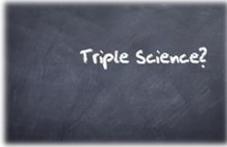
What type of qualification will I achieve?	Design and Technology: Textiles Technology GCSE
What will I be doing in my lessons and what skills will I gain?	During your course you will have both practical and theory lessons. The main focus in Year 10 will be learning the key practical skills in order to make an array of textile based products. You will create a portfolio of research, design ideas, planning and evaluation as well as a final product that encompasses a range of practical skills.
How and when will my work be assessed?	60% course assignment. 40% exam. The course assignment will begin after the first half term of Year 10 and continue until February of Year 11. Throughout the course your work will be continually assessed in order to inform you of your progress. There will also be a series of end of unit tests in order for you to be aware of the progress you are making.
How much time will I need to work on this subject out of lesson time?	Approximately 2 hours a week plus twilight catch up sessions will also be offered once a week.
What will this course lead to post-16?	This could lead to A Level product design (textiles), BTEC textiles (Level 3), and BTEC art & design (Level 3).
What possible careers and work related opportunities are there?	A wide range of opportunities are available including: <ul style="list-style-type: none"> • textiles designer • costume designer • fashion/clothing designer or adviser • interior/spatial designer • clothing/textile technologist • retail buyer • teacher • personal shopper • retail manager • fashion journalist • fashion illustrator
Where can I get more information about this course?	Head of Department: Ms Walker. Any member of the Design Technology Department, especially Mrs Chauhan. Exam board website: www.aqa.org.uk/subjects



Triple Science

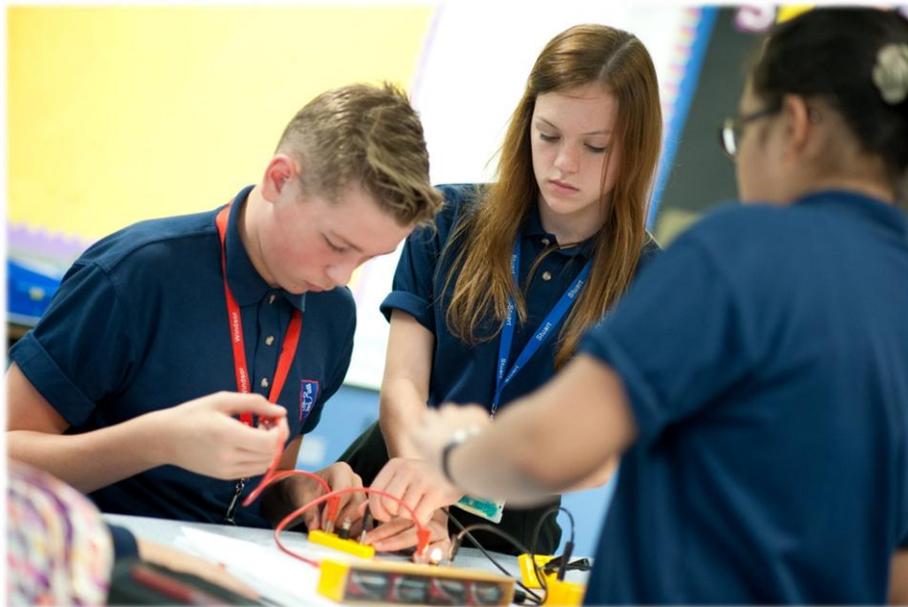
What type of qualification will I achieve?

Three separate GCSE qualifications; - Biology GCSE
Chemistry GCSE
Physics GCSE



If you are interested in taking the Triple Science Option please make sure you have read the course information on pages 10-11.

Please note there is a recommended level of ability to do this course. If pupils would like to study the triple science option, they will need to obtain an average of a Level 6b or above by the end of Year 9, but we will consider the suitability of all applicants, looking at pupils' work ethic and commitment to this demanding, yet inspiring option.



Extra-Curricular Courses

The school runs a number of extra-curricular activities across a range of subjects. These are published each term and can be found on the school website.

As a school we believe it is important to educate the whole person and would encourage pupils to join at least one club in order to widen their experiences of school life and *'learn to live to the full'*.

Two specific courses are run for Year 10 pupils as long as there is enough interest from pupils.

If you are interested in doing either of these courses please indicate this on your option form.



Dance

<p>What type of qualification will I achieve?</p>	<p>GCSE in Dance <i>This course will take place during two twilight sessions per week (3.20-4.50pm). There is no charge for pupils to take this course, but pupils must commit to attending.</i></p>
<p>What will I be doing in my lessons and what skills will I gain?</p>	<p>This is a practical course based on the performance and choreography of dance. During the course pupils will develop their knowledge, understanding and skills in dance by studying professional works. They will learn to understand how motifs are organized to tell the narrative of the dance and pupils will have the opportunity to perform prescribed dances as well as choreographing their own.</p>
<p>How and when will my work be assessed?</p> 	<p>Throughout the course pupils' progress will be tracked. Pupils are assessed across four units of work:</p> <ul style="list-style-type: none"> • Component 1 – Performance and choreography <ul style="list-style-type: none"> ○ Performance – 30% of final grade. Pupils will perform one solo dance based on set phrases and one duet/trio. ○ Choreography – 30% of final grade. Pupils will independently choreograph either a solo or group dance. They will evidence their work through a choreographic log • Component 2 – Dance Appreciation <ul style="list-style-type: none"> ○ 40% of final grade. Assessed by a 1 ½ hour written exam in which pupils answer short and extended questions about their own performance work, their choreography and the professional works from the GCSE Dance Anthology.
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>Pupils will be expected to rehearse dances and develop ideas for their choreographies regularly between lessons. Homework will be either practical or related to the study of professional works.</p>
<p>What will this course lead to post-16?</p>	<p>This course provides a good foundation for AS and A-level dance courses as well as the Dance and Musical Theatre pathways in BTEC Nationals in Performing Arts.</p>
<p>What possible careers and work related opportunities are there?</p> 	<p>This course will provide a foundation for most careers in the dance industry and many in the performing arts. Studying dance also demonstrates a high level of commitment and dedication as it takes dancers years to develop their skills. In addition to this it shows that you have good listening skills, are creative and can work both individually and as a member of a team.</p>
<p>Where can I get more information about this course?</p>	<p>For further information please see Miss Styles.</p>



Duke of Edinburgh Award Scheme

<p>The Duke of Edinburgh Award Scheme</p> 	<p>Bronze Award</p>	<p>Pupils are eligible for this national award scheme from the age of 14.</p> <p>A Duke of Edinburgh programme is a real adventure from beginning to end. Programmes run at 3 levels, which when completed, lead to a Bronze, Silver or Gold Duke of Edinburgh Award.</p> <p>The Bronze Award involves completing a personal programme of activities in four sections: Volunteering, Physical, Skills and Expedition.</p> <p>You will be involved in helping people or the community, getting fitter, developing skills and going on an expedition.</p> <p>The Bronze Award leads to the opportunity post 16 to complete the Silver and ultimately the Gold Award, which includes a residential activity.</p> <p>The programme will be full of activities and projects that you select and complete and that will enable you to gain experiences and develop talents that will stay with you for the rest of your life.</p> <p>Further details of this opportunity will be available towards the end of Year 9 and because of course requirements, there will be a financial contribution required to take part. An indication of interest is all that is currently required.</p> <p>If you need any further information, please visit the website: www.dofe.org/</p>
<p>Where can I get more information about this course?</p>	<p>For further information please see Mr Mattock or Mrs Clark.</p>	



Vocational Courses

The following courses are available for pupils to consider, but may require an interview to ensure course suitability.

These courses are taught at South Leicestershire College (SLC) and if you wish to complete one of these courses, there will be some extra costs incurred.

Transport is via bus from school, leaving at approximately 1pm and returning after the course has finished at approximately 5.15pm. The cost for transport in 2014-15 was £72 for the year. Currently the plan is that pupils will attend SLC on a Thursday afternoon.

Some courses require extra equipment and this is highlighted on the course descriptions. Payment is via the school's ParentPay system. Some financial assistance may be available to those in receipt of free school meals. Please contact the finance department if you think you are eligible for further support.

You can only chose one of the following courses, but if you are interested, please include it on your option form.

NB: Please be aware that all of these courses are currently awaiting final verification from the Department of Education (DfE) for delivery from September 2016. The verification should be received by December 2015 and should any of these courses be rejected by the DfE then those who have expressed interest in completing the course will be contacted.



Business Studies

<p>What type of qualification will I achieve?</p>	<p>BTEC Level 1/Level 2 First Award in Business</p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>Your lessons will provide you with a good understanding of how businesses work and how managers try to get the best from their teams.</p> <p>You will learn in a number of ways, including: role play, discussion, visits to businesses and working in groups.</p> <p>You will gain skills which will prepare you to gain a part time job whilst you study (employability skills – what employers are looking for). The course will set you apart from the other applicants when you get your first full-time job, by developing your understanding of how a business functions on a day-to-day basis and how you can be an asset from day one.</p>
<p>How and when will my work be assessed?</p>	<p>You are assessed in a number of ways. The main way is through assignments, which are assessed by your lecturer. In addition to that there is also a multi-choice test which is set by the awarding body.</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>This will vary, as assignment deadlines approach. You will need to make sure you meet deadlines. At the same time, if you cover something in class which you need to revisit – you will need to put in extra time to make sure you understand.</p>
<p>What will this course lead to post-16?</p>	<p>A level Business Studies or a Business Programme.</p> <p>The business course at South Leicestershire College covers a wide area including: law, accounting, marketing and events management. In addition to these modules which will give you the skills to get a job in the future, there are a number of trips including one to London to the Business Show</p>
<p>What possible careers and work related opportunities are there?</p>	<p>Leicestershire is aiming to become a leader in accountancy, events management and law jobs. This course will set you up to gain further qualifications in this area in order to secure a career in these growing areas.</p>
<p>Do I need to buy any extra resources to support the course?</p>	<p>You will be expected to provide your own paper, folders and writing equipment.</p>
<p>Where can I get more information about this course?</p>	<p>Contact: Adam Finkel-Gates at South Leicestershire College – adam.finkel-gates@slcollege.ac.uk</p> <p>Exam website: http://qualifications.pearson.com/en/qualifications/btec-firsts/business-2012-nqf.html</p>



Child Development

<p>What type of qualification will I achieve?</p>	<p>CACHE Level 2 Award in Child Development and Care <i>CACHE- Council for Awards in Care, Health and Education is the UK's only specialist awarding organisation for the child, adult and health care sectors.</i></p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>Lessons will be a combination of both practical activities and theoretical knowledge. The aim of the course is to develop and underpin pupils' knowledge of what nursery nurses do at work. Pupils will therefore expand and increase their understanding of child development and how to apply this practically to children. Pupils will develop a range of skills including how to:</p> <ul style="list-style-type: none"> • communicate with children and adults • organise and plan activities that develop children's ability to be creative whilst playing • observe children and make links between their observations and theory
<p>How and when will my work be assessed?</p>	<p>Work will be assessed throughout the year by assignments.</p>
<p>How much time will I need to work on this subject out of lesson time?</p>	<p>We would expect you to spend 2-3 hours a week developing your assignments outside of lesson time.</p>
<p>What will this course lead to post-16?</p>	<p>This course can lead to Level 3 courses including Early Years Educator (<i>one of the new qualifications required to work in childcare</i>) when accompanied with A*-C GCSE in English and maths.</p>
<p>What possible careers and work related opportunities are there?</p>	<p>Possible careers include nursery nurse, play worker, children's holiday representative and private nanny.</p>
<p>Do I need to buy any extra resources to support the course?</p>	<p>You will be expected to provide your own paper, folders and writing equipment.</p>
<p>Where can I get more information about this course?</p>	<p>Further information can be obtained by looking at the Exam board website: www.CACHE.org.uk</p>



Construction

What type of qualification will I achieve?	BTEC Level 1/2 First Award in Construction and the Built Environment
What will I be doing in my lessons and what skills will I gain?	<p>Through a variety of practical and theory based lessons, this course is designed to:</p> <ul style="list-style-type: none"> inspire and enthuse pupils to consider a career in the construction industry and give pupils the opportunity to gain a broad knowledge and understanding of and develop skills used in the construction industry <p>Pupils will study 3 core units and one further unit from a range of units. The core units are:</p> <p><i>Unit 1: Construction Technology</i> – this unit covers the different forms of construction used for office blocks, retail units and homes.</p> <p><i>Unit 2: Construction and Design</i> – this unit develops pupils’ understanding of the construction industry and how to develop their own design ideas to a given brief.</p> <p><i>Unit 3: Scientific and Mathematical Applications for Construction</i> – in this unit pupils use their mathematical skills in a range of construction contexts.</p> <p>Pupils will then study one other unit from a range of optional specialist units based upon their interests and skills.</p>
How and when will my work be assessed?	Pupils will be required to produce an assignment and practical products for all units which will be carried out during lessons (some work may be required to be carried out at home). There will be one externally assessed unit also.
How much time will I need to work on this subject out of lesson time?	The majority of work will be completed during college hours however an hour a week out of lesson time may be required.
What will this course lead to post-16?	On completion, pupils will have the skills and knowledge required to progress onto apprenticeships or into further education, along with significant opportunities within the construction sector.
What possible careers and work related opportunities are there?	A wide range of careers are accessible with further training. These range from trade qualifications i.e. bricklaying, carpentry etc. to site managers, surveyors and architects etc.
Do I need to buy any extra resources to support the course?	Protective footwear will be required for practical sessions and technical drawing equipment will also be required. A comprehensive list will be supplied at the interview/application stage. In 2014-15 the costs of boots and overalls was £20.
Where can I get more information about this course?	<p>Exam board website: www.edexcel.com/quals/firsts2012/cbe/Pages/default.aspx</p> 



Engineering

What type of qualification will I achieve?	EAL Level 2 First Certificate in Engineering Technology <i>EAL: Excellence, Achievement & Learning Limited. EAL is the specialist, employer-recognised awarding organisation for the engineering, manufacturing, building services and related sectors.</i>
What will I be doing in my lessons and what skills will I gain?	During the course you will complete a number of compulsory units delivered via a blended mix of workshops and classroom activities. Pupils will develop a broad range of engineering techniques and skills including mechanical engineering maintenance (fitting and assembly techniques). Pupils will study the principles behind these techniques as well as the impact of engineering techniques upon the environment.
How and when will my work be assessed?	There will be an on line exam at the end of the course as well as assessments throughout the units.
How much time will I need to work on this subject out of lesson time?	About 1 hour per week, but most activities should be completed in the classroom.
What will this course lead to post-16?	Advancement to the Level 2 Diploma or Level 3 Engineering qualifications as well as access to employment and engineering apprenticeships.
What possible careers and work related opportunities are there?	Engineering is a popular area of employment for both men and women. A diverse range of industries and employers require engineers including: automotive engineers (who focus on the design and production of cars, motorbikes, buses etc.); civil engineers (who work in the built environment); chemical and biotechnology engineers (who design biofuels and products like plastics); mechanical engineers (who focus on machines, tools and apparatus); industrial engineers (who use a mixture of technical, scientific and analytical skills to solve problems and make significant changes to businesses) as well as electrical and electronic engineers (IT and Telecommunications) and simulation engineers (who use computer programs and computer simulation technologies to model engineering projects in a virtual environment).
Do I need to buy any extra resources to support the course?	Safety boots and overalls. Other tools may be required as the course progresses. In 2014-15, the cost of boots and overalls was £20.
Where can I get more information about this course?	Exam board website: www.eal.org.uk



Hair and Beauty

<p>What type of qualification will I achieve?</p>	<p>VTCT Level 2 Certificate in Hairdressing and Beauty Therapy <i>VTCT: Vocational Training Charitable Trust, an approved awarding organisation at the forefront of developing the vocational system of qualifications in the UK.</i></p>
<p>What will I be doing in my lessons and what skills will I gain?</p> 	<p>You will undertake the following units:</p> <ul style="list-style-type: none"> • introducing the hair and beauty sector • creating a positive impression within hair and beauty • introducing hair styling • introducing basic skin care treatments • introducing basic hand and nail care services • personal appearance, style and wellbeing within hair and beauty • careers within the hair and beauty sector and related industries <p>You will gain a broad knowledge and understanding of the hair and beauty sector and develop skills and attributes which will enhance your employability within this sector and other areas of employment.</p>
<p>How and when will my work be assessed?</p>	<p>As part of your qualification you will complete a project which will enable you to:</p> <ul style="list-style-type: none"> • develop as an inquisitive and independent learner • be inspired and enthused by new areas or methods of study • extend your planning, research, analysis and presentation skills • apply your skills to a range of situations • use your learning experiences to support your personal aspirations for further and higher education and career development <p>You will be assessed through a variety of internal and external exams as well as practical assessments.</p> <p>Introducing the hair and beauty sector: externally assessed (29 hours learning time and 1 hour assessment)</p> <p>Creating a positive impression within hair and beauty: internally assessed (28 hours learning time and 2 hours assessment)</p> <p>Introducing hair styling: internally assessed (58 hours learning time and 2 hours assessment)</p> <p>Introducing basic skin care treatments: internally assessed (27 hours learning time and 3 hours assessment)</p> <p>Introducing basic hand and nail care services: internally assessed (28 hours learning time and 2 hours assessment)</p> <p>Personal appearance, style and wellbeing within hair and beauty: internally assessed (28 hours learning time and 2 hours assessment)</p> <p>Careers within the hair and beauty sector and related industries: internally assessed (29 hours learning time and 1 hour assessment)</p>



Hair and Beauty (cont.)

How much time will I need to work on this subject out of lesson time?	You will need to complete various assignments and portfolios and will need around 2 hours out of lesson time to complete this work.
What will this course lead to post-16?	You will be able to progress onto a VRQ or NVQ Level 2 Beauty Therapy or Hairdressing qualification.
What possible careers and work related opportunities are there?	This will enable you to work within your chosen industry in either Hair or Beauty. This can be within a salon, self-employed or in a spa. Progression to the Level 3 Diploma in Beauty or Hairdressing is also available.
Do I need to buy any extra resources to support the course?	You will need to purchase a uniform. In 2014-15, the cost of Tunics was £17.
Where can I get more information about this course?	Exam board website: www.vtct.org.uk/ and click on the learners' page.



Health and Social Care

What type of qualification will I achieve?	OCR Level 1/2 Cambridge National Certificate in Health and Social Care <i>All pupils will start the OCR National Certificate Level 1 which does have the ability, should the pupils show promise, to become a Level 2 qualification during Year 11.</i>
What will I be doing in my lessons and what skills will I gain? 	Lessons will be a combination of both practical and theoretical work to give pupils an understanding of why health and social care professionals work in the way they do. The course develops your understanding of the human body and how changes within the body, as well as lifestyle choices, can impact upon people's lives especially as they age. As your understanding and experience develops over the course, so will your confidence and your ability to communicate and work effectively with a range of people, especially older adults.
How and when will my work be assessed?	Your work will be assessed through assignments.
How much time will I need to work on this subject out of lesson time?	We would expect you to spend between 2-3 hours a week on your assignments outside of class time.
What will this course lead to post-16?	Level 3 BTEC/OCR Diploma in Health and Social Care or A Levels when accompanied with English and maths GCSE at grades 9-5.
What possible careers and work related opportunities are there?	Possible careers include care assistant, special needs assistant, nursing with a variety of specialisms, paramedic, midwifery and social work.
Do I need to buy any extra resources to support the course?	You will be expected to provide your own paper, folders and writing equipment.
Where can I get more information about this course?	Exam board website: www.OCR.org.uk



Media Studies

What type of qualification will I achieve?	OCR Cambridge National Certificate L1/2 in Creative iMedia
What will I be doing in my lessons and what skills will I gain? 	Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Lessons will be a combination of practical sessions using the latest facilities in our TV and Radio Studios and theoretical work to give you the understanding of media skills.
How and when will my work be assessed?	Your work will be assessed through assignments.
How much time will I need to work on this subject out of lesson time?	We would expect you to spend between 2-3 hours a week on your assignments outside of class time.
What will this course lead to post-16?	Level 2/3 BTEC/OCR Diploma in Creative Media Production, Level 2/3 BTEC/OCR Diploma in Computer Games Design or A-Levels when accompanied with English and Maths GCSE at grades 9-5.
What possible careers and work related opportunities are there?	Possible careers include care assistant, special needs assistant, nursing with a variety of specialisms, paramedic, midwifery and social work.
Do I need to buy any extra resources to support the course?	You will be expected to provide your own paper, folders and writing equipment.
Where can I get more information about this course?	Exam board website: www.ocr.org.uk



Choosing Your Options: Worked Examples

Pupils may choose any four options: *Remember all pupils will be studying English, maths, science and religious studies*

Example 1 – Baccaalaureate Route, i.e. must choose History or Geography AND French or Italian

Option 1	Option 2	Option 3	Option 4
Geography	French	PE	Art

Example 2 – Baccaalaureate Route, i.e. must choose History or Geography AND French or Italian

Option 1	Option 2	Option 3	Option 4
History	DT: Graphics	French	Italian

Example 3 – Non-Baccaalaureate Route

Option 1	Option 2	Option 3	Option 4
Must choose one from: Triple Science, Computing, History, Geography, French or Italian.	ICT	Music Technology	Art

Example 4 – Non-Baccaalaureate Route

Option 1	Option 2	Option 3	Option 4
Must choose one from: Triple Science, Computing, History, Geography, French or Italian.	Health and Social Care	DT: Textiles	Drama



PLEASE NOTE

All courses will be considered on each child's ability and aptitude for the subject. Discussions will be held with pupils if we think choices are not challenging enough for their ability or vice versa. Hence it is unlikely that children will need to change courses once they start Year 10.

Unless there are exceptional circumstances, any request to change a GCSE course after commencement must take place by **the end of the third full week back in September 2016**. There will be **no** exceptions to this date. Any request for change, after initial selection, must be made in writing to Miss Darby.

Contact: cpd@brockington.leics.sch.uk

