



HEDINGHAM SCHOOL  
AND SIXTH FORM  
ACHIEVEMENT & EXCELLENCE

# KEY STAGE 4 CURRICULUM

2016 - 2018

**INTRODUCTION**

Introduction	1
Diary of Events	2
Choosing Courses	3
How To Make Your Decision	4
What current Year 10/11 students say	5, 6
Key Stage 4 Curriculum	7
English Baccalaureate Certificate	8
Pathways to Success from Year 10 onwards	9

**CORE SUBJECTS**

Core Subjects	10
English	11
Mathematics	12
Science - Options	13
Physical Education	14
GCSE PE	15
BTEC in Sport	16
BTEC in Dance	17
Either Geography	18
or History	19

**GUIDED CHOICES**

Guided Choices	20
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**GUIDED CHOICE COURSE DETAILS:**

Art & Design	21
Business Studies	22
Dance	23
Design & Technology:	
- Food	24
- Graphic Products	25
- Product Design	26
- Resistant Materials	27
- Textiles	28
Drama	29
Health & Social Care BTEC	30
ICT:	
- Computer Science	31
- Information Communication Technology	32
Media	33
Music BTEC	34
Modern Foreign Language (French & German)	35
Philosophy and Applied Ethics	36

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# INTRODUCTION

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## INTRODUCTION

This booklet is intended to be a guide for you while you are selecting courses to study over the next two years. It contains advice about how to make choices and descriptions of courses offered. It is not the only help available. In school your tutors, subject teachers and senior staff will all offer you advice and guidance, but it is also very important that you discuss your choices with your parents.

There are **Core Subjects** that everyone must do. These are essential areas of learning for all young people as they develop vital skills and understanding. They are English, Maths, Science and PE. All students must also opt to study either History or Geography.

At Hedingham there is also a wide range of subjects on offer from which you will make choices. We will be providing guidance because it is important for all young people to study a balanced set of courses. This allows you the opportunity to make choices later about your career or educational future beyond Year 11. Each subject area has a particular contribution to learning and understanding. They allow you and other students to follow different pathways for learning.

There is a wide range of traditional academic courses and with some vocational courses. Most courses lead to GCSE but some are BTEC courses which are assessed by coursework and help students to explore a particular area of the world of work.

RE, Citizenship, Computing and other aspects of Personal Education are delivered through the wider curriculum. They may occur on all or part of a school day in place of the usual timetabled lessons.

Every effort will be made to ensure that you will be able to study the subjects you select, but this may not always be possible. You must list your chosen courses in your order of preference. Place at number one the course you most want to do, then your second favourite choice, and so on. Where there is a problem it will be discussed with you and your family before any final decision is made.

It is also possible that subjects will be withdrawn if not enough students choose them.

Studying a balanced set of courses means that there are many possible choices to be made at 16. The courses you select for Year 10 have been planned so that they may be developed further in our extensive Sixth Form programme. You may also decide to go onto college or some other form of training or further education.

The vast majority of subjects now follow the new reformed GCSE qualifications. These qualifications are graded numerically rather than via the traditional A\*-G. The new grading system is structured 1-9 with 9 being the highest possible grade.

**Tuesday 2 February**

Assembly  
Choices Booklet: explaining Year 10 courses published to students

**Thursday 4 February**

Year 9 Curriculum and Parents Evening: to explain the Guided Choice process, answer questions and allow discussions with teachers about course selections

**Monday 8 February - Friday 4 March**

Guided Choice in practice: the chance for students to discuss course details and selections with subject staff, Form Tutors, House Leaders and Senior Staff  
*Senior teachers will be available for consultation in the Learning Centre 29 February—4 March  
(Appointments required—Student)*

**Wednesday 2 March**

Additional Parents' Evening where selected staff will be available for further consultation  
*(Appointments required—Parent)*

**Monday 7 March**

The Guided Choice sheet is to be returned to  
Form Tutors

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## CHOOSING COURSES

You have to choose the courses which are right for you and this is a very important decision. They must help you in the future. You may already have a career that you would like to follow or particular interests that you would like to extend. Be careful that decisions on your subjects do not reduce your choices in the future.

### Broad and Balanced Curriculum

You should be thinking about selecting a broad range of subjects. Each subject can make a significant contribution to your learning, understanding and skills. Breadth of subjects allows for further study and support for a wide range of possible career choices. The Government has promoted the idea of an English Baccalaureate where students are recognised if they gain A\*-C passes at GCSE in English, Maths, two Sciences, a Humanity (Geography or History) and a Foreign Language. This is a programme which should be considered carefully, and may be appropriate for many students but it is not suitable for everyone.

Another approach to breadth is to select a subject from a range of areas of study:

#### **The Arts:**

Art, Dance, Drama and Music (BTEC)

#### **Design & Technology:**

Food, Graphic Products, Product Design, Resistant Materials and Textiles

#### **The Humanities:**

Geography, History and Philosophy and Ethics

#### **A Modern Foreign Language:**

French and German

#### **Information Communication Technology**

Computer Science  
Information Communication Technology  
Business Studies

### Vocational Courses

Vocational courses are linked closely to the world of work and offer a different approach to study. They have a greater emphasis on coursework rather than examinations. Within the core there are BTEC Level 2 courses in Dance and Sport which lead to the equivalent of one GCSE. Within the guided choice there are also BTEC Level 2 courses in Health and Social Care and Music which are the equivalent of one GCSE.

**Think carefully before making your final choices as places are limited and you will not be able to change courses once you have chosen what you wish to study.**

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# HOW TO MAKE YOUR DECISION!

## WHAT TO DO!

- Discuss all your decisions with your teachers and family. This will help you make the right decision for **you**.
- Choose subjects that you are interested in. You have two years of study ahead of you and it will be hard to motivate yourself if you don't enjoy the work.
- If you know what you want to do when you leave school, make sure you check to see if there are any particular qualifications you need. Don't find out in two years time that you should have taken a certain subject!
- If you are not sure what you want to do - don't worry. Lots of people don't know at your age. The guidelines are there to make sure you take a balanced range of subjects, so that no doors will be closed to you in the future.

## WHAT NOT TO DO!

- Don't make a decision until you have all the facts. You have over three weeks to discuss your choices, think about them and make up your mind carefully.
- Don't choose a subject just because your friend is doing it! Think about what **you** want to do.
- Don't take/not take a subject because you like or dislike the teacher. The chances are that you might not have them next year.

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## WHAT CURRENT YEAR 10 & 11 STUDENTS SAY ABOUT THEIR GCSE COURSES SO FAR

**ART & DESIGN** - There is a lot of coursework in GCSE Art but if you love drawing, painting and being creative and producing beautiful work, this is the right course for you.

**BTEC DANCE** - I have really enjoyed BTEC Dance. We have explored different dance styles and it has been fun to practice them in a practical environment.

**BTEC SPORT** - BTEC has been a good course because it suits our strengths. We have learnt about sports injuries and Health and Safety in Sport. We also still get to do practical lessons which have been good fun.

**BUSINESS STUDIES** - I enjoy Business Studies because it gives me a real insight into the world of work and helps me understand how managers make decisions about how to run a business.

**COMPUTER SCIENCE** - Computer Science is one of the best GCSE courses! You learn various types of code that you have never learnt before and how it applies to real life. At first the coding language seems scary and difficult but eventually you will be writing code as if it's second nature. The coding language will become natural to do and will help you to improve in many different skills other than ICT. There are many teachers to help you, who make the course even more enjoyable.

**DANCE** - This is an enjoyable course because you learn all different dance styles of dance, and you can make up your own dances. You must be prepared to perform individually and in groups.

**DRAMA** - A really interesting and involved course. A brilliant choice for those who have a good imagination and like to express feeling.

**ENGLISH** - I enjoy this subject because we have good group discussions, do interesting individual research and there is always the opportunity for expressing your opinions.

**FOOD** - Food enables you to learn new skills and prepare a variety of dishes of your choice in a good learning environment. Cooking provides you with a vital life skill.

**FRENCH** - French lessons are always fun and engaging and it's a really enjoyable experience. Learning a language is a useful asset to have as knowing an additional language is a coveted skill, which stands out on your CV and it is a very creative yet academic subject.

**GEOGRAPHY** - I chose this subject because I find it interesting learning about different places and environments. It helps me understand a range of issues affecting the world today.

**GERMAN** - Learning German is very useful as well as lots of fun. It enables you to communicate with people from other countries and cultures and it opens up many opportunities. If you can speak another language you open your mind to whole other parts of the world!

**GRAPHIC PRODUCTS** - I chose Graphic Products because I enjoy drawing and geometry. Graphic Products links in with many other subjects and can help prepare you for many careers in the design field.

**HEALTH & SOCIAL CARE** - This course gives information and qualifications for many jobs associated with caring for someone. Every lesson is always different so learning is quite exciting and fun.

**HISTORY** - I like History because it is fun, enjoyable and you study "horrible, bloody things". Learning from the past has made me think about the future – studying History is the way forward.

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**MATHEMATICS** - is a fun subject. Although it is challenging it is very helpful and interesting and the teachers help you understand everything and make sure you are 100% clear with the work.

**MEDIA STUDIES** - I enjoy Media because it's creative and you learn new skills and it's a fun lesson.

**MUSIC BTEC** - This course has meant that I can spend time concentrating on developing my music performance skills and relate it to what happens outside of school in the music industry, which is really useful.

**PE** - If you enjoy sports, then GCSE PE is for you! You get to take part in sports that you already love and get the opportunity to experience others that you will certainly enjoy. The course really helped me improve my skills, with the help of the fantastic PE teachers that have taught us. I found the theory side of the course really interesting too, as you learn about bones, muscles and other functions of the body which is great for me because I want to become a physiotherapist after university.

**RESISTANT MATERIALS** - You can see a whole project through from your design to making a product you have designed. "Your designs become a reality".

**SCIENCE** - I like Science because I learn about current scientific discoveries.

**TEXTILES** - I chose Textiles because of the variety of clothes and accessories that you can design and make. It is also my favourite out of the different Design & Technology subjects.

**PHILOSOPHY AND ETHICS** - This course is interesting because it looks at the religious views on current moral questions such as war and euthanasia. It really makes you think and is varied and fun!

**PRODUCT DESIGN** - This course gives you the flexibility to use any material and process to make any product you want. It allows you to develop your design, presentation and modelling skills as well as using the latest CAD/CAM technologies.

Key Stage 4 Curriculum 2016—2018

(8 lessons per fortnight)	English				(5 lessons per fortnight)	Guided Choices
(8 lessons per fortnight)	Maths				History <b>OR</b> Geography	
(9 lessons per fortnight)	Science					
(5 lessons per fortnight)	PE					
						<b>Art Business Studies Computer Science</b> <b>Dance Drama French Food</b> <b>German Geography</b> <b>Graphic Products</b> <b>Health &amp; Social Care BTEC</b> <b>History I &amp; CT</b> <b>Media Music BTEC Philosophy &amp; Ethics</b> <b>Product Design Resistant Materials</b> <b>Separate (Triple) Sciences Textiles</b>

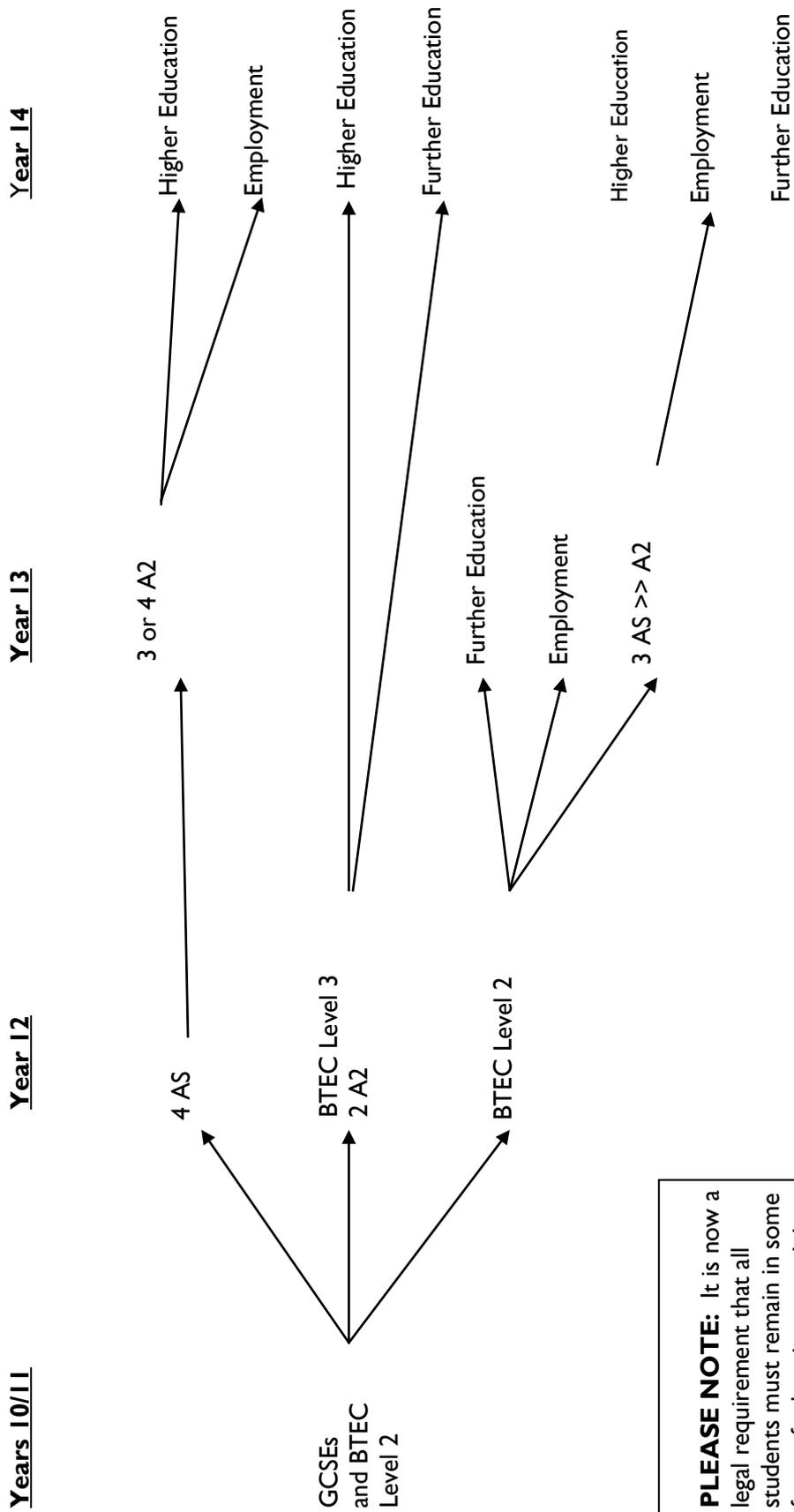
Core

Guided Choices

**PLEASE NOTE**

**The Government has promoted the idea of an English Baccalaureate where students are recognised if they gain A\*-C passes at GCSE in English, Maths, two Sciences, a Humanity (Geography or History) and a Foreign Language. This is a programme which should be considered carefully, and may be appropriate for many students but it is not suitable for everyone.**

Pathways to Success from Year 10 Onwards



**PLEASE NOTE:** It is now a legal requirement that all students must remain in some form of education or training until the age of 18

# CORE SUBJECTS

Everyone must study:

English

Mathematics

Science

PE

Either History or Geography

**WHY STUDY ENGLISH LANGUAGE AND ENGLISH LITERATURE?**

Studying English Language and English Literature provides students with the opportunity to extend their understanding of the need to communicate successfully in an increasingly media-oriented world and increases awareness of the world around them. Exploring and analysing the language of communication is an exciting part of English Language GCSE. Participating in speaking and listening activities which build students' confidence is an integral part of English GCSE.

**Assessment Objectives**

English Language investigates how writers use narrative and descriptive techniques to engage readers as well exploring how different writers present similar topics over time.

English Literature provides the opportunity to develop critical reading skills through the study of poetry, plays and a novel.

You will be assessed through the use of regular mock exams with the final external examinations being sat in the Summer of Year 11.

Element of the course – English Language	Mark
English Language Examination	100%

Element of the course – English Literature	Mark
English Literature Examination	100%

**THE RANGE OF ENGLISH GCSES AVAILABLE**

The course is separated into two elements – English Language and English Literature.

Students will study both English Language and English Literature concurrently as a **two** year course assessed by external examination.

For students who enjoy English and are likely to pursue English 'A' levels, studying English Language and Literature courses will furnish them with additional knowledge, understanding and skills that will prepare them for the study of either English Language or English Literature at 'A' level. Students would be expected to achieve a grade 6, preferably a grade 7 at GCSE to progress to 'A' level.

For further details of this course, talk to **Ms Barker** or your English teacher.

## WHY STUDY MATHEMATICS?

GCSE Mathematics covers many of the basic skills you will require throughout your life. Consequently it is a compulsory subject for all students in Years 10 and 11. You will employ many of the skills learnt in GCSE Mathematics in the other subjects that you study, for example in Science you may be asked to use formulae and solve equations, in Geography you will need to read charts and diagrams and use statistics and in Design & Technology you will need to use measures and make scale drawings. Most College and Sixth Form courses require GCSE Maths as an entry requirement, as do many jobs and careers.

## WHAT DOES THE COURSE INVOLVE?

GCSE Mathematics covers a wide range of basic Mathematical knowledge and skills, grouped into six areas:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Probability
- Statistics

While studying Mathematics you will be expected to:

- use Mathematical skills and knowledge to solve problems
- use logic and reason to solve problems
- break down problems into small steps in order to solve them
- use the Mathematics that you learn to solve problems that might happen in real life
- learn how to use a calculator to solve problems quickly and effectively

## HOW WILL I BE ASSESSED?

You will be assessed via three written examinations which include one non calculator and two calculator papers.

## WHAT COULD I DO NEXT WITH MATHEMATICS?

GCSE Mathematics is an important foundation for many of the courses you may take in employment or further education, and a requirement for many University courses. If you get a good grade at GCSE you may even decide to take Mathematics A level.

Some students may also be entered for GCSE Statistics.

For further details of this course, talk to **Mrs Woodley** or your Mathematics teacher.

## WHY STUDY SCIENCE?

Studying science provides students with a knowledge and understanding of the natural world, the skills of investigation and experimentation and an appreciation of the importance of science to individuals and society. Science GCSEs provide insight into and experience of how science works, stimulating learners' curiosity and encouraging them to engage with science in their everyday lives and to make informed choices about further study and about career choices.

### Assessment Objectives

The Science courses are all assessed by 100% examination. There is no Controlled Assessment or coursework element.

There is now an increased mathematical requirement in this course.

Question papers are targeted at either foundation or higher tiers.

## THE RANGE OF SCIENCE GCSES AVAILABLE

Most students in Years 10 and 11 will study 9 periods of science a fortnight. The majority of students will complete a course in Combined Science (GCSE 9-1) which leads to 2 GCSEs. Alternatively, more able students who attain a level 6B or above for their end of KS3 Science Test may opt to spend a further 5 periods per fortnight following a two year course in the separate (triple) sciences (Biology, Chemistry and Physics) as a 'Guided Choice'. This will result in attaining 3 GCSEs.

The most appropriate programme for the majority of students will comprise of the Combined Science (9-1). This choice is also adequate preparation for those students who may decide to study one or more Science A levels provided they attain at least grade 6 at GCSE.

For students who enjoy science and are likely to pursue science 'A' levels, studying the separate sciences will provide further opportunities to develop their interest and enthusiasm for science as well as furnish them with additional knowledge, understanding and skills that will prepare them for the study of science at 'A' level.

**Apart from the separate (Triple) Sciences students do not need to choose which KS4 science options they wish to follow at this stage as they will be guided by their science teacher, The Leader of Science, tutor and/or House Leader to ensure that each student's programme is suitable for their particular needs and aspirations.**

For further details regarding Combined Science (GCSE 9-1) or Separate Sciences see:  
[www.edexcel.com](http://www.edexcel.com)

If you require further information about any of the options available please contact **Mrs Hillman** or any other member of the Science Learning Area.

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## PHYSICAL EDUCATION

PE has a fundamental role in tackling issues surrounding the declining health of the nation. This has been a key consideration in the design of the new PE curriculum.

The time allocated for students in Physical Education at KS3 was increased in September 2007. This has been extended into KS4 to allow students to constructively build on the positive work that they have done within KS3.

We will guide students towards appropriate accredited courses that meet their individualised needs, as well as continue to motivate and enthuse students towards practical activity by exposing them to a balanced and varied programme of team and individual sports.

All students will follow an accredited course within their KS4 programme. The course will be an extension of the work that students will have already been doing within KS3. With this in mind, there will be no student option process. Through a comprehensive assessment process within KS3, we are in a position to identify the appropriate course for individuals to follow within KS4, with both achievement and student enjoyment being central to this decision.

## WHY STUDY P.E.?

You will:

- Develop your knowledge and practical skills in a range of physical activities.
- Examine the effects of exercise and how training can improve performance.
- Find ways to improve your performance in a variety of roles.
- Identify ways to develop and maintain an healthy active lifestyle through participation in physical activity.
- Develop a detailed understanding of Anatomy and Physiology, Exercise and Training and Sports Injuries.

## HOW WILL I BE ASSESSED?

The GCSE course is assessed over four components:

### **Component 1: Fitness and Body Systems**

Written examination 1 hour 45 minutes worth 36%

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

### **Component 2: Health and Performance**

Written examination 1 hour 15 minutes worth 24%

- Topic 1: Health, fitness and well-being
- Topic 2: Sport Psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

### **Component 3: Practical Performance**

Non-examined assessment: internally marked and externally moderated worth 30% (105 marks – 35 marks per activity)

- One team activity, one individual activity and a free choice from the list published by the DfE
- Skills in Isolation
- Skills in competitive/formal situation

### **Component 4: Personal Exercise Programme (PEP)**

Non-examined assessment: internally marked and externally moderated worth 10% (20 marks)

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

## WHAT OTHER THINGS SHOULD I CONSIDER?

GCSE PE provides an excellent foundation for further education. Although a large part of the course is practical in nature, the heavy theoretical component provides an excellent academic base for further studies. Where possible the course is delivered practically but there is a large amount of the course which is classroom based.

## WHAT COULD I DO NEXT WITH PE?

As well as being the ideal preparation for the A Level PE course, GCSE PE allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport and Exercise Sciences.

The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities.

For further details of this course please contact **Mr Sergeant** or any of your **PE teachers**.

### WHAT DOES THE COURSE INVOLVE?

During the course students will learn about the many facets of the sports sector as well as experiencing different roles within practical sport (such as performers, leaders, officials and coaches). In addition students will have the opportunity to further their skills in a range of individual and team sports.

The Units that students study are:

- Leading Sporting Activities
- Training for Personal Fitness
- Fitness for Sport & Exercise
- Practical Sports Performance

Each of these units has elements which are delivered in the classroom and some elements that are delivered practically. Any opportunity to deliver any part of the course in a practical lesson will be taken.

### HOW WILL I BE ASSESSED?

In addition to an exam in Fitness for Exercise, students are assessed by a number of coursework assignments that are completed within each of the three other units. Students have to gather a range of evidence to complete the assignments. Deadlines are set regularly for each assignment which must be met.

### WHAT OTHER THINGS SHOULD I CONSIDER?

The BTEC qualification allows students to still participate practically in sport but be assessed via coursework projects which consist of examples of activities completed within PE lessons.

### WHAT COULD I DO NEXT WITH PE?

The BTEC course provides a wide range of knowledge and skills which act as an excellent foundation to an employment environment. Alternatively, the qualification can be used as a base for progression towards further education qualifications.

For further details of this course please contact **Mr Batch** or any of your **PE teachers**.

### WHAT DOES THE COURSE INVOLVE?

The Level 2 First Award in Performing Arts: Dance allows students to develop their expressive and technical skills within a range of dance styles. Students will acquire subject knowledge through practical and theory lessons.

Students will study three units over the two years including:

#### **Dance Skills**

This unit involves rehearsing, choreographing and performing group dances. Students will undertake regular classes to develop dance technique, learn different dance styles, rehearse and take part in performances within school.

#### **Preparation, Performance and Production**

Students will have the opportunity to explore their own choreographic skills and create dance for performance. This unit aims to develop students' understanding of the essential processes required for staging a performance. It also fosters an understanding of the need for teamwork and co-operation.

#### **Individual Showcase**

This unit develops student understanding of careers in Dance, and the application process. Students choose one of four job advertisements to respond to, and are expected to complete a letter of application and choreograph two audition solo pieces.

### HOW WILL I BE ASSESSED?

Students are assessed by a number of coursework assignments that are completed within each of the three units. Students have to gather a range of evidence to complete the assignments. Deadlines are set regularly for each assignment which must be met. Students are expected to perform in a Year 10 BTEC Dance Show as a requirement of the course.

### WHAT COULD I DO NEXT WITH BTEC DANCE?

The BTEC course provides a wide range of knowledge and skills which acts as an excellent foundation to an employment environment. Alternatively, the qualification can be used as a base for progression towards further education.

For further details of this course please contact **Mrs Cook**.

## WHY STUDY GEOGRAPHY?

“Geography is the spatial science; helping us all to better understand the world’s people, places and environments and the interactions between them – whether at the local, national or global scales.”

Dr Rita Gardner CBE, Director of the Royal Geographical Society (with IBG)

Geography is recognised by the Government as one of the family of English Baccalaureate GCSE subjects. Studying Geography will enable you to better understand the world in which you live and the challenges which it faces in the 21<sup>st</sup> century. It will go very well with all of your other academic subjects including History or Philosophy and Ethics.

We will offer the new Edexcel B specification from September 2016. This organises ideas thematically according to place across three components. Each component includes a mixture of Human and Physical Geography.

## HOW WILL I BE ASSESSED?

You will sit three examinations at the end of Year 11. This course is only assessed by exam.

**1. Global Geographical Issues.** You will study three topics in this unit

- **Hazardous Earth** which includes the world’s climate, climate change, tropical cyclones and tectonic hazards
- **Development Dynamics** which includes study of global inequalities, economic growth and development in an emerging country
- **Challenges of an Urbanising World** which includes how and why cities change over time, megacities and challenges of population growth.

This exam will be 1½ hours long and worth 37.5% of your grade

**2. UK Geographical Issues** You will study two topics and complete fieldwork in this unit.

- **The UK’s evolving physical landscape** including geology, coasts and rivers.
- **The UK’s evolving human landscape** including population, economic change, the challenges faced by both cities and rural environments.
- There is a requirement to complete two days **fieldwork** in this component.

This exam will be 1½ hours long and worth 37.5% of your grade. It will include questions designed to assess your ability to understand a geographical enquiry process and how to complete fieldwork.

**3. People and Environment Issues.** You will study three topics and develop decision making skills.

- **People and the biosphere** which examines the world’s biomes.
- **Forests under threat** which explores the threats and management options facing different forest biomes.
- **Consuming energy resources** considers our energy needs and how we should meet these in the future.

This exam will be 1½ hours long and worth 25% of your final grade. It will include an extended written answer asking you to justify a decision.

## ANYTHING ELSE TO CONSIDER?

This subject is interesting and relevant but does require a good level of both literacy and numeracy. It provides the opportunity for fieldwork and will complement many other subjects. Looking beyond GCSE this course provides an excellent basis for the Geography A Level course we offer in the Sixth Form, the Russell Group of universities has selected Geography as one of their preferred ‘facilitating’ A Level subjects to support an application to degree courses; and Geography Graduates experience low levels of graduate unemployment due to the wide variety of skills which Geography develops.

For further details of this course, talk to **Miss Salmon** or your Geography teacher.

## WHY STUDY HISTORY?

There are still many people who believe history to be a dull and boring study of dates, Kings, Queens and battles. This could not be further from the truth! History is very relevant to everyone because our future is decided by what we do today, and our present has been shaped by the past! We study it to investigate how and why people in different ages lived, how their way of life, beliefs and attitudes have affected the societies we live in and what were the moral dilemmas faced by great politicians and ordinary people alike.

## WHAT DOES THE COURSE INVOLVE?

We will be studying the new Edexcel Specification. It contains three exams taken at the end of Year 11.

### **Paper 1: A Thematic Paper with Historic Environment**

#### Crime and Punishment in Britain with Whitechapel, c1870-1900: crime, policing and the inner city

You will be investigating the nature and changing definitions of criminal activity and the nature of law enforcement and punishment over four time periods. Each time period contains a case study, for the influence of the church on crime and punishment and the treatment of conscientious objectors in the First and Second World War.

For the Historic Environment study you will be researching the local area of Whitechapel regarding the organisation of policing and the developments of investigative techniques.

This Paper is worth 52 marks and is 30% of your overall mark. Your Paper will last 1 hour and 15 minutes.

### **Paper 2: Period Study and British Depth Study**

#### The American West c1835-c1895 and Early Elizabethan England 1558-88

The American West topic focuses on the Plains Indians and their beliefs and way of life, the development of the Plains and how the settlement of the west affected the life of the Plains Indians and conflicts and conquests; the destruction of the Plains Indians way of life.

The Depth Study focuses on Queen Elizabeth, her government and religious issues and challenges to Queen Elizabeth at home and abroad.

This Paper is worth 64 marks and is 40% of your overall mark. Your Paper will last 1 hour and 45 minutes.

### **Paper 3: Modern Depth Study**

#### The USA, 1954-75; conflict at home and abroad

This study is divided into four topics. The development of the Civil Rights movement; Protest, progress and radicalism; the US involvement in the Vietnam War; Reactions to and the end of US involvement in Vietnam.

This Paper is worth 52 marks and is 30% of your overall mark. Your Paper will last 1 hour and 20 minutes.

## WHAT OTHER THINGS SHOULD I CONSIDER?

History develops a wide range of skills that can be useful in many areas of employment and also at university. For example you will learn to analyse a range of historical sources to independently research information, to record your findings in a concise manner and to draw your own conclusions supported by evidence. All of these will be useful when completing a dissertation or research project at university, in areas of education, law, medicine, psychology, journalism, administration, museums, local councils, publishing or in the police force!

More than anything, History is an interesting and involving subject. Our students do not just look at events, they also look at how the consequences of the events affect people and the future. Last year one of our students told us, "I like History because it is fun, enjoyable and you study 'horrible, bloody things.' Learning from the past has made me think about the future – studying History is the way forward."

For further details of this course, see **Mrs Reed** or your History teacher.

# **GUIDED CHOICES**

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## GUIDED CHOICES

Guided Choices 2016 - 2018

**You must choose to study either HISTORY or GEOGRAPHY as part of the Core.**

You may then choose three further subjects from the box below.

Think seriously about which subjects will help you in your future adult and working life. Consider the idea of Entitlement - continuing to study an Arts subject, a Design & Technology subject, a Humanity, a Modern Foreign Language and Information Communication Technology.

Guided Choices:

<b>Art</b>	<b>Business Studies</b>	<b>Computer Science</b>	<b>Dance</b>
	<b>Drama</b>	<b>French</b>	<b>Food</b>
	<b>Geography</b>	<b>German</b>	<b>Graphic Products</b>
<b>History</b>	<b>BTEC Health &amp; Social Care</b>	<b>I &amp; CT</b>	
<b>Media</b>	<b>BTEC Music</b>	<b>Philosophy &amp; Ethics</b>	
	<b>Product Design</b>	<b>Resistant Materials</b>	
	<b>Separate (Triple) Sciences</b>	<b>Textiles</b>	

**Certain students will be invited to take part in a Skills Development and Pathways courses instead of 2 choices to help them cope with the pressure of GCSE courses. These students will be contacted on an individual basis.**

**You must list your chosen courses in order of preference. Place at Number 1 the course you most want to do, then your second favourite and so on.**

# **GUIDED CHOICE COURSE DETAILS**

### WHY STUDY ART & DESIGN?

A strong drawing basis is the main emphasis of this course.

### WHAT DOES THE COURSE INVOLVE?

Students are encouraged to work from real life, including collected objects or a large still-life relating to a particular theme, landscape and the figure.

From this, students will develop a range of skills and techniques and produce work in their sketchbooks and for their exhibition and portfolios.

### HOW WILL I BE ASSESSED?

#### AQA Coursework - 60% of the marks

During your course you will be expected to cover three units of coursework; still life, Landscape in Year 10 and The Figure in Year 11.

Each coursework unit should include preparatory and sketchbook work related to a final piece in a chosen area of study, linked to an established artist.

#### AQA Controlled Test – 10 hours = 40% of the marks

You will be required to respond to one starting point given by the exam board. There will be a preparatory period of 6-7 weeks, followed by a 10 hour exam.

You will be expected to produce preparatory studies, research in your sketchbook and a final piece.

### WHAT OTHER THINGS SHOULD I CONSIDER?

As an art student you will need to buy equipment for the course. Your Art teacher will issue an equipment list during the summer term.

For further details of this course, talk to **Ms Crawley** or your Art teacher.

### WHY STUDY BUSINESS STUDIES?

No matter what you do in life you will work for a business, be it your own or someone else's! Following a GCSE in Business Studies will provide learners with a unique insight into the world of work.

### WHAT DOES THE COURSE INVOLVE?

Through its study, you will discover how businesses operate and learn about their key elements and essential business functions. You will gain business knowledge, understanding and skills, looking at current events in local, national and global contexts. You will also look at running a small business, the employees, marketing, production and finance. Learners also consider business ethics and the impact of business on the environment. You will develop as an independent learner and will be encouraged to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgments.

This course prepares students for further study of business and business-related subjects, including A-level Business Studies and beyond. If you are a budding entrepreneur or looking to be successful in the future then this is the course for you.

### HOW WILL I BE ASSESSED?

The Business Studies Exam Board is OCR and consists of three units as follows:

Unit 1 – Marketing and Enterprise—25% of overall grade—Controlled Assessment: 6 hours

Unit 2 – Business and People—25% of overall grade—External exam: 1 hour

Unit 3 – Production, Finance and External Environment, pre-issued Case Study—50% of overall grade

For further details of this course, talk to **Mrs McIntosh**.

### WHY STUDY DANCE?

GCSE Dance is a practical and theoretical course designed for students who are enthusiastic about Dance. It is open to all students, although some experience of dance is of benefit.

Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities. Dance is both physical and expressive—this is what makes it similar to, and different from, other art forms and physical activities.

### WHAT DOES THE COURSE INVOLVE?

The course is split into two components:

#### **Component 1:** Performance and Choreography:

Performance:

1. You will learn six set phrases and perform three as a solo (approximately one minute)
2. Either a duet or a trio based on including three of the six set phrases (approximately three and half minutes)

Choreography:

1. Either a solo or group choreography (between two to three and half minutes) choreographed in response to a range of stimuli chosen by the exam board. You will be expected to document the process you have worked through to create your choreography. The practical component is marked out of 80 and is worth 60% of the overall GCSE grade.

#### **Component 2:** Dance Appreciation

Written Theoretical Paper based on:

1. Knowledge and Appreciation of choreographic processes and performing skills
2. Critical Appreciation on your own work
3. Critical Appreciation of professional dance works

40% of the overall GCSE grade and is assessed through a 90 minute written exam.

### WHAT COULD I DO NEXT WITH GCSE DANCE?

The GCSE Dance course provides an access to further Dance education such as A Level Dance as well as contributing to over GCSE grade score.

For further details of this course, talk to **Mrs Cook** or your Dance teacher.

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## DESIGN & TECHNOLOGY - FOOD

### WHY STUDY DESIGN & TECHNOLOGY: FOOD?

Students studying food will have the opportunity to identify and solve real problems by designing and making products in a wide range of context relating to their personal interests.

There will be the opportunity to analyse and evaluate situations, design and make products and then appraise them.

Students will carry out activities related industrial practices and the application of systems and control when designing and making products.

A knowledge of nutritional needs and food choices, hygiene and safe working practices are developed throughout the course.

### WHAT DOES DESIGN & TECHNOLOGY: FOOD INVOLVE?

In Year 10 student's complete a variety of tasks in preparation for Year 11.

In Year 11 student's complete their coursework which includes practical tasks and experiments.

Coursework	Designing 30% Making 30%	60%
Terminal Examination	Single Tier (2 hours)	40%

### HOW WILL I BE ASSESSED?

Note: Students are expected to provide **all** the ingredients for practical tasks. (Ingredients are required at least once a week through this course.

For further details of this course see **Miss Eaves** or **Mr Wildon**

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## DESIGN & TECHNOLOGY - GRAPHIC PRODUCTS

### WHY STUDY DESIGN & TECHNOLOGY: GRAPHIC PRODUCTS?

Although the course develops capability in designing and making, its emphasis is on the presentation of design both in two dimensions and through modelling in three dimensions with lightweight and easily worked materials such as card, foam board, styrofoam and acrylic.

### WHAT DOES DESIGN & TECHNOLOGY: GRAPHICS PRODUCTS INVOLVE?

The course will develop students knowledge and understanding of graphic media through a series of designing and making challenges, though the making will be limited to scale models. Students will be expected to use CAD within their GCSE coursework.

### HOW WILL I BE ASSESSED?

Coursework	Designing 30% Making 30%	60%
Terminal Examination	Single Tier (2 hours)	40%

### WHAT OTHER THINGS SHOULD I CONSIDER?

This course would provide sound preparation for those students wishing to follow the 'A' level course in Design & Technology in Years 12 and 13.

For further details of this course see **Miss Eaves**.

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## DESIGN & TECHNOLOGY - PRODUCT DESIGN

### WHY STUDY DESIGN & TECHNOLOGY: PRODUCT DESIGN?

The course aims to develop capability in designing and making through the use of a very wide range of skills and materials. The course is delivered largely by a series of design and make experiences that will include working in timber, plastics and metals as well as incorporating mechanical and electrical components and CAD/CAM.

### WHAT DOES DESIGN & TECHNOLOGY: PRODUCT DESIGN INVOLVE?

Various design challenges will allow students to work with a very wide range of materials in combination with one another. Electronic components and mechanical devices may also be included in proposed solutions put forward by students.

Graphical skills including CAD will play a vital role in the course as well as model making skills and using CAM laser cutting technology.

### HOW WILL I BE ASSESSED?

Coursework	Designing 30% Making 30%	60%
Terminal Examination	Single Tier (2 hours)	40%

### WHAT OTHER THINGS SHOULD I CONSIDER?

Product Design is also the title of the 'A' level course in Design & Technology in Years 12 and 13 and therefore the GCSE in Product Design is the ideal foundation for talented and capable students who might be considering 'A' level Design and Technology.

For further details of this course see **Mr Gamble**.

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## DESIGN & TECHNOLOGY - RESISTANT MATERIALS

### WHY STUDY DESIGN & TECHNOLOGY: RESISTANT MATERIALS?

The course aims to develop capability in designing and making through the use of materials such as wood, metal and plastics. The course is delivered largely by a series of experiences that have an emphasis on a practical approach.

### WHAT DOES DESIGN & TECHNOLOGY: RESISTANT MATERIALS INVOLVE?

Design challenges will allow students to work with a wide range of materials, often in combination with one another. Electronic components and mechanical devices may also be included in proposed solutions put forward by students.

### HOW WILL I BE ASSESSED?

Coursework	Designing 30% Making 30%	60%
Terminal Examination	Single Tier (2 hours)	40%

### WHAT OTHER THINGS SHOULD I CONSIDER?

This course would provide sound preparation for those students wishing to follow the 'A' level course in Design & Technology in Years 12 and 13.

For further details of this course see **Mr Rutter**.

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## DESIGN & TECHNOLOGY - TEXTILES

### WHY STUDY DESIGN & TECHNOLOGY: TEXTILES?

Textiles technology provides the opportunity to analyse and evaluate situations, design and make products and then appraise their performance. Students will have the opportunity to work with a range of materials, and ICT for CAD, CAM manufacture. Textiles technology develops technical and constructional skills using fabrics as well as a variety of equipment.

### WHAT DOES DESIGN & TECHNOLOGY TEXTILES INVOLVE?

- Developing, planning and communicating ideas in a variety of ways to solve a given problem.
- Analysing products to develop a wider understanding of how products are designed and made.
- Finding out about environmental issues and standards that affect the manufacturing choices and decisions.
- Commercial manufacturing of how products can be manufactured in quantity.
- Knowledge of materials and components needed for a wide variety of textile materials.
- Selecting and use tools, equipment and processes effectively to produce quality products.

The final coursework can be any item made in fabric which could be recycled fabric eg a child's play mat, children's clothing, a costume for a theatrical production, a fashion item or fashion accessory which could gain up to half of the final coursework mark. An A3 size portfolio of research work on the planning, making and evaluation of the final product could gain up to 20% of the final coursework mark.

### HOW WILL I BE ASSESSED?

The assessment scheme is the same for all Design & Technology syllabuses:-

Coursework	Designing 30% Making 30%	60%
Terminal Examination	Single Tier entry	40%

NOTE: The final examination will consist of one paper of two hours.

For further details of this course see **Miss Stannard**.

## WHY STUDY DRAMA?

Study Drama if you enjoy working with others, have a lively imagination and a keen interest in Theatre. Drama builds confidence, improves communication skills and allows you to be creative. Like all the Arts, Drama helps us make sense of the world.

## WHAT DOES THE COURSE INVOLVE?

There are three components:

1. Understanding Drama 40%:
  - Studying one set play
  - Reviewing a live theatre performance
2. Devising Drama 40%:
  - Creating own work
  - Performing own work
  - Evaluating own work
3. Texts in practice
  - Performing two extracts 20%

## HOW WILL I BE ASSESSED?

1. Written exam 1hr 45 minutes
2. Devising log and performance assessed by teacher, moderated by Exam Board
3. Performances to visiting examiner
  - Characteristics of performance texts and dramatic works
  - Social, cultural and historical contexts
  - Drama and theatre terminology and how to use it appropriately
  - Roles and responsibilities of theatre makers in contemporary professional practice
  - Interpreting text for performance
  - Analysis of live theatre performance
  - Create and develop ideas to communicate meaning in a devised performance

## WHAT OTHER THINGS SHOULD I CONSIDER?

In order to enjoy the course you must have enjoyed Drama in lower school and be keen to attend visits to the theatre to see a variety of plays. Whilst you do not need to be a natural performer, you should be committed to developing your performing skills. You may be keen to develop skills in set design, lighting, sound, make-up masks or costumes; but for this you would also need to have or be willing to develop extra curricular experience. You will certainly need to rehearse outside of lesson time.

You will also need to be prepared to be filmed for assessment purposes.

For further details of this course, talk to **Mrs Beaumont**.

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# BTEC HEALTH & SOCIAL CARE

## WHY STUDY HEALTH AND SOCIAL CARE?

If you are interested in people, this BTEC Level 2 First Award might be just the right course for you. It has the same value as a GCSE, but is assessed as Pass, Merit or Distinction, according to how well you achieve.

Some students find that developing knowledge and understanding by applying their learning and skills in a work related context gives them a greater insight into the concepts and so find that they could be more successful than in traditional learning methods.

Additionally, this course encourages students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

## WHAT DOES THIS COURSE INVOLVE?

Students develop practical skills, such as demonstrating health and social care values when they visit a local nursery to work with the children there. They also compare these values with those used by staff who work at a club for elderly stroke victims.

Employers value employees who are able to communicate effectively. This qualification provides opportunities for students to develop their communication skills as they progress through the course.

Encouraging others to be healthy is part of the second year of this course and students will focus on preparing materials to give the types of information that helps others to make good decisions.

The other part of the second year is to prepare for the external examination which focusses on the way in which people grow and develop through life

## HOW WILL I BE ASSESSED?

Year	Unit	Unit title	Type of assessment
Year 1	2	Health and Social Care Values	Coursework
Year 1	3	Effective Communication in Health and Social Care	Coursework
Year 2	5	Promoting Health and Wellbeing	Coursework
Year 2	1	Human Lifespan Development	Externally set assessment

Each of the units is equally weighted, so coursework is 75% of the final award. Many students like this way of building their achievements, as the coursework is split into small sections which are completed through the course rather than having all the assessment at the end. However, students must achieve a minimum of a Pass in Unit 2 (Health and Social Care Values) to be able to achieve the full qualification.

25% of the course is assessed through an examination taken at the end of Year 11. The questions are based on case studies and have a mixture of short answers and extended answers.

For further details about the course, please see **Mrs Trim**.

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# COMPUTER SCIENCE GCSE

## WHY STUDY GCSE COMPUTER SCIENCE?

GCSE Computer Science is a fantastic course that allows students to broaden their knowledge of how computers function. If you are interested in learning about how to make computers do what **YOU** want and would like to know what actually happens **INSIDE THE MACHINE**, then this is the course for you. Not only will you learn to code in a programming language, you will also learn about what makes computers work and key problem solving skills that can be applied across a variety of different situations that you will face in life.

## WHAT DOES THE COURSE INVOLVE?

In the Computer Science GCSE students will cover nine main areas of study:

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Non-exam assessment

## HOW WILL I BE ASSESSED?

These components will be broken down into two main forms of assessment.

### Written Assessments

Students will be assessed on their knowledge of areas of study 1-7 through 2, 1 hour 30 minute exam papers. The exam papers will test their theoretical knowledge as well as their ability to solve computational problems, hand trace algorithms and to determine how well they are able to apply computing to a range of given scenarios. Both exam papers will consist of a mix of multiple choice, short-answer and longer-answer questions.

	<b>Paper 1: Computational thinking and problem solving</b>	<b>Paper 2: Written Assessment</b>
<b>Content</b>	Areas of study 1 to 4	Areas of study 3 to 7
<b>Marks</b>	80 marks available	80 marks available
<b>Percentage</b>	40% of students final GCSE	40% of students final GCSE

### Non-exam Assessment (NEA)

As well as theoretical knowledge, students will learn to code in a programming language so that they may provide solutions to given scenarios. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in area of study 8. The students will be required to develop a complete program for a given situation and to create a report detailing the different stages that they have gone through in order to be able to Analyse, Design, Implement, Test and Evaluate their program. This covers the content from areas of study 8 and 9.

The program code and report submitted is assessed out of **80 marks** and counts towards **20% of their final GCSE**.

## OTHER THINGS TO CONSIDER

Students should only consider GCSE Computer Science if they have a keen interest in learning a programming language and have good Maths based skills. Programming involves the regular use of maths and is essential in order to do well in this subject. We also offer A Level Computer Science, so this is a natural progression route, should you wish to study the subject at Sixth Form.

For further details of this course, see **Mr Daniels, Leader of ICT & Computer Science**.

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# INFORMATION COMMUNICATION TECHNOLOGY (ICT) GCSE

## WHY STUDY GCSE ICT?

Information Communication Technology prepares you for utilising ICT systems in the real world. During the course you will study a variety of different applications that will allow you to create a range of digital tools that are widely utilised in business. You will learn about how different current and emerging technologies work and how they are utilised to provide worldwide interactions such as 'Online Shopping', 'On Demand Services' and 'Online Gaming'. You will also learn about how data is stored and transmitted across large distances using the World Wide Web and about the key principles that govern the safe use of technology in society.

## WHAT DOES THE COURSE INVOLVE?

In GCSE ICT you will cover two units. Both these units are broken down into a series of Topics.

Unit 1: Living in a Digital World	Unit 2: Using Digital Tools
Topic 1 - Personal digital devices	Topic 1 - Research and information gathering
Topic 2 - Connectivity	Topic 2 - Modelling
Topic 3 - Operating online	Topic 3 - Digital publishing
Topic 4 - Online goods and services	Topic 4 - Evaluating outcomes
Topic 5 - Online communities	Topic 5 - Working efficiently and safely
Topic 6 - Issues	

## HOW WILL I BE ASSESSED?

These components are broken down into two main forms of assessment.

### Unit 1: Living in a Digital World - Written Assessment

For Unit 1, students will sit a 1 hour 30 minute exam paper that tests their understanding of the theoretical concepts covered during their course. The examination paper is a question and answer booklet consisting of five compulsory questions. Each question has several parts. A variety of question styles are used: multiple-choice, short answer and extended-writing. The total number of marks available for the examination paper is 80 and it counts towards **40% of the students final GCSE.**

### Unit 2: Using Digital Tools - Controlled Assessment

In Unit 2, students will develop a range of practical skills and will be assessed on their ability to utilise a range of ICT tools. Students will be provided with a scenario and they will create and document a solution that caters to the end users' needs. Students are also required to reflect critically on their work and to provide evidence of a safe, secure and responsible practice of ICT.

Students will carry out the creation of the digital artefacts and their documentation under controlled assessment conditions. The finished artefacts and documentation is assessed out of **80 marks** and counts towards **60% of the students final GCSE.**

## OTHER THINGS TO CONSIDER:

Students should consider choosing GCSE ICT if they are keen to develop their existing ICT skills and to learn a range of new and exciting applications. They will learn to use new applications such as the Adobe Design Suite (Photoshop, Dreamweaver, Flash etc.) and will greatly enhance their current understanding of some more office based applications (Excel, Access etc.) If you are keen to know how the digital world works and how information travels across the globe in the blink of an eye, then this is the course for you!

For further details of this course, see **Mr Daniels, Leader of ICT & Computer Science.**

## WHY STUDY MEDIA?

GCSE Media is an increasingly popular and useful qualification. You should consider it if

- \* you are interested in the media;
- \* you are a creative person;
- \* you are thinking about a career in the media;
- \* you are interested in the changing nature of our society;
- \* you are interested in communication.

## WHAT ARE THE MEDIA?

Film	Television	Radio	Magazines
Advertising	Comics	Photography	Newspapers
Popular Music	Video games	Mobile phones	Internet & Social Media

## WHAT DOES THE COURSE INVOLVE?

You will study a series of topics. For each topic you will be required to do:

- written work, writing essays showing your understanding of the media and analysing practical work examples;
- research and surveys;
- practical work, making your own examples of the media; e.g. photography, designing posters, storyboarding, scripting, website design, video, digital editing.

Topics studied may include:

- media and society
- television news
- documentary
- advertising
- magazines
- feature films
- soap operas
- sit-coms
- popular music
- the internet and social media
- crime Drama

## HOW WILL I BE ASSESSED?

<b>Coursework: Controlled Assessment</b> 4 Part Portfolio - 3 written assignments - 1 practical project	60%
<b>Examination:</b> One written Examination	40%

To do well in GCSE, you must be able to express yourself effectively in writing.

If you want to find out more, talk to **Mr Hyde**.

**WHY STUDY MUSIC?**

Music is open to everyone entering year 10 and with performance being a central part of studying music this course introduces key aspects in becoming a successful performer. The course offers opportunities for instrumentalists and singers to further their skills in improvisation, solo performance and ensemble work in addition to learning about and using various techniques seen in a wide range of musical styles.

**WHAT DOES THE COURSE INVOLVE?**

The course gives you a wider understanding and appreciation of music in a performing arts context but also gives you the opportunity to develop a range of skills, techniques and personal qualities essential for successful performance in working life, in music or otherwise.

You will improve your ability to learn new styles of music, improve your ability to play with groups of other musicians, and learn a little bit about the music industry and music theory at the same time. Music lessons are devoted to these areas and your performance skills further supported by receiving free instrumental lessons during your time on the course (10x20mins lessons each term). In addition to this, over the two year course there will be music workshops run by external professional music staff to help enhance the learning process.

**HOW WILL I BE ASSESSED?**

The course is broken down into three units, where in each your work is assessed through coursework rather than a written examination.

<b>Unit</b>	<b>Name of Unit</b>	<b>What is involves</b>	<b>Weighting</b>
Unit 1	Individual Showcase	A letter of application for a particular workplace opportunity and a demonstration of two pieces of performance, each lasting two minutes	25%
Unit 2	Preparation, Performance and Production	Take part in the preparations for a live performance and demonstrate performance skills and techniques in a performance.	25%
Unit 3	Music Performance Skills	Explore and develop your music performance skills and review your own practice. You will use your music performance skills within rehearsals and performance.	50%

**WHAT ELSE SHOULD I CONSIDER?**

BTEC Music is an ideal course for anyone who enjoys music and is interested in practising, rehearsing and performing music. You will be prepared to work hard but also have fun! The course is within a streamlined music curriculum, with Year 9's having been introduced to some of the course's concepts and there is a clear pathway progression to BTEC Level 3 in Music from year 12.

It is important to understand that during this course you will take responsibility for much of your own learning by planning your work, completing research and regularly reviewing your progress, in addition to practising your instrumental skill in your own time. You will also need to remember that you will be expected to perform in front of small audiences during lesson time (peers and music teachers).

For further details of this course, talk to **Mr Cull**.

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## MODERN FOREIGN LANGUAGES

### WHY STUDY MODERN FOREIGN LANGUAGES?

Contrarily to popular belief, more than 60% of the world's population does not speak English. Modern foreign languages are really important in the world we live in as they give you great skills for the rest of your life. The study of MFL is becoming ever more important as trade barriers in Europe disappear, closer partnerships develop between British business companies and their counterparts abroad and the Internet never stops to bring everyone closer together. Your knowledge of and ability to understand and speak another language will make you more attractive to prospective employers in a wide range of careers as well as adding valuable additional dimensions to your life skills if you are considering university entrance.

### WHAT DOES THE COURSE INVOLVE?

Through the skills of listening, speaking, reading, writing and translating you will develop the ability to understand and use your language in such a way that you can communicate effectively with other Europeans either abroad or in this country, whom you may meet socially or at work.

The course is topic based and covers three themes:

1. Identity and culture
  - Me, my family and friends
  - Technology in everyday life
  - Free-time activities
  - Customs and festivals in French/German-speaking countries and communities
2. Local, national, international and global areas of interest
  - Home, town, neighbourhood and region
  - Social issues
  - Global issues
  - Travel and tourism
3. Current and future study and employment
  - My studies
  - Life at school/college
  - Education post-16
  - Jobs, career choices and ambitions

### HOW WILL I BE ASSESSED?

The final examination will consist of four tests in listening, speaking (conducted by your teacher), reading and writing, each worth 25% of your final grade and will be taken either at foundation or higher level.

For further details of the course please talk to **Miss Malaval** or to your French or German teacher.

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## PHILOSOPHY AND APPLIED ETHICS

### WHY STUDY PHILOSOPHY AND APPLIED ETHICS?

Philosophy and Applied Ethics is a GCSE course which offers an exciting and relevant opportunity for students to consider response to fundamental questions of life. Students will develop their knowledge of beliefs, values and traditions of Christianity and explore how Christians respond to pertinent moral and philosophical issues raised by human and religious experience.

### WHAT DOES THE COURSE INVOLVE?

Topics covered include:

Philosophy	Applied Ethics	Christianity	Buddhism
<b>Life and Death:</b> origins of the universe and human life, stewardship and value of human life. The soul. Afterlife, Euthanasia, abortion	<b>Relationships:</b> attitudes about families, sexual relationships, same sex marriage, marriage. Equality.	Nature of God, creation, Jesus Christ, Salvation, afterlife	Life of the Buddha, Dharma, Four noble truths, human personality, Human destiny and ethical teaching
<b>Good and Evil:</b> Nature of good and evil, role of conscience, crime and punishment, suffering, forgiveness	<b>Human Rights:</b> UN charter, racial prejudice, wealth and poverty, social justice, secularisation	Types of worship, Baptism and Eucharist, Pilgrimage, the church in the local community and worldwide	Buddhist place of worship, Meditation, devotional practices, death and mourning, festivals and retreats

### HOW WILL I BE ASSESSED?

Students will look at Philosophy and Ethics from the Christian and Buddhist perspective. Over the two years students will follow the WJEC Eduqas course in Religious studies. At the end of Year 11 there will be one, two hour exam for Philosophy and Ethics and a one hour exam for Christianity and another one hour exam for Buddhism.

During lesson time students will be involved in a range of activities including discussion, debate, presentations, research and evaluation. The student will need a high level of literacy to cope with the demands of the course.

### WHAT USE IS IT?

The course takes issues which are in the news every day and investigates the issues involved by looking at a variety of belief systems including Christianity, Buddhism, Secular and personal viewpoints.

The course will develop:

- In-depth thinking, useful for careers such as law, teaching, medicine, psychiatry and any others which require in-depth and creative thought, especially when there are no straight forward answers.
- Breadth of understanding of important issues from a variety of viewpoints, useful for any employment that involves working with other people: journalism, social work, police nursing, management, the civil service and similar careers

For further details of this course, talk to **Mr Wright** or **Mr Margery**.