

THE BROXBOURNE SCHOOL



Achievement & Opportunity
for All

KS 4

COURSE INFORMATION

2012 - 2014

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Introduction

Key Stage 4 – Years 10 and 11 - is a critical time in every pupil's life. The results they obtain at the end of this period will have a major influence on their future career opportunities.

Clearly, it is essential that we help them to put this time, which amounts to little more than five terms, to the best possible use. The support offered to pupils both by the school and by parents can make an enormous difference, particularly in helping them to cope with the increased workload that Key Stage 4 courses bring.

This booklet aims to give parents information about what their child will be going through over the next couple of years. It outlines the demands that will be placed on them and offers some suggestions as to how parents can help. There are also details about how the school will provide information for parents to keep them informed of their child's progress and what the school will be doing to support and encourage pupils to do their best.

Key Stage 4 can be a demanding and pressurised time for pupils, but it also offers them great stimulation and interest. They have a greater say in what subjects they study and they are able to study these areas in greater depth and detail.

We believe that by working together as a partnership, the school and parents can ensure that pupils both enjoy their studies in Years 10 and 11 and also achieve their full potential.

What will pupils be studying in Key Stage 4?

- All pupils take:
 - English
 - Mathematics
 - Science
- All pupils also have 3 lessons of PE per fortnight (non-examined)
- All pupils take part in PSHCE / RE events which occur throughout the year
- In addition, pupils take courses in 4 or 5 other subjects, most of which they have chosen. The majority of these are GCSE courses:
 - Art: Drawing and Painting
 - Art: Graphics
 - Business Studies
 - Design and Technology: Food and Resistant Materials
 - Drama
 - French
 - Geography
 - German
 - History
 - Italian
 - Media
 - Music
 - Physical Education
 - Religious Studies
- We also run vocational BTEC courses in Business, Engineering, ICT and Sport.

What are GCSEs and vocational BTEC courses?

GCSE: GCSEs are graded A* - G.

For assessment purposes some GCSEs are divided into tiers. In those subjects where this applies, pupils are entered for the tier most suitable for their ability.

Vocational courses:

BTEC First Extended Certificate in Engineering, Science and OCR National Award in ICT are taught for 5 periods per fortnight. They are currently equivalent to 1 A* - C GCSEs but are graded as Pass/Merit/Distinction.

How will I know how my son / daughter is doing in their Key Stage 4 courses?

The school provides parents with information about their child's progress at regular intervals throughout Years 10 and 11.

Year 10



Induction Evening - September 20th



Parents' Evening – October 25th



Reports Home - May 22nd

Year 11

Target Setting Day

By the end of Year 10, pupils have covered enough of GCSE courses for teachers to set target grades in each subject.

On the first PSHCE Day in October all pupils attend a short interview with their tutor to discuss their targets for each subject and to set priorities. Parents are welcome to attend this meeting.

Parents are given a copy of these targets.

Full report

In addition to the target information, which parents receive at the beginning of Year 11, a full report, including Mock GCSE results, is sent out before the Parents' Evening.

Sixth Form Open Evening – mid-November.

This gives parents and children a chance to find out about courses offered by the school in the Sixth Form and what grades are required for entry. The school works closely with Connexions and our own Careers Co-ordinator Mr Lloyd is available to look at other alternatives.

Parents' Evening

This takes place in January and gives parents an opportunity to see every teacher. Pupils are required to accompany their parents to this meeting.

Revision Evening for parents

This takes place the week after the Parents' Evening in January. This meeting offers parents practical advice on supporting their children through the revision process. Pupils receive a similar talk during a PSHCE session.

Meeting with a senior member of staff – February.

Parents and pupils will be invited to an individual meeting with a senior member of staff to discuss options for the future and preparations for exams.

Parents are encouraged to speak to individual subject teachers or the Form Tutor or Head of Year, to discuss any issues concerning their son / daughter's progress in their studies.

Target setting

At the end of Year 10 pupils are set target grades in each subject they are studying. This is the grade that the teacher believes the pupil is capable of achieving with sustained hard work. It is the grade they should be aiming for. It is **not** a predicted grade.

Teachers use a variety of tools to reach the target grade they believe is most appropriate for your child. These include:

The quality of class work / homework
Internal marks for tests / specific pieces of work
Coursework grades

Exam results
YELLIS and FFT predictions

YELLIS is a system developed by the University of Durham for pupils aged 14 – 16. Pupils sit some tests at the beginning of Year 10 and these tests generate a predicted grade for each individual pupil for each of their subjects. The predicted grade is calculated by looking at how thousands of other pupils with similar test results performed previously in their final exams.

Grades are converted to a point scale:

Grade	U	G	F	E	D	C	B	A	A*
Points	0	15	22	28	34	40	46	52	58

For example, a pupil might be predicted 38. This would mean they are a borderline C/D pupil, but nearer a C than a D.

Fischer Family Trust (FFT) is an independent organisation contracted by the DFE to analyse performance of pupils at KS4. At Broxbourne we always achieve better results than achieved nationally and so we use Fischer Family Trust predictions based upon the progress made in KS4 by pupils in the top 25% of schools in the country.

It should be stressed YELLIS and FFT predictions are just two factors subject teachers take into account when deciding target grades for individual pupils.

How do teachers prepare pupils for the actual exams?

Pupils are given plenty of practice runs. The format of each exam and the arrangements for taking exams will both be familiar to your son / daughter before they sit the real thing. Below is a list of activities undertaken by pupils to prepare for their final exams:

Internal tests / activities

Year 10 exams – end of spring term

Year 11 Mocks – end of autumn term

Study Leave is provided for pupils in both years. This means that during the exams, pupils work at home and only come in for their actual exams.

Each subject will ensure requirements for coursework/controlled assessments or orals will have been explained in full.

COURSEWORK/CONTROLLED ASSESSMENT

What is coursework?

Coursework is work that is done before the written exam at specified times throughout the course.

It is marked by teachers and moderated by exam boards.

It can account for over 40% of a GCSE and 80% of BTEC courses.

It can be -

- a single piece of work
- a folder of 5 assignments
- a big project

Coursework is completed at different times in each subject.

In most cases coursework takes the form of a controlled assessment that has to be completed under classroom supervision.

There are 3 stages in coursework:

1. Explanation of task

All pupils will be given clear instructions about what is expected of them. It may be an essay, a write up of an experiment, a report on a particular issue, etc.

2. Preparation / Research

Before pupils begin, they will need to gather information or ideas together. A lot of this will be done at school, but also at home. This might include answering questions, re-reading chapters of a novel, research using the Internet / school library, learning vocabulary or a series of colour studies for Art.

The time put into preparation and research will often count towards the final mark. Pupils should prepare as thoroughly as possible for coursework tasks.

3. The actual assignment

This will vary from subject to subject and specific details for each subject are included in this booklet.

In some cases pupils are given an opportunity to redraft their work and in others this is not allowed. In most cases coursework and controlled assessments can be word-processed.

The completion of coursework and controlled assessments will fall under one of the following headings for each subject:

- All coursework and controlled assessments are completed in class time under supervision
- Preparation at home / written up in class
- A combination of classwork / homework

The chart on the following page outlines how coursework/controlled assessment is completed in each subject.

COURSEWORK / CONTROLLED ASSESSMENT IN DIFFERENT SUBJECTS

SUBJECT	What is to be done ?	When is it done?	How is it done?
ENGLISH	7 Controlled Assessments	Throughout the course	Class work under controlled conditions (sometimes held in exam hall)
SCIENCE (Double)	Practical investigations including researching, planning, collecting and processing data, analyzing and interpreting.	Autumn Y10 Spring Y10 Autumn Y11	Full day in class Full day in class Full day in class
SCIENCE (Triple)	Practical investigations including researching, planning, collecting and processing data, analyzing and interpreting. One practical investigation for each subject (Biology, Chemistry, Physics).	Autumn Y10 Summer Y10 Autumn Y11	Full day in class Full day in class Classwork / homework
SCIENCE (BTEC)	3 units with each including different assignments	3 units in Y9, Y10 & Y11	Classwork / homework
FRENCH	2 spoken assessments 2 written assessments	Speaking – Autumn Y10 and Autumn Y11 Writing – Spring Y10 and Summer Y10	Speaking – timetabled slot lasting 10 minutes Writing – in lessons
GERMAN/ITALIAN	2 spoken assessments 2 written assessments	1 in Year 10, 1 in Year 11 1 in Year 10, 1 in Year 11	Oral controlled assessments are timetabled on specific dates. Written controlled assessments are done in lessons.
GEOGRAPHY	2 pieces Issue based investigation Report based on fieldwork	Autumn Y10 Autumn Y11	Controlled assessment in class
HISTORY	1 essay based on historical knowledge and sources	Autumn Y11	Controlled assessment in class Controlled assessment in 4 hours – class Assessment – 1 full day – 4 hours.
MUSIC	2 x Composition 2 x Performance	Ongoing work from summer Y10 to end of spring Y11	Controlled assessments in class
PE	Practical assessment as a participant, official and leader in a minimum of 8 activity areas.	Autumn Yr 10 to Spring Yr 11	Controlled assessments during lessons
DRAMA	2x 6 hour workshops supported by a written portfolio.	Summer Y10 / Autumn Y11	Classwork / homework Theatre visit
ART GCSE	Portfolio of several projects	Throughout the course	Classwork / homework
BTEC ART	Six units which each include a different assignment	2 ½ units completed in Y10 with 3 ½ units in Y11	Classwork / homework
BUSINESS STUDIES GCSE	A pre-released investigation.	Summer Y10	Classwork / homework Research (6 week) Three hours in exam conditions

Cont'd ...

BTEC BUSINESS	Four units which each include different assignments per unit	Ongoing throughout Year 10 and 11	Classwork / homework
CAMBRIDGE NATIONAL CERTIFICATE IN ICT	3 portfolio units including 10 weeks of controlled assessment for each unit.	Ongoing work throughout Years 10 and 11	Classwork / homework
BTEC SPORT	Six units which each include different assignments per unit	Complete 3 units in Y10 and complete 3 units in Y11	Classwork / homework
BTEC ENGINEERING	Four units that incorporates various activities (both practical and written)	During lessons in Years 10 and 11	Classwork / homework
DESIGN TECHNOLOGY: FOOD	A Controlled Assessment Task (chosen from a list of Board Set Tasks) where students design, make and evaluate a range of food products.	July in Year 10 – Easter Year 11	Completed in school under supervision except for - some research, sensory evaluations and client testing.
DESIGN TECHNOLOGY: RESISTANT MATERIALS	A folder supporting a piece of practical work	September – March of Y11	Classwork / homework
BTEC MEDIA	A folder of assignments	Throughout Y10 and Y11	Classwork / location work

COURSEWORK / CONTROLLED ASSESSMENT SCHEDULE

Below is a rough guide to when different subjects will be undertaking coursework

YEAR 10

AUTUMN 1 ST HALF	AUTUMN 2 ND HALF	SPRING 1 ST HALF	SPRING 2 ND HALF	SUMMER 1 ST HALF	SUMMER 2 ND HALF
ICT Art English PE Media Studies BTEC Business BTEC Science BTEC Sport	ICT Art English French (Speaking and Writing) Geography PE Media Studies BTEC Business BTEC Science BTEC Sport Science (Double and Triple)	ICT Art English Italian PE Media Studies Music BTEC Business BTEC Science BTEC Sport	ICT Art English PE Science (Double and Triple) Media Studies Music BTEC Business BTEC Science BTEC Sport German/Italian (Speaking and Writing)	ICT Art English French Drama PE Design Technology Media Studies Music BTEC Business BTEC Science GCSE Business Studies	ICT Art English French / German/ Italian Drama Business Studies BTEC Business PE Music Design Technology GCSE Business BTEC Science BTEC Sport DT – Food

YEAR 11

AUTUMN 1 ST HALF	AUTUMN 2 ND HALF	SPRING 1 ST HALF	SPRING 2 ND HALF	SUMMER 1 ST HALF
History ICT Art English PE Design Technology Drama Geography Music BTEC Business BTEC Science BTEC Sport DT Food	ICT Art English German / Italian Design Technology Geography History Music Drama Science (Double and Triple) PE BTEC Science BTEC Business BTEC Sport	ICT Art English French / German Design Technology Music Physics BTEC Science BTEC Business BTEC Sport	ICT Art English French / German / Italian Design Technology Music Media Studies controlled test preparation BTEC Science BTEC Business BTEC Sport	ICT Media Studies controlled test preparation BTEC Science BTEC Business BTEC Sport

CONTROLLED ASSESSMENTS AND MODULAR EXAMS 2012-2013

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		Tues 13 Nov, pd 1-3 Fri 16 Nov, pds 3&4		Day 1 of Y10 Mocks		
Drama					Theatre visit and 2000 word essay 6 hours practical and 2000 word essay Needs ICT	Continuation of practical and written coursework
Business						6 weeks of research, ICT required, followed by 5 hrs in lessons, ICT not required.
French		Speaking – week beginning 26 Nov	Writing – Set 1: week beginning 7 Jan; Sets 2, 3 and 4: week beginning 21 Jan			Writing - week beginning 3 June
Italian			Writing Feb			Speaking - Jul
German			Writing Feb			Speaking - Jul
English	Mon 10 Oct, pd 5	Tue 20 Nov, pd 5				
Music		Composition 5 hours in lesson time	Composition 5 hours in lesson time	Performance Recordings 12 and 14 Mar		Composition recordings 26 and 27 Jun

PE (all in PE lessons)	Tue 2 Oct, pd 2 Wed 3 Oct, pd 3 Tue 16 Oct pd 2 Mon 22 Oct pd 5 Tue 23 Oct pd 3 Thur 25 Oct, pd 2	Thur 15 Nov pd 2	Wed 30 Jan pd 3	Thur 7 Feb pd 2		
ICT	Unit R002 – 10 hours				Unit R005 – 10 hours	
DT						Jul-Mar of Y11 40 hrs of practical work
EXAMS						
Maths		6, 8 and 12 Nov		27 and 28 Feb, 4 and 5 Mar		
English					4 Jun	
Science			24 Jan, Double and Triple Science		23 May Core Science Unit 2	10 Jun Core Science Unit 1 resit

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		1 day + 1 hour at beginning of Y11 mock				
Drama	6 hours practical and 3 hrs writing Needs ICT					
Geography	Fieldwork late September All assessment in class, ICT required					
History		8 hrs: begin on Mon 5 Nov in lessons (6 consecutive hrs) + Mon 19 Nov 1 hr after school + Tue 20 Nov 1 hr after school)				
French		Speaking: week beginning 22 Oct				
Italian				Speaking: first week after Feb half term		
German				Speaking: first week after Feb half term		
Music	Composition 5 hours in class	Composition 5 hours in class Performance 1 recordings 20 and 22 Nov		Composition Recordings 5 and 7 Mar Performance Recordings 21 and 22 Mar		

English	Monday 8 Oct pd 5	2 hours during Y11 mocks?	English orals (as per usual) mid Feb			
PE	Practical – dates TBC	Practical – dates TBC	External moderation			
EXAMS						
Maths		6, 8 and 12 Nov		27 and 28 Feb, 4 and 5 Mar		
Science			22 Jan – additional Science Unit 1			
Geography			21 Jan			
French			Listening and Reading 9 Jan			

GCSE		
SUBJECT	BOARD	AWARD
ART:		
FINE ART	EDEXCEL	2FA01
GRAPHIC COMMUNICATION	EDEXCEL	2GC01
BUSINESS STUDIES	WJEC	4080
D&T:		
FOOD TECHNOLOGY	AQA	4547
RESISTANT MATERIALS	EDEXCEL	2RM01
DRAMA	EDEXCEL	2DR01
ENGLISH	AQA	4702
ENGLISH LANGUAGE	AQA	4707
ENGLISH LITERATURE	AQA	4712
GEOGRAPHY B	OCR	J385
HISTORY B	OCR	J417
MATHS (MODULAR)	AQA	4362
LINEAR	EDEXCEL	1MA0
MFL:		
FRENCH	AQA	4658
GERMAN	AQA	4668
ITALIAN	AQA	4633
MEDIA	AQA	4812
MUSIC	EDEXCEL	2MU01
PE (SINGLE AWARD)	AQA	4892
PE (DOUBLE AWARD)	AQA	4894
RE B	OCR	J621
GATEWAY SCIENCE B:		
BIOLOGY B	OCR	J263
CHEMISTRY B	OCR	J264
PHYSICS B	OCR	J265
SCIENCE B	OCR	J261
ADDITIONAL SCIENCE B	OCR	J262
BTEC:		
APPLIED SCIENCE (FIRST EXT CERT)	EDEXCEL	DN219
BUSINESS STUDIES (FIRST EXT CERT)	EDEXCEL	DY438
ENGINEERING FIRST (EXT CERT)	EDEXCEL	EJ093
SPORT (FIRST EXT CERT))	EDEXCEL	FK213
ICT (CAMBRIDGE NATIONALS)	OCR	4677

What can parents do to support their child in KS4?

Interest and encouragement

Taking an interest in their work and encouraging them to try their best will give your child confidence and good self-esteem. Keeping calm and supportive might prove difficult at times, and the temptation to nag can be hard to resist. Certainly, there may be times when you have to put your foot down, but you may find you are more successful when you find opportunities to celebrate their success and use incentives and encouragement.

Time management and organisation

This is the key area where parental support can make that all-important difference. Your son / daughter will experience times of great pressure and feel overwhelmed by the task ahead. If a systematic approach to homework has been set up, this may be minimised and it may prove easier to find solutions together. The best time for pupils to start work is shortly after returning home from school after a short break. This then opens up the whole evening, rather than trying to cram all their work in after 8pm or on a Sunday evening. Included are some ideas for breaking the evening and weekend down into time slots.

Equally, some pupils need support in organising their work. A bedroom full of piles of notes or books is not going to provide an incentive to get started on homework or a good starting point for later revision. Encourage them to file their work away into folders or drawers for separate subjects as this allows them to take a greater responsibility for their own learning.

Checking homework

Pupils have a planner and you should still sign this each week. The planner becomes doubly important in Key Stage 4 as deadlines for homework are often longer and unless homework is clearly written down when it is set, it is very easy to lose track of due dates and exact instructions. The planner also provides both pupils and their parents with a planning tool for completing work and managing coursework requirements.

Taking an active interest in homework tasks is beneficial to you both. Parents are kept abreast of what their child is doing and pupils know their parents may want to see their work.

It's a fine line between criticism and positive feedback at times, but encourage your son / daughter to use you as a sounding board. Reading through their answers may alert them to errors. Getting them to explain their answers to you allows them to secure their learning. If you are concerned about the quality of a piece of work, you should discuss it with your child whilst remembering to be as positive as possible.

Revision

Online Learning at www.samlearning.com

The school subscribes to SAM Learning, an on-line learning service that can be used at home and at school.

Students have full use of this service free of charge. It is much better for learners to revise actively. Using revision websites with practice questions and mark schemes helps to improve understanding and performance.

Learners need three details to login:

School ID	EN10BS
User ID	Date of birth followed by two initials, first name and last name. Example: 010885DJ is the User ID for David Jones born 1 st August 1985.
Password	Initially same as User ID, you should change your password as soon as you login

We hope you will encourage your son or daughter to take full advantage of this service at home and at school.

Other online resources are recommended by subjects in the pages that follow.

Equipment

It is essential for pupils to be fully equipped for lessons. The occasional check from you may remind them to tell you their highlighters have run out or that they have lost their ruler again. A scientific calculator is essential and we recommend pupils carry a dictionary around with them. Each subject will have specific equipment requirements and if key books are left at home, it may seriously hamper a pupil's progress in a lesson.

Environment

Offering a supportive environment at home for study will greatly assist your child's learning. A quiet place to work with minimum distractions is advisable. Negotiate TV, phone-calls, computer games, Internet access around homework wherever possible.

Managing workload

Homework is a vital part of the next two years, but it is also important for your son / daughter to pursue other interests and have plenty of free time. Your child should have filled their homework timetable in their planner. This will help you to be aware of what work they should be receiving each week. If they haven't filled in their homework timetable yet – badger them! A copy should be on display in their form room.

This is possible as long as they are organised.

Below is an example of how you can help your son / daughter to organise their work around other commitments.

EXAMPLE –

Jack is in Year 10, loves sport and likes spending time with friends.

FIXED POINTS IN HIS WEEK:

Football training – Tuesday 7.30 onwards

Rugby at school – Thursday until 6.00

Workload by end of Thursday

English coursework essay – two weeks to do it.

Art – colour studies – no fixed deadline yet

Maths – end of unit test – next Wednesday

History – notes for Tuesday

WEEKEND PLANS

Out – Friday / Saturday evenings

Visit grandparent Sunday afternoon

Jack's weekend : How is he going to fit it all in?

His weekend currently looks like this:
(The shaded areas show when he's not available to do homework)

	AM	PM	EVENING
FRI	At school	At school	Out
SAT			Out
SUN		Visit grandparent	

Jack has some time on both days to work. However, it all looks a bit daunting. He's reluctant to get down to it because he doesn't think he's got enough time.

As Jack's parent, there is room for negotiation and an opportunity to talk about workload if we look at a slightly different model:

	Morning		Afternoon		Evening	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
FRI	At school			French	History	Out
SAT	English	English		Maths		Out
SUN	Art	Art	Visit grandparent			

In this version, by breaking down the sessions into two halves, Jack has been persuaded to see there is still time on Friday and Saturday evenings (e.g., until 7.30) to do some work before he goes out. Together with his parents he has taken the list from his planner and found a way of fitting it all into the weekend and still have free time left. Now Jack is more willing to make an effort.

This planning sheet could also be used for evenings in the week. Simply split the evening into one hour slots:

TUESDAY EVENING

SUBJECT	4.30 –5.30	5.30 –6.30	6.30 –7.30	7.30 –8.30	8.30 –9.30
Maths				Free time	
History					
French			Tea		
Art					

You might wish to photocopy these blank planners and try using them with your child.

SUBJECT	4.30 –5.30	5.30 –6.30	6.30 –7.30	7.30 –8.30	8.30 –9.30

	Morning		Afternoon		Evening	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
FRI						
SAT						
SUN						

GCSE and Vocational course outlines

These include details of the content of each course, equipment required, how it will be assessed and the nature of coursework.

ART & DESIGN: PAINTING & DRAWING GCSE

THE COURSE

Projects are set which promote the understanding of painting and drawing including observation investigation and experimentation of tone, form, colour, surface effects and composition. Units of work are set on themes of movement, townscapes, food and drink, leisure and entertainment, to create artworks which may be paintings on paper and canvas or use of mixed materials. Self-expression and willingness to be daring are more important here for a high level of success.

Knowledge and understanding of artists and designers' work is an essential element of the course because it develops critical awareness and enhances the confidence of pupils to undertake their own work.

ASSESSMENT

Classwork and homework

Assessed pieces are marked out of 20 or graded A – G as appropriate to the type of work. A written comment accompanies these marks to confirm the achievement and give guidelines for future development.

Year 10 exam

The Year 10 examination is a three hour test piece from preparatory studies combined with a coursework assessment. The marks from this exam do not contribute to the final GCSE grade. It is an internal exam.

Coursework 60%

This involves a sequence of projects over the two years. Each project requires:

- research,
- initial plans, drawings and 'roughs'
- developed ideas in different colours, techniques and methods
- written evaluation
- presentation / mounting

Work is completed both as class and homework. Each project will require approximately three hours work per week in addition to time spent in lessons.

Exam 40%

- Preparatory and developmental studies from the timed exam including historical and critical studies. Pupils are given their examination paper **before the Easter Holidays** in order to undertake the necessary research for examination in early May.
- A final exam to be undertaken in 10 hours i.e. 3 morning sessions. **Pupils cannot sit their final exam without preparatory studies.**

Pupils' work is marked internally and moderated externally. The work is presented as a display in June/July to which parents, friends and pupils are invited to view the candidates' achievements.

TEACHING GROUPS

Pupils are taught in mixed ability groups.

EQUIPMENT

Pupils must have 2B drawing pencils, a soft eraser, black fine line pen, paint brush and set of acrylic paints, colouring pencils, A3 folder for homework and an A2 folder for class work. Packs of equipment may be ordered from the department.

OTHER INFORMATION

Visits to galleries and places of visual interest are encouraged throughout the course.

ART & DESIGN: GRAPHIC DESIGN GCSE

THE COURSE

Projects are set which promote the understanding of graphic design including investigation and experimentation of layout, space, line, letter shape, negative and positive interplay, texture, pattern, colour contrast and harmony. Units of work are set on themes of movement, townscapes, food and drink, leisure and entertainment, to create advertising literature, posters, corporate identities, leaflets, packaging designs and labels. Accuracy and the appropriate use of media are of fundamental importance to the assessment of the pupil's work. The use of computers to aid design is integrated into the pupils' coursework.

Knowledge and understanding of artists and designers' work is an essential element of the course because it develops critical awareness and enhances the confidence of pupils to undertake their own work.

ASSESSMENT

Classwork and homework

Assessed pieces are marked out of 20 or graded A – G as appropriate to the type of work. A written comment accompanies these marks to confirm the achievement and give guidelines for future development.

Year 10 exam

The Year 10 examination is a three hour test piece from preparatory studies combined with a coursework assessment. The marks from this exam do not contribute to the final GCSE grade. It is an internal exam.

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This involves a sequence of projects over the two years.

Each project requires

- research,
- initial plans, drawings and 'roughs'
- developed ideas in different colours, techniques and methods
- written evaluation
- presentation / mounting

Work is completed both as class and homework. Each project will require approximately three hours work per week in addition to time spent in lessons.

Exam 40%

- Preparatory and developmental studies from the timed exam including historical and critical studies. Pupils are given their examination paper **before the Easter Holidays** in order to undertake the necessary research for examination in early May.
- A final exam to be undertaken in 10 hours i.e. 3 morning sessions. **Pupils cannot sit their final exam without preparatory studies.**

Pupils' work is marked internally and moderated externally. The work is presented as a display in June/July to which parents, friends and pupils are invited to view the candidates' achievements.

TEACHING GROUPS

Pupils are taught in mixed ability groups.

EQUIPMENT

Pupils must have 2B drawing pencils, a soft eraser, black fine line pen, paint brush and set of designers' paints, colouring pencils, A3 folder for homework and an A2 folder for class work. Packs of equipment may be ordered from the department.

OTHER INFORMATION

Visits to galleries and places of interest are encouraged throughout the course.

UNENDORSED ART & DESIGN GCSE

THE COURSE

This course combines painting and drawing, and graphic design. It is a single GCSE but has been allocated double time (10 hours a fortnight). Units of work based on different assignments must be completed in the 2 years. Some units are strictly painting and graphics or 3-D use of materials whilst others are a mixture of painting and graphics and 3-dimensional work. The units of work will include:

Letterheads, Christmas cards, sculpture, history of art and design, painting based on art movements and styles and poster design.

ASSESSMENT

Pupils must imaginatively use mark making and making skills to communicate ideals creatively and be able to describe formal elements, materials and techniques using technical terms. Assessment will be ongoing throughout the course with an external verifier moderating in the spring term.

Year 10 exam

Students will be required to complete an aspect of their assignment in a 5 hour session. This will contribute to their assessment programme.

Coursework 60%

Coursework is based on assignments. Each assignment will include a student brief and dates for stages of completion.

Students will be required to use a wide range of media to express ideas.

Exam 40%

- Preparatory and developmental studies from the timed exam including historical and critical studies. Pupils are given their examination paper **before the Easter Holidays** in order to undertake the necessary research for examination in early May.
- A final exam to be undertaken in 10 hours i.e. 3 morning sessions. **Pupils cannot sit their final exam without preparatory studies.**

Pupils' work is marked internally and moderated externally. The work is presented as a display in June/July to which parents, friends and pupils are invited to view the candidates' achievements.

TEACHING GROUPS

Pupils are taught in mixed ability groups.

EQUIPMENT

Pupils must have 2B drawing pencils, a soft eraser, black fine line pen, paint brush and set of designers' paints, colouring pencils, A3 folder for homework and an A2 folder for class work. Packs of equipment may be ordered from the department.

OTHER INFORMATION

Visits to galleries and places of interest are encouraged throughout the course.

BUSINESS STUDIES GCSE

THE COURSE

The GCSE course is based upon a core Business Studies exam (covering all units) worth 75%, and controlled assessment based on a pre-released investigation worth 25%.

This specification is designed to deepen candidates' understanding of the way in which businesses operate in a dynamic, changing and competitive environment. This understanding is rooted in current business theory and practice, and reflects the integrated nature of organisations and their decision making.

The business concepts covered include:

- The Business Framework (sole traders, partnerships and limited companies);
- Businesses and their Customers (the marketing mix, market research and the product life cycle);
- Producing Goods and Services (production methods, improving quality and efficiency and break-even analysis);
- Human Resource Planning (recruitment, motivation, pay and trade unions);
- The External Environment (government policy, the economy, social change, technology, the environment and legislation);
- Business Finance (cash flow, profit and loss, balance sheets and sources of finance).

ASSESSMENT

Core Business Exam – 75%

One exam (2 hours), covering all modules taught. Taken at the end of Year 11. (Higher and Foundation tier available).

Controlled Assessment – 25%

A pre-released investigation, researched over a six week period. Followed by 3 hours in examination conditions analysing and evaluating the data collected. This will be completed at the end of Year 10. This is normally linked to a field trip to provide additional research.

In addition, students will receive regular assessments and tests in line with school policy to assess progress.

TEACHING GROUPS

Pupils are taught in mixed ability classes

EQUIPMENT

Pupils are expected to bring calculators as well as the usual pens, pencils and rulers etc. Colours are also useful. When completing the controlled assessment a memory stick would be a useful purchase to transfer work between school and home computers.

OTHER INFORMATION

The knowledge gained from taking this course relates to the real world of business and the community at large. Students will develop key skills such as ICT and communication through the delivery of presentations e.g. Dragon's Den style exercises. Students will also have the opportunity of organising a business activity during Enterprise Week in Year 10.

BTEC BUSINESS

THE COURSE

The BTEC qualifications (examining board Edexcel) are designed to provide specialist work related qualifications in vocational areas. This course provides students with knowledge, understanding and skills necessary to prepare learners for employment or continuation on to further education, including possibly sixth form.

Learners have the opportunity to develop skills to support and build relationships with a wide variety of internal and external customers in a range of business environments. Specialist areas covered include:

- Exploring business purposes (including types of ownership, functional areas and aims and objectives)
- Developing customer relations (looking at the importance of customer service)
- Investigating Financial control (examining break even; cash flow and financial security)
- Business communication (examining the importance of communication in business)
- Providing business and administrative support (looking at the role of administration)
- Doing business on-line (looks at the issues involved in e-commerce)

ASSESSMENT

The BTEC First Extended Certificate in Business consists of two mandatory units and two optional units over the two year programme. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentations in addition to one external exam. This allows learners to receive feedback on their progress throughout the course as they provide evidence of grading criteria. The one unit BTEC Business is designed to be of a standard equivalent to one GCSE.

Students undertake a one week work experience placement in the summer term of Year 10.

TEACHING GROUPS

Pupils are taught in mixed ability groups.

EQUIPMENT

Pupils are expected to bring calculators and the usual pens and pencils. The purchase of a memory stick would be useful, to enable students to transfer work between school and home computers.

OTHER INFORMATION

A work placement for one week is integrated into the course. In addition, a field visit linked to a unit of study is usually offered.

DESIGN TECHNOLOGY: FOOD GCSE

THE COURSE

This course focuses on the design and manufacture of new food products – from the initial idea and research, to the packaging and marketing of the finished product. Extended topics include – Bread Design and Manufacture; Vegetarianism; Food Hygiene; Sauces and Toppings; Food Labelling and Packaging; Food Testing; Product Development.

Practical work is a major part of the course with pupils developing their skills through a series of focussed practical tasks, where they adapt existing recipes and invent new ones.

ASSESSMENT

Classwork and homework

Pupils' work is regularly noted and recorded by the teacher and tasks are differentiated to match their ability. Major projects are graded. Homework is used to increase subject knowledge and to judge the level of comprehension. Homework may be stand-alone tasks lasting 30 minutes – 1 hour or extended project work lasting several hours over a period of time. Homework may also include the organisation and preparation needed for practical activities. Pupils are encouraged to increase their knowledge of the subject through independent reading.

Formal examination: 40% of the GCSE

At the end of Year 10, pupils will be given a 2 hour paper based on GCSE questions, on topics covered so far. The 'mock' GCSE exams in the December of Year 11 will be an actual past GCSE paper. The examination paper is un-tiered. A*-G grades are available.

Controlled assessment: 60% of the GCSE

Year 11 pupils will have 40 hours to complete a Design and Make activity of their choice (closely supervised by their teacher). The controlled assessment is completed in 3 stages. Pupils are given clear guidelines as to what should be included in each stage, with a 'deadline' to meet. Pupils will be made aware of the mark scheme and the marking criteria. The controlled assessment is a vital component to the subject as it accounts for a substantial proportion of the final mark. An after school Controlled Assessment Club will be available. Parents will be informed if a student fails to meet a 'deadline'.

TEACHING GROUPS

Pupils are taught in mixed ability groups.

EQUIPMENT

Pupils will need to provide food ingredients for practical activities. They will, as in all lessons, require a range of pencil types, rule, colour pencils and compass. It is helpful if pupils have access to a computer and printer at home. Students are required to buy a textbook for use throughout the course.

DESIGN TECHNOLOGY: RESISTANT MATERIALS GCSE

THE COURSE

This course is concerned in practical techniques and knowledge of working with wood, metal and plastic. The practical techniques involved in the subject include computer aided design and manufacture. The subject requires an ability to use the standard hand tools and machine and these skills are developed through a series of quality projects over Year 10. We look at the theoretical aspects of the materials, tools and machine that we use and the reason why they are chosen to perform certain jobs. Technology is developing fast and the way in which items are produced is changing rapidly. The course acknowledges this and represents this with the students designing and manufacturing products using computers.

ASSESSMENT

Classwork and homework

Work is regularly noted and recorded by the teacher and tasks are adjusted to improve the pupil's performance. Homework is used to increase subject knowledge and to judge the level of comprehension. Each piece of homework should take 45 minutes to complete so that the work can be assessed at GCSE standard. Homeworks are set each week and expected for a lesson in the following week. Planning is a key demand required for the subject and during various tasks pupils will need to identify the stages to be completed for success.

Unit 1: Creative Designs and Make Activity: 60% of the GCSE

Students will carry out Design and Make activities throughout Year 10 to build up their skills.

Year 11 pupils will have 40 hours to complete a Design and Make activity of their choice (closely supervised by their teacher). Pupils are given a list of folder expectations and associated deadlines. Once the folder is completed the make is undertaken with a final deadline of the first week after February half term. Coursework is a vital component of the subject as it carries a high proportion of the final marks.

Unit 2: Written examination: 40% of the GCSE

At the end of Year 11, pupils will be entered for Unit 2, Knowledge and Understanding. This paper will last for 2 hours and cover the complete specification set out by EDEXCEL.

Grades available

A*-D

C-G

TEACHING GROUPS

Pupils are taught in mixed ability groups.

EQUIPMENT

Pupils will need to provide an apron, range of pencil types, rule, colour pencils and compass for lessons. It is helpful if pupils have access to computers at home as the school will offer pupils free CAD software.

OTHER INFORMATION

Throughout Year 10, pupils will have opportunities to go on visits to museums, universities and companies. This will bring a greater depth to their D & T experience. As **quality** is the key word in Design and Technology, pupils' A3 work should be presented in an A3 flip file which can be bought from the department.

DRAMA GCSE

THE COURSE

In GCSE Drama pupils explore ideas and issues through drama and are encouraged to appreciate and enjoy dramatic texts. Pupils enhance and develop skills in a variety of areas including improvisation, role play, rehearsed presentations, movement and gesture. They look at different ways to bring a script alive on stage. Pupils will need to demonstrate an ability to work creatively with others as part of a team. There will be at least one organised visit to a live production which pupils must attend. In the second half of the course pupils will need to attend rehearsals at lunchtime and the end of the school day, in order to prepare for the performance exam.

ASSESSMENT

Exams 40%

The final examination takes the form of a practical performance. Pupils can be examined on acting and performance skills or on design and technical skills (stage design, costume, lighting or sound). The play is performed in front of an audience and an examiner.

Coursework 60%

This consists of practical work and a written portfolio of evidence, including a written evaluation of a theatrical event.

Pupils take part in two six hour workshops. During the workshops, their performance and written work is assessed by the teacher and moderated by the exam board.

In the first workshop pupils improvise work based on a range of material. The second workshop involves the study of the text of a play. Again, practical work and the written portfolio are assessed. Assessment takes place in the last term of Year 10 and first term of Year 11.

TEACHING GROUPS

Drama is taught in mixed ability classes.

HOMEWORK

In Year 10 pupils will be required to assess through written work the drama experienced in lessons. Initially, written homework task will prepare pupils for the coursework assignments. The first pieces of written coursework must be completed in the final term of Year 10. The second half of the written coursework must be completed in the autumn term of Year 11. The final draft of the written coursework will be produced in school under controlled conditions but much of the preparatory work will be completed for homework. In the last two terms of the course homework will consist of learning lines and attending rehearsals to prepare for the final examination.

BTEC ENGINEERING

THE COURSE

The course aims to give students the opportunity to gain the knowledge, understanding and skills required to work in an engineering environment.

This course follows the BTEC Extended Certificate in Engineering course offered by Edexcel. The course is equivalent to two GCSEs and is designed to be studied five lessons a fortnight. Four units of study are offered:

- Working Practices in Engineering
- Using and Interpreting Engineering Information
- Using Computer Aided Drawing Techniques in Engineering
- Electronic Circuit Construction and Testing

Students undertake practical projects using engineering and electronic materials, processes, equipment and machines.

ASSESSMENT

There is no final examination and students are continually assessed through a range of different activities including assignments and project work. This work is assessed and verified by an external moderator.

TEACHING GROUPS

Students are taught in mixed ability groups.

EQUIPMENT

Students are required to bring the usual school equipment to lessons. A USB memory stick for transferring work would be beneficial.

ENGLISH AND ENGLISH LITERATURE GCSE

HOW THE COURSE IS ORGANISED

At KS4 pupils will follow one of two pathways: some will take a single GCSE in English; the majority will study a combined GCSE English Language and GCSE English Literature course over two years, resulting in two GCSE qualifications. The decision will be made whether to enter pupils for Higher Tier examination or Foundation Tier examination at a suitable point in the course.

PATHWAY ONE

GCSE ENGLISH LANGUAGE

GCSE English Language helps pupils to develop their reading, writing, speaking and listening skills. They practise understanding and using non-literary language and are expected to show an appreciation of media forms such as newspapers, magazines, television and digital media. Pupils must be able to write creatively, as well as writing for particular audiences and particular purposes. They will also undertake an investigation into the use of spoken language in the modern world. A major part of the course involves pupils delivering speeches and taking part in discussions, both of which contribute to the final grade.

Pupils are assessed by a single exam at the end of the course (40%) and a range of Controlled Assessment tasks throughout the course (60%).

GCSE LITERATURE

GCSE English Literature encourages close study of literary texts, including Shakespeare, a novel from a different culture, a modern play and a range of English Heritage and contemporary poetry.

Pupils are assessed by two exams at the end of the course: the first requiring them to write about the novel and the modern play; the second focusing on a selection of poetry studied in class, as well as responding to an unseen poem (75%). They are also assessed by a single Controlled Assessment requiring them to compare a Shakespeare play with another text from the English Literary Heritage (25%).

PATHWAY TWO

GCSE ENGLISH

GCSE English helps pupils to develop their reading, writing, speaking and listening skills. They practise understanding and using non-literary language and are expected to show an appreciation of media forms such as newspapers, magazines, television and digital media. Those taking single English will be expected to respond to a play by Shakespeare, a modern novel from a different culture and a range of poetry. They will also be given the opportunity to write creatively as well as writing for particular audiences and purposes.

Pupils are assessed by a single exam at the end of the course (40%) and a range of Controlled Assessment tasks throughout the course (60%).

EQUIPMENT

Pupils are provided with an exercise book and folder; they are expected to bring these to every lesson. In addition, throughout the course pupils will be given plays, novels and poetry anthologies which they should bring with them when required. Needless to say, a fully-stocked pencil case is a prerequisite for successful learning at GCSE.

INDEPENDENT LEARNING

In order to be successful learners, the English department places much emphasis on independent learning. Pupils are expected to read a range of texts outside of those studied for assessment. They should use recommended resources, such as Moodle, to extend their skills and understanding.

FRENCH GCSE

COURSE CONTENT

We follow the AQA GCSE course and students therefore study a range of topics within four contexts: lifestyle; leisure; home and environment; work and education.

ASSESSMENT

Students are assessed in the four skills of language learning as follows:

- Listening – an externally-assessed exam at the end of the course, 20% of the final grade;
- Speaking – students undertake two spoken assessments with their teacher of around five minutes in exam-conditions and in total this is worth 30% of the final grade;
- Reading – an externally-assessed exam at the end of the course, 20% of the final grade;
- Writing – students undertake two written controlled assessments throughout the course. For each task, students must write between 200 and 300 words in exam conditions and in total this is worth 30% of the final grade.

Listening and reading exams are graded by foundation and higher tier, but for speaking and writing all students have the same, teacher-set titles.

TEACHING GROUPS

Pupils are grouped by ability in order to allow teachers to target their resources to the most relevant level. However, there is regular discussion between teachers and assessment of student performance in order to ensure that all students are entered for the correct tier for listening and reading exams, and students can access all grades for speaking and writing tasks.

HOMEWORK

Homework is set once a week and students are expected to dedicate a minimum of 30 minutes each week to French. In the run-up to the four controlled assessment tasks, students are likely to increase the amount of time spent learning. Furthermore, there are many online resources which can bolster student performance at GCSE and motivated, independent learners can improve their performance by regularly accessing these.

EQUIPMENT

Pupils are expected to have the following equipment in every French lesson: red best and yellow rough book; pencil case; planner. In addition, students may wish to purchase a Collins Easy Learning French Dictionary. Textbooks are now to be kept in school, but students may organise to borrow them should they wish. The library has been recently restocked with French books, magazines and films for students to use to extend their learning.

OTHER INFORMATION

The French department regularly contacts parents regarding deadlines and student performance. We recommend the following websites: www.linguascope.com (username: brock password: badger013); www.samlearning.com; www.bbc.co.uk/GCSEbitesize; www.wildfrench.co.uk; www.ashcombe.surrey.sch.uk. There are also some invaluable grammar resources available on the school system for students to put onto memory stick, should they wish. We intend to move these onto Moodle this academic year.

GEOGRAPHY GCSE

COURSE CONTENT

GCSE Geography provides pupils with the opportunity to investigate many of the major issues that currently face today's citizens. It also looks ahead to the changes that are likely to affect pupils as the citizens of the future. There is a strong focus on the ideas of sustainability, environmental responsibility and decision making.

The units of study include –

- Rivers and Coasts
- Population and Settlement
- Natural Hazards
- Economic Development

Fieldwork is a crucial element of Geography and is a highlight of the course for many pupils. It also enables them to see Geography in the real world.

ASSESSMENT

Exams (75%)

There are 2 exams: A written paper (50%) and a decision-making paper (25%).

Controlled Assessment (25%)

Controlled assessment comprises of:

- Fieldwork focus (25%)

Coursework is based on a three-day field trip, in September of Year 11, to the Dorset coastline to collect data.

Pupils then produce a report based on a question set by the exam board.

Three weeks of lessons are spent preparing for the field work.

After the field trip, pupils spend four weeks, in lessons and for homework, writing their report.

TEACHING GROUPS

Pupils are taught in mixed ability groups with differentiated materials and resources to enable pupils of all abilities to be challenged and stretched.

EQUIPMENT

Pupils should be fully equipped for lessons with the usual writing materials, including pencil crayons for shading, and calculators.

GERMAN GCSE

THE COURSE

The GCSE course covers the following four areas of experience:

Lifestyle
Leisure
Home and Environment
Work and Education

ASSESSMENT

There are two tiers in the assessment scheme: Foundation and Higher Tier.

Foundation Tier assesses grades	C - G
Higher Tier assesses grades	A* - D

Listening and Reading (40%)

All pupils sit a listening and reading exam at the end of Year 11 which constitutes 40% of the total marks.

Speaking and Writing (60%)

Both the spoken and written elements of the course (30% each) are assessed by controlled assessments which occur at regular intervals throughout Years 10 and 11. There will be two spoken and two written assessments and the best two in each skill will be submitted at the end of Year 11.

TEACHING GROUPS

German is taught in mixed ability groups.

HOMEWORK

Homework is set twice a fortnight and will usually last between 30 and 45 minutes. Homework will include some written tasks but often learning vocabulary and oral work.

EQUIPMENT

Pupils are provided with a copy of 'Echo 4'. Pupils will use three exercise books: a best book, a vocabulary book and an exam preparation book for all the work relating to the oral and written coursework. In addition there is a workbook containing extra reading and writing exercises. Pupils are allowed to use dictionaries in the coursework but in no other exam. A dictionary at home is very helpful to enable pupils to develop their reading.

OTHER INFORMATION

There is a homework CD available for pupils who wish to do extra practice in listening tasks. Revision booklets for vocabulary, speaking and grammar are available through the languages department.

There is an exchange visit to Germany for all pupils studying German in Year 10.

HISTORY GCSE:

Modern European and World History

Modern World

COURSE CONTENT:

Paper 1: International Relations and Depth Study (45%)

- a) The Cold War 1945 – 1975
- b) The USA 1945 – 1975: Land of Freedom

Paper 2: Source investigation: British Depth Study (30%)

- a) How has British Society changed 1890 – 1918?

Controlled Assessment: Historical Enquiry (25%)

This is based on a depth study Germany 1918 -1945.

These topics have been chosen because they are particularly interesting and relevant for our students. They help to develop an understanding of the different social, cultural and political issues that are crucial to the world in which we live today. The course also enables students to develop their ability to research and argue a balanced and substantiated point of view – skills valued in all walks of life but particularly in the fields of law, journalism and business.

We make good use of audio-visual and printed material as well as the ICT facilities within the school.

ASSESSMENT

Paper 1 is a 2 hour written exam and is worth 45% of the final grade.

Paper 2 is a 1 hour 30 minutes written exam and is worth 30 % of the final grade.

The controlled assessment is completed in the classroom under the supervision of the subject teacher. Students are required to assess a number of historical sources and write an extended piece of work discussing the use of these sources in response to a set question. It is an opportunity for these students to do some 'real' History. This is worth 25 % of the final grade.

ITALIAN GCSE

THE COURSE

The GCSE course covers the following four main topic areas:

- Lifestyle
- Leisure
- Home and Environment
- Work and Education

ASSESSMENT

There are two tiers in the assessment scheme: Foundation and Higher Tier.

Foundation Tier assesses grades	C - G
Higher Tier assesses grades	A* - D

Listening and Reading (40%)

All pupils sit a listening and reading exam at the end of Year 11 which constitutes 40% of the total marks.

Speaking and Writing (60%)

Both the spoken and written elements of the course (30% each) are assessed by controlled assessments which occur at regular intervals throughout Years 10 and 11. There will be two spoken and two written assessments which are submitted at the end of Year 11.

TEACHING GROUPS

Italian is taught in mixed ability groups.

HOMEWORK

Homework is set three times a fortnight and will usually last between 30 and 45 minutes. Homework will include some written tasks but will often include listening, learning vocabulary and oral work.

EQUIPMENT

Pupils are provided with a copy of the 'Amici' textbook. Pupils will use three exercise books: a best book, a vocabulary book and an exam preparation book for all the work relating to the controlled assessments. In addition there is a workbook containing extra reading, listening and writing exercises (obtainable from Finance) for which we ask parents to make a contribution. The Listening exercises have sound files on the school's Moodle. Pupils are allowed to use dictionaries in the coursework but in no other exam. A dictionary at home is very helpful to enable pupils to develop their reading.

OTHER INFORMATION

There is a study visit to Urbania, Le Marche for all pupils studying Italian in Year 10.

OCR CAMBRIDGE NATIONAL CERTIFICATE IN ICT

THE COURSE

This is a reputable and universally recognised vocational qualification. OCR Nationals candidates practise and develop strong transferable skills vital for the modern workplace, gaining genuine insight into a variety of exciting sectors and industries. The Cambridge National Certificate is equivalent to one GCSE at grade 'C' or above. For more information on grades refer to the section below: 'Other Information'.

The course is taught in five lessons per fortnight and covers the following four units:

Unit R001 – Understanding Computer Systems: As the first core unit and a foundation for others, this unit will give students a solid base to develop knowledge and understanding of computer systems in a variety of different contexts and the implications of working with data to enable them to use computers effectively. Their regard for their own personal data security and for the security of the data of others will be increased and, overall, learners will be more informed users of computers making them more effective participants in business and social life.

Unit R002 – Using ICT to Create Business Solutions: This unit will enable learners to develop ICT skills that would equip them to operate effectively in a business environment. This unit complements unit R001. Learners will develop the ability to create a variety of essential business documents in different software packages, including DTP, spread sheet, database and presentation software. They will also learn to communicate effectively using email and search the internet efficiently for information.

Unit R005 – Creating an interactive product using multimedia components: This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating webpage, or interactive product. Learners will develop the skills to plan, design, create and complete usability testing using appropriate software. Interactive products are used widely in everyday life; from visiting a website, ordering online products, using mobile phone applications, e-learning products or playing computer games. On completion of this unit learners will be able to show how their interactive product meets both the user needs and extends their capability within the use of applications software.

Unit R007 – Creating dynamic products using sound and vision: 21st century technology such as gaming technologies, mobile phone apps, media marketing technologies and web-based technologies make great use of dynamic specialist technologies to differentiate their products for the end user. This unit will enable learners to develop the knowledge, understanding and skills that would be expected in creative media industries such as advertising, music and online marketing. Movies, animations and sounds bring messages and communications to life. On completion of this unit learners will be able to prepare, create, export and evaluate a timeline-based dynamic product.

ASSESSMENT

The course includes one hour exam (25%) for unit R001 and three units of coursework including controlled assessment (75%). Each unit is continually assessed and moderated using set tasks building into portfolios. Units are verified externally.

OTHER INFORMATION

This course has been designed to encourage independent learning in a vocational setting.

Cambridge National Certificate:

Distinction*/Distinction = Grade **A**; Merit = Grade **B**; Pass = Grade **C**

MATHEMATICS GCSE

THE COURSE

The GCSE qualification offered is the AQA GCSE Mathematics 4360 or Edexcel Linear Mathematics.

The course covers the National Curriculum and pupils study topics in each area of the curriculum: number, algebra, shape and space and handling data. Opportunities are given for practical and investigational activities and all classes use ICT in their study of mathematics. This new specification also assesses student's functional mathematics skills by setting questions in a variety of contexts.

ASSESSMENT

There are two tiers of entry for the modular course, higher (grades A*-D) and foundation (grades C-G). There are three units in the course:

Unit 1 = Statistics and Number (calculator)	27%	1 hour
Unit 2 = Number and Algebra (non calculator)	33%	1 hour, 15 minutes
Unit 3 = Geometry and Algebra (calculator)	40%	1 hour, 30 minutes

Students can be entered for different tiers in each unit and their final grade is based upon their total score.

The linear course has two tiers on entry; Higher (grades A* - D) and Foundation (grades C - G). There are two examinations; one with a calculator allowed and a second without a calculator. Both examinations are in the same session.

TEACHING GROUPS

Pupils are placed into sets according to their performance in Year 9.

EQUIPMENT

Pupils should bring a black pen, pencil, ruler and calculator to every lesson. In addition, pupils should own a pair of compasses and an angle measurer.

OTHER INFORMATION

The school participates in the UK Intermediate Mathematics Challenge, an annual competition in which pupils can win a certificate at Bronze, Silver or Gold level. The school has a good record of success in this competition.

MEDIA STUDIES GCSE

WHY CHOOSE GCSE MEDIA STUDIES?

- Develops critical thinking and decision-making skills
- Develops appreciation and critical understanding of the role of the media in daily life
- Combines practical and theoretical knowledge and skills through opportunities for personal engagement and creativity
- Encourages an understanding of how to use key media concepts to analyse media products and their various contexts

Media Studies is a very important subject, ultimately combining aspects of Politics, Sociology, History and Economics. It encourages creativity, teaches analytical skills and introduces students to critical ways of thinking about the world around them. These talents are highly valued by schools and universities.

UNITS AND ASSESSMENT

Unit 1 (40%) is **externally assessed** and requires candidates to investigate a pre-released media topic and to undertake research and planning in order to respond to four tasks.

Unit 2 (60%) comprises **three controlled assessments** which require candidates to build on their understanding of the media key concepts for their own pre-production planning, leading to a realised production for Assignment 3.

MEDIA SKILLS

Candidates are expected to be able to demonstrate competence in a range of media skills. These include:

- Pre-production/planning skills: storyboarding, poster design, print advertising design, scripting for television, film and radio, treatments for television programmes and films, flat plans for magazines and newspapers, news selection, mock-ups for comic panels, scheduling, sketching etc.
- Production Skills: photography to create still image work, video/digital cameras to create moving image work, recording equipment for sound media, editing techniques to produce finished products, desk-top publishing packages to create finished newspapers, magazines, comic extracts or advertising examples etc.
- Evaluation: candidates are expected to be able to effectively evaluate their production work in light of media practices.

EQUIPMENT

All equipment is provided for students during lessons. The purchase of a USB Memory Stick would enable students to save work and transfer files between home and school.

MUSIC GCSE

THE COURSE

The GCSE Music course is designed to cater for musicians of all types, be it Classical, Pop, Rock, Jazz or anything in between. Any pupil can opt for Music at GCSE, provided they have shown sustained effort and progress at KS3 and are willing to put the time into learning an instrument or having singing lessons for the performance unit of this exam. The course itself allows pupils to study music through the integrated areas of performing, composing, listening and appraising with opportunities to use Music Technologies.

UNIT 1 Performing 30% Internally assessed and externally moderated

For performing, pupils must play or sing one solo plus one ensemble piece. Any instrument or voice is acceptable. The preparation for this is done with their instrumental teacher in school and therefore it is essential that pupils attend their weekly instrumental lessons and practise regularly. We are fortunate to be able to offer 20 minutes of free tuition with an expert instrumental teacher to all pupils opting to take GCSE Music. The recordings for this unit take place in the autumn and spring terms of Year 11.

UNIT 2 Composing 30% Internally assessed and externally moderated

Pupils are required to compose two pieces lasting for three minutes in total. Both pieces are composed according to a brief agreed between the pupil and the teacher. One of these is usually a song and the other a piece written to a particular structure but can be in any style. Composition 1 is completed by the end of Year 10 and composition 2 is written during the autumn and spring term of Year 11. The work is recorded and the recording plus a score or an essay are sent off to the examiner.

UNIT 3 Listening and Appraising 40% Externally marked

Pupils study twelve set works throughout the course and are tested on these in one exam which lasts for an hour and a half. The exam is mainly listening based with the final question testing candidates' writing skills. These set works are divided into four categories, covering a wide range of styles of music:

Western Classical Music 1600-1899
Music in the 20th Century
Popular music in context
World Music

ASSESSMENT

Unit 1 Performing	Coursework	30%
Unit 2 Composing	Coursework	30%
Unit 3 Listening and Appraising	Exam	40%

TEACHING GROUPS

Pupils are taught in mixed ability groups.

EQUIPMENT

Pupils are expected to bring normal writing equipment. They will also sometimes need to bring in their instrument, where appropriate, for practical and composition lessons.

OTHER INFORMATION

As mentioned above, regular practise is essential! We also ask that pupils support and participate in at least two extra-curricular music groups as we have found that this regular participation in group ensembles/choirs in school improves their grade for Unit 1. Performing with others is also an important part of being a musician. We currently have fifteen activities for the pupils to choose from including five choirs, two guitar groups, flute group, wind group, string group, brass group, wind/jazz band, keyboard club, theory club and Rock school.

PHYSICAL EDUCATION GCSE

THE COURSE

The course is divided into two units: two practical lessons and three theory lessons per two weeks. The Theoretical unit covers the following course content:

Individual Differences, Injury, Health and Safety, Health and Fitness, Training, Diet, Skeletal and Muscular System, Respiration, Role of a School, Cultural and Social Factors, Media and Sponsorship, Science and ICT, Leisure and Recreation.

ASSESSMENT

There is only one tier of entry in this subject, covering grades A* - G.

Exams 40%

Pupils sit a one hour 30-minute written paper which consists of:

- Section A: Multiple choice questions
- Section B: Short answer questions
- Section C: Scenario based on pre-released material

PRACTICAL ASSESSMENT

Pupils participate and are assessed in a variety of sports/activities. Four of a pupil's best scores covering at least two activity areas are submitted towards their practical assessment:

Pupils must perform in at least two of their assessments but can also adopt the role of an organiser, leader/coach, choreographer, official in other areas.

TEACHING GROUPS

Pupils are taught in mixed groups for theory and practical lessons and assessed in mainly single sex groups

CLOTHING and EQUIPMENT

Pupils are expected to provide the following:

Writing equipment, paper, A4 lever arch folder and dividers

Pupils have to wear the correct school PE kit. Pupils are reminded that the course is 60% practical. It is compulsory for pupils to bring kit regardless of reasons to be excused. Failure to bring PE kit could result in the pupil being withdrawn from the course.

Boys (Outdoor)

Navy tracksuit bottoms (school emblem only)
(or navy jogging bottoms)
Maroon rugby shirt (reversible white hoop)
Maroon sweatshirt (school emblem) (recommended)
Maroon socks
Football boots (with safety studs)
Navy blue rugby shorts (school emblem only)
A gum shield (advisable)

Boys (Indoor)

White polo shirt (with school emblem)
White socks
Training shoes
Maroon shorts

Girls

Sky blue polo shirt (with school emblem)
Sky blue sweatshirt (school emblem)
Maroon tracksuit bottoms*
Maroon hockey socks (winter)
White ankle socks
Training shoes (not plimsolls or ankle boots)
Maroon shorts
Maroon skirt
Long white sleeve T-shirt
*Purchase from the school (or alternatively maroon jogging bottoms from our sports suppliers)

Pupils have the opportunity to purchase a GCSE/BTEC Sport T-shirt and/or hooded jumper. Please see a member of the PE department for more details.

OTHER INFORMATION

Pupils are expected to participate in extra-curricular activities on a regular basis and display a positive attitude to sport in general. It is advised that pupils also involve themselves fully in the coaching of youngsters at school or outside clubs.

BTEC SPORT (EXERCISE & FITNESS)

THE COURSE

The course combines the practical aspect of Sport with the theory behind it. The 4 unit BTEC Sport is designed to be of a standard equivalent to 1 GCSE.

The 4 units are:

- Fitness Testing and Training
- Practical sport
- Anatomy and Physiology for Sport
- Nutrition for Sports Performance

ASSESSMENT

Pupils will be asked to complete set tasks that will contribute to assignments for each unit. These tasks will include practical work, coaching, umpiring, role plays, written work, organising competitions, presentations and analysis. Assessment will be ongoing throughout the course with an external verifier moderating in the spring term.

Year 10 and Year 11

They will complete 4 units in total.

TEACHING GROUPS

Pupils are taught in a mixed ability group.

EQUIPMENT

Pupils are expected to provide the following:

Writing equipment

Paper

A4 folder and dividers

Pupils have to wear the correct school PE kit for practical lessons. Pupils are reminded that the course is very much practically based and failure to bring PE kit could result in pupils failing certain units.

Boys (Outdoor)

Navy tracksuit bottoms (school emblem only)

(or navy jogging bottoms)

Maroon rugby shirt (reversible white hoop)

Maroon sweatshirt (school emblem) (recommended)

Maroon socks

Football boots (with safety studs)

Navy blue rugby shorts (school emblem only)

A gum shield (advisable)

Girls (Outdoor)

Sky blue polo shirt (with school emblem)

Sky blue sweatshirt (school emblem)

Maroon tracksuit bottoms*

Maroon hockey socks (winter)

White ankle socks

Training shoes (not plimsolls or ankle boots)

Maroon shorts

Maroon skirt

Long white sleeve T-shirt

*Purchase from the school (or alternatively maroon jogging bottoms from our sports suppliers)

Boys (Indoor)

White polo shirt (with school emblem)

White socks

Training shoes

Maroon shorts

Pupils have the opportunity to purchase a GCSE/BTEC Sport T-shirt and/or hooded jumper. Please see a member of the PE department for more details.

OTHER INFORMATION

Pupils are expected to participate in extra-curricular activities and display a positive attitude to sport in general.

It is advised that pupils also involve themselves fully in the coaching of youngsters at school or outside clubs.

RELIGIOUS STUDIES GCSE: Philosophy and Ethics

THE COURSE

Philosophy and Ethics GCSE offers pupils the opportunity to learn about:

- The approaches of religion and philosophy to some of the fundamental questions about human existence.
- The approaches of religion and ethics to some of the most important questions about how people behave and why.

Pupils will study these issues primarily within the context of Christianity.

As a result of this pupils will learn the following skills:

- How to interpret and evaluate pieces of information
- How to communicate and apply their knowledge
- How to describe and analyse the key features of the religions studied
- Critical thinking and problem solving.

Pupils study 10 of the following 12 topics:

Philosophy of Religion:

- Deity
- Religion and Spiritual Experience
- End of Life
- Good and Evil
- Revelation
- Science

Religious Ethics:

- Relationships
- Medical Ethics
- Poverty and Wealth
- Peace and Justice
- Equality
- Media

ASSESSMENT

There is only one tier of entry in this subject, covering grades A* - G.

Exams 100%

Pupils take four examinations, each lasting one hour.

FURTHER INFORMATION

Pupils are encouraged to broaden their learning through independent research, including accessing the RE resources on Moodle. The school library and resource centre is also very well equipped for such tasks and pupils should particularly use the RE magazines on offer. There are also a number of very useful websites specifically aimed at Religious Studies:

www.theresite.org.uk

www.refit.ucsm.ac.uk

www.bbc.co.uk/religion

www.refuel.org.uk

www.bbc.cop.uk/education/gcsebitesize

Revision booklets are also provided as pupils approach final exams.

BTEC EXTENDED CERTIFICATE IN APPLIED SCIENCE

THE COURSE

This course develops the knowledge, understanding and skills of learners in a work-related programme, where the methods of delivery and assessment will be assignment driven and have a practical investigative approach to reflect the needs of employers and the possible future career path of the learner.

Projects and assignments are based on realistic workplace situations, activities and demands. There will be a substantial use of ICT and practical laboratory work required.

Students study three core units:

- Chemistry and our Earth
 - chemical and physical properties of substances
 - increasing the rate of chemical reactions
 - human and natural impact on the Earth
- Energy and our Universe
 - energy transformation and generating electricity
 - properties of waves and the electromagnetic spectrum
 - radiation and its uses
 - the solar system and universe
- Biology and our Environment
 - genetics and inherited diseases
 - classification of species and food webs
 - human impact on the environment
 - staying fit and healthy

In addition two further units:

- Investigating a Crime Scene
 - collecting evidence
 - analysing evidence
 - using evidence and presenting a case
 - science and the law
- Designing & Making Useful Devices in Science
 - designing and making a pinhole camera
 - designing and making a microbalance
 - designing and making a periscope
 - designing and making a battery

ASSESSMENTS (100%)

All units are internally assessed and graded. An overall grade for the qualification is then awarded.

EQUIPMENT

Students will require a calculator, ruler and writing equipment. As assignments form the base of assessment a memory stick is an important tool.

SCIENCE AND ADDITIONAL SCIENCE GCSE – DOUBLE AWARD

THE COURSE

This course enables pupils to gain 2 GCSEs in Science. All pupils taking the double award Science course will take the Science B OCR Gateway GCSE in June of Year 10 and the additional Science OCR Gateway GCSE in June of Year 11.

Each GCSE specification is presented as 6 modules, two in Biology, Chemistry and Physics. The course aims to give pupils the opportunity to develop their interest in, and enthusiasm for Science whilst developing a critical approach to scientific evidence and methods. Pupils will acquire scientific skills, knowledge and understanding of how Science works and its essential role in society.

Science B GCSE – Year 10

Module	B1 Understanding Organisms	C1 Carbon Chemistry	P1 Energy for the Home
	B2 Understanding our Environment	C2 Chemical Resources	P2 Living for the Future (Energy and Resources)

<u>Exams</u>	• BJ261 - B711 Unit 1 Science B	January 2013 – Year 10	1 hour 15 minutes
	• BJ261 - B712 Unit 2 Science B	May 2013 – Year 10	1 hour 30 minutes

Additional Science GCSE – Year 11

Module	B3 Living and Growing	C3 Chemical Economics	P3 Forces for Transport
	B4 It's a Green World	C4 The Periodic Table	P4 Radiation for Life

<u>Exams</u>	• BJ262 – B721 Unit 3 Additional Science	June 2014 - Year 11	1 hour 15 minutes
	• BJ262 – B722 Unit 4 Additional Science	June 2014 - Year 11	1 hour 30 minutes

ASSESSMENT

Exams (75%)

There are 2 tiers at which pupils can be entered - Foundation or Higher

Foundation tier exam papers assess grades C to G

Higher tier papers assess grades A* to D

Coursework (25%)

25% of the total GCSE.

Approximately 7 hours.

This unit comprises of one assessment task (practical investigation) which is assessed by teachers and then externally moderated by OCR.

TEACHING GROUPS

Pupils are grouped by ability. It is a flexible system with several sets within each broad band of ability. Pupils may be moved between the groups if their work merits such a change.

EQUIPMENT

Pupils will require writing equipment as well as a calculator and a ruler. A memory stick will be useful for research tasks. Pupils will be issued with a textbook and a revision guide which should be brought to use in lessons.

SCIENCE TRIPLE AWARD GCSE

THE COURSE

This course enables pupils to gain 3 GCSEs in Biology, Chemistry and Physics. All pupils taking the triple award Science course will take the exams in May/June of Year 10 in Biology, Physics and Chemistry and this will be repeated in June of Year 11.

EXAMS – 75% of the total GCSE

Triple Science Year 11 – 2013 - 2014

• Biology	B731 - BJ263	Modules B1, B2, B3	1 hour 15 minutes
• Chemistry	B741 - BJ264	Modules C1, C2, C3	1 hour 15 minutes
• Physics	B751 - BJ265	Modules P1, P2, P3	1 hour 15 minutes
• Biology	B732	Modules B4, B5, B6	1 hour 30 minutes
• Chemistry	B742	Modules C4, C5, C6	1 hour 30 minutes
• Physics	B752	Modules P4, P5, P6	1 hour 30 minutes

Each GCSE specification is presented as 6 modules in Biology, Chemistry and Physics. The course aims to give pupils the opportunity to develop their interest in, and enthusiasm for Science whilst developing a critical approach to scientific evidence and methods. Pupils will acquire scientific skills, knowledge and understanding of how Science works and its essential role in society.

Triple Science GCSE – Year 10

Module	B1 Understanding Organisms	C1 Carbon Chemistry	P1 Energy for the Home
	B2 Understanding our Environment	C2 Chemical Resources	P2 Living for the Future (Energy and Resources)
	B3 Living and Growing	C3 Chemical Economics	P3 Forces for Transport

Triple Science GCSE – Year 11

Module	B4 It's a Green World	C4 The Periodic Table	P4 Radiation for Life
	B5 The Living Body	C5 How Much? Quantitative Analysis	P5 Space for Reflection
	B6 Beyond the Microscope	C6 Chemistry Out There	P6 Electricity for Gadgets

ASSESSMENT

There are 2 tiers at which pupils can be entered - Foundation or Higher

Foundation tier exam papers assess grades C to G

Higher tier papers assess grades A* to D

Coursework - 25% of each GCSE

Approximately 7 hours.

This unit comprises of one controlled assessment (practical investigation) for each subject which is assessed by teachers and then externally moderated by OCR.

TEACHING GROUPS

Pupils are grouped by ability. It is a flexible system with several sets within each broad band of ability. Pupils may be moved between the groups if their work merits such a change.

EQUIPMENT

Pupils will require writing equipment as well as a calculator and a unit ruler. A memory stick will be useful for research tasks. Pupils will be issued with a textbook and a revision guide which should be brought to use in lessons.

Year 10 Homework Timetable 2012-2013

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
BTEC Science (Lesson 5 with CE) Option F (Lesson 3) Option G (Lesson 4)	Triple and double Science (Lesson 3) Media (Lesson 3 with AVP) BTEC Science (Lesson 3 with HW)	Option C (Lesson 3) Option A (Lesson 5)	Option B (Lesson 2) Option D (Lesson 5)	Art (Lesson 4 with NS) Option E (Lesson 3)

Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Triple and double Science (Lesson 4) Art (Lesson 4 with NS) BTEC Science (Lesson 4 with CE) Option B (Lesson 2)	Triple and double Science (Lesson 2) Media (Lesson 2 with AVP) BTEC Science (Lesson 2 with HW) Option F (Lesson 4)	Option A (Lesson 1) Option G (Lesson 5)	Option C (Lesson 2) Option D (Lesson d)	Option E (Lesson 4)

How this timetable works

- Each subject in Options A – G sets one homework per week. A student can tell which subject they study in each Option by looking at the period on their personal timetable when the Option occurs (given in brackets)
- Triple and Double Science set 3 homeworks per fortnight
- Students taking BTEC Certificate Science with Media/Art have 1 Science and 1 Media/Art homework per week