

**Felpham Community College**

**Key Stage 4 Courses' Booklet**

**2012 – 2014**

**YEAR LEADER: Mrs K Goodall**

# Welcome to the Key Stage 4 courses booklet

This booklet contains information about the compulsory and optional courses that comprise the KS4 curriculum, and will help you and your parents/carers to make important decisions about the subjects you will study over the next two years. This is a particularly exciting phase of your education and we want you to make choices that suit your ability, interests and career aspirations, so that you will work hard to achieve the highest possible qualifications.

At Felpham Community College we offer a broad, balanced and flexible curriculum, designed to allow all students the opportunity to achieve at every level and fulfilling our commitment to provide effective progression to Key Stage 5 or employment with training.

For most of the subjects studied throughout years 10 and 11 students will achieve one of the following qualifications:

- GCSE (*General Certificate of Secondary Education*). GCSEs can be achieved at Level 1 or Level 2, dependent on the grade achieved by the student. Level 1 is grades D - G; Level 2 is grades A\* - C.
- OCR National Award - Level 2
- BTEC (*Business and Technology Education Council*) Award / Certificate - Level 2

## English Baccalaureate

**Students who achieve A to C grades in English, Mathematics, Science, a Modern Foreign Language (*French or Spanish*) and either Geography or History will be recognised as achieving the English Baccalaureate. Whilst we cannot anticipate the future, it is possible that some universities and employers may decide to ask for this group of subjects.**

## Core subjects

All students will study the following compulsory core subjects:

- Citizenship - 4 periods
- English Language and Literature - 8 periods
- Mathematics - 8 periods
- Physical Education (Core) - 4 periods (*non-examined*)
- Science - 12 periods

## Optional subjects

In addition to the core subjects, a range of optional subjects is available to choose from, including:

- GCSE courses (*Levels 1 and 2*) - 6 periods
- BTEC courses and OCR National Award (*Level 2*) - 6 periods
- Vocational college courses (*Level 1*) - 12 periods

**We require all students, with the exception of those who gain a place on a vocational college course, to study *at least* one of the following optional subjects: Geography / History / Religious Education.**

All optional subjects are available for selection by both girls and boys.

## **Qualifications – GCSEs and BTECs**

**GCSEs** are the main examinations taken by students to complete the first stage of their secondary education. At Felpham Community College we offer a broad and exciting range of GCSE subjects; some of these are compulsory and others are optional. Studying such a broad range of subjects will help you to decide what you are really interested in. You will also develop:

- Your ability to think critically
- Research and analysis skills
- Study techniques
- Team working ability

**BTEC qualifications** are established and recognised, both in the UK and internationally. They are available in a wide range of subjects and are designed to provide a specialist vocational experience. They will give you a thorough grounding in key concepts and practical skills.

Whatever subject area you study, all BTEC courses involve work-based projects. This means that the skills you are learning are the ones that employers and tutors in further and higher education value.

All BTECs will help you to develop some essential skills that you will use throughout your future career:

- Creative problem solving
- Planning and scheduling your work
- Working by yourself and as a team
- Applying theories to work-related challenges
- Multi-tasking different projects

We hope that the information in the booklet, together with opportunities for discussions with subject teachers and your form tutor, will help you to make an informed decision about the subjects you would like to study. We want you to make the best possible use of your next two years at school and will give you all the support you require during this important selection process.

# Key Stage 4 Courses' Booklet

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# **Compulsory Subjects**

## **Citizenship**

### **Course content**

If you are interested in the world and people around you, this is a subject that you are going to enjoy and find relevant. It helps you to make decisions for yourself on all sorts of issues. We are bombarded with information about things like the environment, fair trade and people's rights across the world, but most of us find it hard to work out what's right and wrong. Citizenship helps you to develop the skills you need to decide for yourself.

#### **The course comprises:**

**An examination** worth **40%** of the final mark, which focuses on the themes of:

#### **Rights and Responsibilities**

#### **Power, Politics and the Media**

#### **The Global Community**

**A community activity** worth **60%** of the final mark, which involves students choosing an issue which is important to them and organising a specific action designed to change people's attitudes and make a difference.

### **Qualification obtained**

Short Course GCSE Citizenship Studies.

### **Whom to contact**

**Mr M Pilling, Curriculum Leader for Citizenship**

## English

<b>Course content</b>	<p>English in years 10 and 11 is vital, stimulating and wide-ranging. All students are provided with the opportunity to mature in their understanding, use and enjoyment of language and literature. The GCSE English course builds upon the varied work and approaches that students have enjoyed throughout Key Stage 3 and they are encouraged to maximise their individual potential in reading, writing, speaking and listening.</p> <p>Students will encounter a variety of texts ranging from novels, short stories, plays and poetry to non-fiction and film media, as well as studying some of the key features of spoken language. A wide range of writing styles will be practised alongside discussion activities and group work.</p>
<b>Teaching methods</b>	<p>The nature of lessons varies across the two-year course. Some will, inevitably, be teacher-led whilst others draw on whole class or small group discussions, paired and independent work. There will be opportunities for drama-based activities, sustained reading and writing creatively, as well as developing skills essential for success under examination conditions. Students will be well prepared for Controlled Assessment assignments and examinations alike.</p>
<b>Assessment</b>	<p>Students' work is formatively marked in line with the criteria for reading, writing, speaking and listening, as outlined in the syllabus. Students will be encouraged to use self and peer assessment in order to maximise their understanding of what is required for effective progress in English. Assessment is through examination and Controlled Assessment tasks.</p>
<b>Qualification obtained</b>	<p>The programme of study can lead to two separate qualifications: GCSE English Language and GCSE English Literature. As many students as possible will be entered for both subjects, but the pattern of entry will depend on each student's ability and motivation; a combined option, GCSE English, may be considered for some students as an alternative. All students will experience a wide range of reading and related work, whether or not they are finally entered for an examination in literature.</p>
<b>Career opportunities</b>	<p>As a direct result of their GCSE experience, many students find themselves increasingly interested in literature, language and media. Having developed the ability to respond sensitively and perceptively, students achieving the required level are welcome to undertake the AS/A2 Level English Language and English Literature courses, where many of the successful approaches to texts and coursework will be developed. Both subjects can prove useful to those wishing to study at degree level such courses as literature, linguistics, journalism, law, events management, business, research careers or teaching. For those who enter the world of work or training, English has proved an essential skill for employers who value the students' ability to communicate effectively, and will benefit those who wish to become managers and employers themselves.</p>
<b>Whom to contact</b>	<b>Ms J Constantine, Curriculum Leader for English</b>

## Mathematics

**Course Outline** GCSE Mathematics is a core subject and is studied by all students. As a Mathematics and Computing Specialist College our students benefit from an expert team of maths teachers, including an Advanced Skills Teacher and our own Higher Level Teaching Assistant.

All our teaching rooms are equipped with interactive white boards which provide access to a wide range of ICT resources and software packages which are used to enhance learning.

Topics are taught using a range of appropriate and stimulating resources. Targeted funding has allowed us to include an extra set in each half of the year group, thus reducing class sizes in years 9, 10 and 11. Students are taught in five ability sets and our regular assessments allowing us to track their progress and change their set where appropriate.

**Assessment** Knowledge and understanding are assessed in four key areas: Number, Algebra, Shape, Handling data, with functional maths embedded in the assessment process.

The course is currently examined by the OCR Examination Board. There are two tiers of entry: Higher and Foundation, the Higher tier covering grades A\* - D and the Foundation tier covering grades C – G. Top set students will sit the Linked Pair pilot GCSE, which features a broader syllabus in preparation for A Level, whilst the majority of our students sit the OCR unitised course. Both courses are examined via modular exams throughout the course. In terms when modular exams are not sat students progress is measure via an internal assessment. Planned into the Scheme of Work there are opportunities for students to apply maths in practical contexts.

Homework is set weekly and tasks range from text book exercises to worksheets to MyMaths website problems. Many students have benefited from the structure and support that this excellent website offers. Staff are able to see how well the students are progressing via an assessment management section

**Teaching methods** A whole-class interactive teaching style is adopted to introduce new ideas. As students develop and explore new areas they are encouraged to work in a pair or small group to promote discussion and build mathematical confidence. Some individual practise is also essential to consolidate learning.

The Mathematics Department has also been involved in a collaborative planning project called 'Lesson Study', which has its roots in Japanese Mathematics education. The project involves video research lessons on how students can create new mathematical ideas themselves and hence learn more effectively.

**Qualification obtained** GCSE Mathematics *or* Linked Pair pilot (top set only); GCSE Methods in Mathematics and GCSE Applications in Mathematics.

**Whom to contact** **Mrs V Thorn, Curriculum Leader for Mathematics.**

## **Physical Education - Core**

### **Course content**

During Key Stage 4 students follow a structured and balanced course that aims to cater for the interests and needs of all students.

Over the two years students will develop their knowledge, understanding and skills of one activity in depth, as well as experiencing a variety of other sporting options.

These will include individual and team games and a health related fitness element.

Throughout the year, all Leisure Centre facilities, as well as the playing fields, swimming pool, Astroturf and the new multi use games area, are fully used.

### **Teaching methods**

The aim is to foster positive and enthusiastic participation. Students will be given the independence to show their skills and knowledge in sport. They will run their own tournaments, leagues and performances. They may even have the opportunity to coach their peers. To this end we offer opportunities for extra-curricular clubs and inter-school competitions.

### **Qualification obtained**

This is a non-examination course. It is, however, a compulsory element of Key Stage 4 under the requirements of the National Curriculum. It is hoped that by the end of the two year course students will continue to participate in sport or leisure activities after they have left the college so that they can lead a healthy lifestyle.

### **Whom to contact**

**Mr B Hauxwell, Curriculum Leader for Physical Education**

## Science

<b>Aims</b>	The key stage 4 Science course consists of two GCSE qualifications, Science A and Additional Science. Science A is first taught in year 9 and is assessed through to year 10. Additional follows on from Science A and builds on the knowledge and understanding fostered by the Science A course. Additional is assessed through years 10 and 11. Throughout the three years of the course students will acquire and apply skills, knowledge and understanding of how science works and its essential role in society. They will gain the scientific skills, knowledge and understanding necessary for progression to further learning. Students achieving high grades will be able to access A level courses in Science.
<b>Course content</b>	The course is modular with an overriding theme of How Science Works. Students study three modules in Science A: Unit 1 Biology, Unit 1 Chemistry and Unit 1 Physics. In Additional, students also study one module from each of the three sciences: Biology, Chemistry and Physics, over the course.
<b>Teaching methods</b>	Students are taught scientific knowledge through a variety of activities, including classroom based, practical and external. They will use a range of sources of information to consider the benefits and drawbacks of scientific developments and will be practiced in data handling and interpretation. Independent work is integral to the course and students will carry out practical investigations on a regular basis.
<b>Assessment</b>	In Science A students sit written exams for each of the three taught modules, each worth 25% of the overall mark. There is a controlled assessment unit which is also worth 25% of the total mark. The Additional course follows the same pattern as Science A, with a written paper for each module and a controlled assessment, each worth 25%.
<b>Qualification obtained</b>	Science A and Additional science GCSE.
<b>Career opportunities</b>	Many jobs require an understanding of science, for example support staff in laboratories in chemical, food, engineering and medical industries. Hairdressing and beauty therapy also require scientific knowledge. Further study could lead to opportunities in medicine, veterinary work, research or dental work, teaching and many other careers.
<b>Whom to contact</b>	<b>Miss D Ramshaw, Acting Curriculum Leader for Science</b>

## Science - Triple

<b>Aims</b>	The triple science course is aimed at higher achieving students and will enable them to develop their interest in and enthusiasm for science, whilst developing a critical approach to scientific evidence and methods. Students will acquire and apply skills, knowledge and understanding of how science works and its essential role in society. They will gain the deeper scientific skills, knowledge and understanding necessary for progression to further learning, with an emphasis on sixth form entry.
<b>Course content</b>	The course is modular with an overriding theme of How Science Works. Students study three modules from each of the three Sciences: Biology, Chemistry and Physics, over the three years of the course. Students will be awarded three GCSE grades, one for each Science.
<b>Teaching methods</b>	Students are taught scientific knowledge through a variety of activities, including classroom based, practical and external. They will use a range of sources of information to consider the benefits and drawbacks of scientific developments and will be practiced in data handling and interpretation. Independent work is integral to the course and students will carry out practical investigations on a regular basis.
<b>Assessment</b>	Currently, each of the modules is assessed by a tiered written paper. Students will, therefore, sit nine written examinations, three for each Science, during the three years of the course. Each paper is worth 25% of a GCSE grade and, in addition, a controlled assessment unit is taken for each Science, which makes up the final 25%.
<b>Qualification obtained</b>	Three separate GCSE grades in Biology, Chemistry and Physics are awarded.
<b>Career opportunities</b>	Many jobs require an understanding of science and the triple award course will give students the grounding to access higher level science courses, university courses and employment in the scientific field.
<b>Whom to contact</b>	<b>Miss D Ramshaw, Acting Curriculum Leader for Science</b>

# **Optional Subjects**

## **Levels 1 and 2**

## Art and Design

### Course content

The Art and Design course is suited to students who are creative, enthusiastic and imaginative, with a love of exploring different approaches to Art. Successful students develop their visual language skills and experiment with a wide range of ideas and materials, in 2D and 3D, in order to explore their strengths and preferences. They will also show a growing knowledge and understanding of past and contemporary Art and Design practice.

The GCSE comprises 2 units of assessed work:

**Unit 1. Personal Portfolio.** This consists of work completed throughout the GCSE course in years 10 and 11. Three projects are set by the teacher, encouraging responses using a broad range of techniques and media. (60% of marks)

**Unit 2. Exam.** A theme is set by the exam board. Students have a period of several weeks to carry out preparatory studies, leading to a 10 hour exam. (40% of marks)

All students use a sketchbook and are required to provide evidence that they have covered the four assessment objectives.

### Teaching methods

Three projects will be set over the two year course for the production of the Personal Portfolio. All three projects will develop practical skills and techniques and deepen understanding of the use of different materials. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.

### Assessment

Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy. At the end of the course all of the work is assessed following the four assessment objectives, and moderated by an external examiner.

### The GCSE qualification

The Art and Design GCSE is designed to suit the following groups of students:

- those who enjoy Art but do not intend to continue the study of Art and Design beyond GCSE.
- those who will continue the study of Art and Design, for instance at AS level and beyond.
- those who will study subjects or take up careers where Art and Design skills and knowledge will be beneficial.

### Career opportunities

Careers in Art and Design and related areas are very broad and include: Fine artist, architect, illustrator, graphic designer, art director, landscape gardener, teacher, ceramicist, furniture designer, metalworker, jeweller, textiles designer, photographer.

### Whom to contact

**Ms A Harvey, Subject Leader for Art and Design**

## **Drama**

### **Course content**

This exceptionally successful GCSE course is mainly practical. Throughout year 10 you will explore a wide range of skills, techniques and styles of drama. You will be able to use drama in many different ways, from using it to structure your ideas and responses to different stimulus materials e.g. poems, music, photographs, through to exploring different playwrights' work and developing an understanding of how playwrights record their ideas and how performers (and designers) use drama to interpret these ideas into performance.

An important element of the course is your ability to devise original drama from your own ideas, or from stimulus materials and scripts explored in the course. You will have three exams, two of which will be examined by your teacher in lessons. These two exams are 50% practical and 50% written coursework, which add up to 60% of the overall GCSE grade. The third will be performed to an audience and examiner; this equals the remaining 40% of the GCSE grade. The first exam will be taken in year 10 and the second and third exams will be taken in year 11.

### **Teaching methods**

As with your Drama now, it is essential that you be prepared to work hard and actively within the lessons, and sustain very high levels of concentration and control. You need to be able to work co-operatively and positively with all the other members of the class, and put your own ideas into group work. You will learn to develop your acting and performing skills, your confidence and your ability to express yourself. You will also get used to evaluating and responding to your own work and the work of others.

As with years 8 and 9 your work will be planned and closely monitored and directed by your teacher. You will build on the skills and techniques you have learnt already, as well as being introduced to a range of new skills to help develop your work and your ability to communicate to an audience through the medium of drama. You will work in a variety of group sizes, from whole group work to individual work. Alongside your practical work you will have homework, e.g. a set design or writing up what skills you used in a lesson, which will contribute to the written coursework.

### **Assessment**

You will be continually assessed by your teacher within lessons and will be given a predicted grade and an effort grade in your interims and reports. The teacher will always let you know how well you are doing and what targets you need to set to improve your work. The teacher will also give you written feedback when they mark your homework. You will continually assess your own work and the work of others in lessons, through evaluating work in performance and discussion, as well as doing written evaluations of practical work.

### **Qualification obtained**

GCSE Drama.

### **Whom to contact**

**Miss N Coney, Assistant Curriculum Leader for Performing Arts**

## **Food and Nutrition (Home Economics)**

<b>Course content</b>	<p>This course will provide you with catering skills and food knowledge to enable you to lead a healthy and enjoyable life. You will learn about nutrition, cooking techniques, safe food handling and industry practice (how it is done in restaurants).</p> <p>You will be trained to cook with many different ingredients that will provide you with a varied and healthy diet. From preparing fresh sea fish to producing exotic dishes from other cultures, this course will provide you with sound kitchen knowledge. Cooking techniques and knife skills are taught and pupils are given plenty of freedom to create their own dishes, as well as practising recipes they choose.</p>
<b>Teaching methods</b>	<p>The coursework is broken down into projects set by the teacher. These consist of three resource tasks in the first year (30% of final grade), a task the pupil decides on from a selection for the second year (30% of final grade) and then finally an exam at the end of the course (40% of final grade).</p> <p>There is a lot of emphasis on practical work carried out by students. The teacher will help the pupils to acquire the skills to complete these tasks. Students will be encouraged to work in an increasingly independent manner, which may require cooking dishes at home on occasion.</p>
<b>Assessment</b>	<p>The resource tasks are submitted in the first year. Students will receive regular feedback and have opportunities to improve grades further with additional work. In the second year their project is marked by teachers and moderated by an external examiner. Finally, an exam is taken at the end of year 11.</p>
<b>Course requirements</b>	<p>Students are required to participate regularly in practical work and will be required to bring ingredients from home once a fortnight.</p>
<b>GCSE qualification</b>	<p>The GCSE is designed to suit the following groups of students:</p> <p>Those who will continue the study of food and nutrition, here at A- level and beyond.</p> <p>Those who wish to take up a career in the catering industry – we have lots of contacts for work experience and this will provide a good starting point.</p> <p>Anyone who wishes to eat well and live a healthy life.</p>
<b>Career opportunities</b>	<p>A variety of paths to choose from in the catering industry and product development.</p>
<b>Whom to contact</b>	<p><b>Mr D Woods, Subject Leader for Food and Nutrition</b></p>

## French

The GCSE in French is a lively and academically challenging course which builds on the foundations laid at KS3. Students continue to develop their skills in French and build on their grammatical understanding across a range of topics.

*French also forms part of the English Baccalaureate.*

### Course content

#### Controlled assessment themes

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

#### Common topic areas

- Out and about
- Customer service and transactions
- Personal information
- Future plans, education and work

### Assessment

**Assessment** – the four skills are assessed as follows:

**Listening** 20% of final grade

**Reading** 20% of final grade

*Assessed through external examinations at the end of year 11, at either Foundation or Higher level entry.*

**Writing** 30% of final grade

*Two pieces of written work, each 200-300 words, prepared in class and produced in controlled conditions from memory and with a prompt card. One completed in year 10 and one in year 11.*

**Speaking** 30% of final grade

*Two separate spoken assessments, each worth 15% of the final grade, prepared in class and examined in controlled conditions with the subject teacher. One completed in year 10 and one in year 11.*

### Qualification obtained

Edexcel GCSE French

### Career opportunities

A language is an excellent skill to include in your CV and can add to your future earning power by an average of 10%. It can open the door to a range of career possibilities including tourism, media, marketing, teaching, banking and the law.

### Whom to contact

**Miss D Williams, Curriculum Leader for Modern Foreign Languages**

## Geography

Geography underpins a lifelong 'conversation' about the earth as the home of humankind. It is not a narrow academic subject for the few. It is fundamental to everyone.

*In recognition of its importance Geography has been included in the new Government qualification, the English Baccalaureate.*

### Course content

The specification we teach, OCR B, combines the main features of innovative, relevant and interesting Geography. It contains highly relevant content that will give students access to modern world issues at a range of scales, from local to global

The course is divided into three units.

**A decision making exercise worth 25% of the final grade.** In 2013, this will be on the issues associated with natural hazards, for example, How do people in different parts of the world cope with the aftermath of earthquakes? Or in a tropical paradise - Why do people continue to live in areas susceptible to tropical storms? This is assessed through a one hour exam.

**A geographical enquiry.** Two pieces of controlled assessment, one of 600 to 800 words and worth 10% of the final grade and the other of 1200 words and worth 15% of the final grade. Topics for the enquiry can be from tourism, fashion, crime or ecosystems.

**A geographical themes exam.** A 1 hour 30 minutes paper testing the remaining three modules. In 2013 these will be rivers and coasts, population and settlement and economic development.

There will be residential fieldwork opportunities to New York and Paris, for example, and day visits, including to the Bournemouth to Barton coastline and London Docklands.

The course booklets, DVDs, powerpoint presentations and exam questions will all be available on the Moodle, as this year.

### Qualification obtained

GCSE Geography

### Career opportunities

The ability to view issues from a wider perspective is appropriate for working in many different career paths. The nature of people's working lives is changing. It is less likely that someone will spend all their life in one company or organisation. If your career path is to be varied you will need to develop transferable skills and be flexible. Geography fosters these qualities and provides a firm base for life-long learning.

Students gaining a GCSE in Geography will have access to a range of career and further education opportunities. In the Sixth Form students can continue their studies in A level Geography.

### Whom to contact

**Mr L Kingston, Subject Leader for Geography**

## Graphic Communication

### Course content

This course is suited to students with an aptitude and enthusiasm for Graphic Communication. An adventurous and enquiring approach is encouraged, with successful students developing personal responses that cover a range of ideas. They will also show a growing knowledge and understanding of the work of past and contemporary graphic designers.

The GCSE course consists of a Personal Portfolio, and an externally set assignment that includes a final ten-hour exam. The Personal Portfolio consists of project work completed throughout the course. (60% of total marks).

A themed externally set assignment, or exam, is completed at the end of the course. (40% of total marks).

### Teaching methods

There are four Assessment Objectives which must be covered:

- development of ideas through investigations.
- experimentation with materials and techniques.
- recording of ideas and observations.
- creation of a personal and meaningful outcome.

The teacher will help the students to acquire the skills to fulfil these objectives. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.

### Assessment

Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy. At the end of the course the personal portfolio and final exam is assessed by the teachers and moderated by an external examiner.

### The GCSE qualification

The Graphic Communication GCSE is designed to suit the following groups of students:

- those who have an interest but do not intend to continue the study of Graphics beyond GCSE.
- those who will continue the study of Graphic Communication, for instance at AS level and beyond.
- those who will go on to higher education to study Graphic Design or other related subjects.

### Career opportunities

Careers using Graphic Design skills include graphic design, architecture, illustration, teaching, furniture design, photography, advertising.

### Whom to contact

**Mrs H Cornell, Subject Leader for Graphics**  
**Mr D Woods, Curriculum Leader for Design and Technology**

## History

*History forms part of the English Baccalaureate.*

### Course content

History is one of the most popular options at GCSE and is one in which students of all abilities do very well.

#### The course comprises:

##### Two Depth Studies

The USA, 1910-1929

Germany in transition, 1929-1947

##### An Outline Study

The USA, 1929-2000.

##### An investigation into an issue of historical debate or controversy.

This will be an internally controlled assessment. The questions are set by the exam board and focus around Britain's involvement in either the First or the Second World Wars.

### Assessment

Assessment is through 3 x 1 hour written papers (25% each) and internally controlled assessment (25%).

### Qualification obtained

GCSE History

### Whom to contact

**Mr M Pilling, Subject Leader for History**

## **Media Studies**

### **Course content**

Since the introduction of Media Studies at A level in 1999 it has quickly grown to become one of the most popular and successful subjects at the College, gaining recognition in The Good Schools Guide for best results in an English School. It was therefore a natural step for it to be offered here at GCSE for the first time in 2003.

The mass media play an increasingly important role in contemporary society, providing audiences with information and entertainment. Students following this course will be encouraged to develop a critical understanding of the role of mass media in society, including film, TV, the Internet, radio, newspapers, magazines and cross-media areas such as advertising, news and the music business.

The course is divided into three units, including: one examined unit on Action/Adventure films and TV comedy; one individual controlled assessment comprising an assignment analysing two recent media texts, accompanied by a pre-production exercise; one group controlled assessment, for which students will make a short film in a group of 3-4. Please note that the course may involve the study of films rated '18'.

### **Teaching Methods**

The Media Studies course at the college places great emphasis on work arising from the students' own media consumption. Most of the texts studied will be chosen by popular vote by the students themselves. Practical work will arise directly from these texts, so students will be exploring their own interests and culture, rather than the choice of the teacher. Trips also form an integral part of the course; this year students attended a free screening of a film as part of National Schools Film Week.

### **Assessment**

60% coursework; 40% examination.

### **Qualification obtained**

GCSE Media Studies.

### **Career opportunities**

Media Studies at GCSE aims to develop an understanding of the practice and art of mass communication. It is hoped that many of the GCSE Media students will go on to study the subject at 'A' Level here at the college and beyond at degree level. A career in the media is an exciting prospect for many, but, whether this is your ambition or not, graduates in Media Studies have an excellent record in securing full time jobs after higher education.

### **Whom to contact**

**Mr P Hargood, Curriculum Leader for Media Studies**

## Music

The Music GCSE examination is in line with the requirements which already exist in Key Stage 2 and 3 of Music – performing, composing and listening/appraising.

### Course content

The course comprises FOUR components:

- 1] Composing and Appraising** 20% of total marks
  - A composition, based on two of the areas of study, relating to the Western Classical Tradition. A written appraisal to accompany.
  - Submissions will be *either* recording, wherever possible with score, *or* recording with detailed annotation.
- 2] Coursework Performing** 40% of total marks
  - One *solo* and one *ensemble* performance.
  - Assessment may be conducted at any stage during the course.
- 3] Composition** 20% of total marks
  - A composition, based on two areas of study *composition*, submitted as a score and/or annotation, must also be accompanied by a recorded *realisation* and an *evaluation*.
- 4] Listening and Appraising Test** 20% of total marks
  - A listening and written paper of 1 hour.
  - All five *Areas of Study* will be included in the test through the three strands.

The five *Areas of Study* will include:

Rhythm and Metre, Harmony and Tonality, Texture and Melody, Timbre and Dynamics, Structure and Form.

These will be delivered through the strands of Western Classical Tradition, Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries and World Music.

Obviously, students with exam passes (e.g. Associated Board), or who play in organised groups (bands or small ensemble), or who have performed in the college concerts, already have the practical experience to do well in the performance paper. They must be able to work and co-operate well with others. Practical ability will also help you to compose. If you have produced a composition within your Music lessons, then you have already shown some flair for the coursework composing. Apple Macs are proving to be a great way to access the compositional element of the course and this is being encouraged more and more.

### Teaching methods

The course aims to develop the student's imaginative and creative powers. The self-discipline of learning an instrument (or developing computer skills) is combined with group work (in which helping others and appreciating their points of view are stressed) and performance-related activities (which boost self-confidence).

**Why choose this subject?**

The student needs to ENJOY the subject. It can provide a bit of a break from written subjects. There is no need to be able to read music well – compositional coursework can be handed in straight from the computer. However, the subject is **not** easy, and a willingness to practise is **essential**.

If you are already learning an instrument, you are very likely to gain an excellent grade (probably A or B) at the end of the course. Composing and listening are vital extra experiences which people interested in music should develop. In fact, if you are already learning you ought to take the subject, unless you have strong reasons for not doing so.

The course can be studied at many levels of difficulty. Performances have ranged from one-handed keyboard playing to full-scale concerto movements. Remember, there is a level to match everyone's ability.

**Qualification obtained**

GCSE Music.

**Career opportunities**

Obvious career choices include performing, composing, conducting and teaching. Others involve broadcasting and TV, music libraries, music publishing and music therapy. Work in recording companies, it must be said, is limited.

Outside of music other careers look favourably on musicians. The British Medical Association and the Law Society have both said that ways of learning in music are important for medical and law students. They say that the self-discipline needed to learn an instrument and developing the imagination are important aspects of learning. Even if medicine or law are not being considered, many employers see music as an indication of commitment and loyalty.

**Whom to contact**

**Miss N Matthews, Curriculum Leader for Performing Arts**

## Photography – Lens and Light-based Media

### Course content

This course is suited to students with an aptitude and enthusiasm for Photography. An adventurous and enquiring approach is encouraged, with successful students developing personal responses that cover a range of ideas. Students must use creative approaches that go beyond observation and recording and will be expected to respond to visual imagery that is from all areas of art and design. They will also show a growing knowledge and understanding of past and contemporary photography and art.

The GCSE comprises 2 units of assessed work:

**Unit 1. Personal Portfolio.** This consists of work completed throughout the GCSE course. Projects are set by the teacher, and allow opportunities for practical work using a variety of approaches. There will be opportunities to use digital photographic techniques, moving image and animation.

(60% of marks)

**Unit 2. Exam.** A theme is set by the exam board. Students have a period of several weeks to carry out preparatory studies, leading to a 10 hour exam.

(40% of marks)

All students use a book to present work and are required to provide evidence that they have covered the assessment objectives.

### Teaching methods

At the start of the course students will learn something of the history of photography and making photographic images. They will be taught to use their cameras to record images, learning to edit and manipulate their pictures using Photoshop. Themed projects will be set for the production of the Personal Portfolio. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.

### Assessment

Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy. At the end of the course all of the work is assessed following the four assessment objectives, and moderated by an external examiner.

### Qualification obtained

The Photography GCSE is designed to suit the following groups of students:

- those who have an interest but do not intend to continue the study of Photography beyond GCSE.
- those who will continue the study of Photography, for instance at AS level and beyond.
- those who will study subjects or take up careers where photographic skills and knowledge will be beneficial.

### Career opportunities

Careers in Photography and related areas are growing with the massive interest in digital media that has developed in recent years. Courses can lead to careers in professional photography, advertising, journalism, fashion, animation and film-making.

### Whom to contact

**Ms A Harvey, Subject Leader for Photography**

## Physical Education

<b>Course content</b>	<p>This popular course is designed to encourage students interested in sport to participate in and develop an understanding of Physical Education. The course is divided into two areas, practical and theoretical. The practical element will give students an opportunity to develop knowledge and skills in a variety of sports, as well as learning the rules, tactics, umpiring skills and etiquettes related to these sports. The course also continues the work of the National Curriculum where students will plan, perform and evaluate their work. Students will also be able to study other theoretical aspects including nutrition, hygiene and safety, factors affecting performance, fitness, sports injuries, sponsorship in sport, the media in sport, amateurs and professionals, sport and politics and other issues relating to sport in society.</p> <p>The course consists of two areas:</p> <p>a) Practical Unit 4 and 6 (The Active Participant) – students will study ten activities of which <i>four</i> (single) or <i>eight</i> (double) will be presented for their final assessment.</p> <p>b) Theoretical – including study on:</p> <p>Unit 3: Knowledge and Understanding for the Active Participant.</p> <p>Unit 5: Knowledge and Understanding for the Involved Participant.</p>
<b>Teaching methods</b>	<p>Of the six lessons in the two-week timetable <i>two</i> lessons will be practical, with half a term spent on each sport, and <i>four</i> lessons will be theory, in classrooms, using discussion, video and note-taking. Regular homework will be given after each theory lesson.</p>
<b>Assessment</b>	<p>This course is for any student who is interested in sport in all its different forms. Due to the weighting of 60% practical and 40% theory you do not have to be a top sportsperson in order to take and enjoy the course, although it helps if you already enjoy physical activity. Students also need to be interested in the theory side of sport.</p>
<b>Qualification obtained</b>	<p>AQA GCSE in Physical Education (Single or double award).</p> <p>Following the GCSE in Physical Education, there is now an A level course in Physical Education available for those who would like to study the subject at a higher level. There is also an option to enrol on a BTEC (Level 3) Diploma in sports coaching and development which runs for 1-2 years in the 6<sup>th</sup> form.</p>
<b>Career opportunities</b>	<p>This course can be used as a foundation for any future career. However, if you are interested in a career in sport, here are some possible options: professional sport, coaching, recreation management, groundsmanship, sports medicine, sports journalism, sports photography etc.</p>
<b>Whom to contact</b>	<p><b>Mr B Hauxwell, Curriculum Leader for Physical Education.</b></p>

# Psychology

## Course content

Psychology is a subject that studies the human mind and behaviour. Research in psychology seeks to understand and explain thought, emotion and behaviour.

Psychological research in these areas has many important applications which include improving memory, social functioning, understanding why we conform, forensics and many more.

The study of psychology is broken down into many different areas that include Cognitive Psychology (to do with how the brain processes information), Developmental Psychology (which looks at human growth and development, including identity) and Social Psychology (to do with the study of social interaction, such as body language).

The OCR GCSE course is broken down into 3 distinct areas:

## Assessment

### Studies and Applications in Psychology 1

Biological psychology: sex and gender

Cognitive psychology: memory

Developmental psychology: attachment

Social psychology: obedience

Individual differences: atypical behaviour

*Assessment is by written paper – 1hr 15 mins*      40%

### Studies and Applications in Psychology 1

Biological psychology: criminal behaviour

Cognitive psychology: perception

Developmental psychology: cognitive development

Social psychology: non-verbal communication

Individual differences: the self

*Assessment is by written paper – 1 hr 15 mins*      40%

### Research in Psychology

Discovering and learning about the research process:

    Planning research

    Doing research

    Analysing research

    Planning and investigation

*Assessment is by written paper – 1 hr*      20%

## Qualification obtained

GCSE Psychology

## Whom to contact

**Mr A Webster, Curriculum Leader for Social Sciences**

## Religious Education

<b>Course content</b>	<p>This GCSE course explores religion through the units of Religion and Morality and Religion and Life Issues. This is divided up into twelve different topics:-</p> <ul style="list-style-type: none"><li>• Animal Rights</li><li>• Planet Earth</li><li>• Prejudice and Discrimination</li><li>• Early Life (<i>IVF, abortion</i>)</li><li>• War and Peace</li><li>• Young People (<i>Birth and initiation ceremonies</i>)</li><li>• Medical Ethics (<i>Cloning</i>)</li><li>• The Elderly and Death (<i>Euthanasia</i>)</li><li>• Religious attitudes to Drug Abuse</li><li>• Crime and Punishment</li><li>• Wealth and Poverty in British Society</li><li>• Wealth and Poverty around the World</li></ul> <p>Throughout the course we explore the differing opinions between the religious views and concepts, focussing on at least two faiths found within our society and non-religious perspectives.</p>
<b>Assessment</b>	<p>Unit 2 - Religion and Life Issues                      1 ½ hours = 50%</p> <p>Unit 3 - Religion and Morality                              1 ½ hours = 50%</p> <p><i>N.B. There is <b>NO</b> controlled assessment for this course</i></p>
<b>Teaching methods</b>	<p>A variety of teaching methods are used through this course; discussion and debate is a prominent element. Group work is used regularly, as are TV programmes and films.</p> <p>This is an ideal course for anyone interested in the world around them and how society has developed the way it has. This would be a good stepping-stone for anyone wishing to study Sociology, Religious Education, Geography, History or Psychology in the sixth form.</p>
<b>Qualification obtained</b>	<p>GCSE AQA Religious Studies (Specification B)</p>
<b>Career opportunities</b>	<p>Religious Education is a subject that can help you develop understanding and skills that can be useful to you in a variety of jobs and professions, in particular those working with members of the general public. These include: psychologist, administrator, journalist, advice worker, lawyer, counsellor, doctor, social worker, politician, teacher, librarian, youth and community worker, housing advisor, lecturer, and, of course, a minister of religion.</p>
<b>Whom to contact</b>	<p><b>Mrs L Waymark, Religious Education Co-ordinator</b></p>

## **Resistant Materials**

### **Course content**

The new specification for GCSE Resistant Materials, commencing in September 2009, encourages a fresh approach to the subject. The course provides the opportunity for students to be creative and innovative, rewarding flair and reflecting the contemporary use of Information Technology.

The course is designed to deliver the following key skills:

- Communication
- Application of number
- Information Technology
- Working with others
- Improving own learning
- Performance and problem solving

### **Teaching methods**

The Resistant Materials GCSE is delivered in a manner that encourages students to develop independent thinking skills. The course is taught through a range of activities in order for students to develop their knowledge and understanding of:

- Practical skills, including hand-tooling, use of machinery and ICT to help develop quality products.
- Product analysis. Looking at existing products to examine how they meet people's needs, and how they could be improved.
- Systems and control.
- Industrial practice.
- Living in a sustainable world

Students will work on projects both individually and within groups.

The course will also include a relevant visit to: specific technology innovation centres, industry, local councils or museums.

### **Assessment**

Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy.

The GCSE course is made up of four mandatory units: two controlled assessments (including a practical element) and two externally set written tests. These key assessments begin in year 10 and continue throughout year 11. The controlled assessments have a weighting of 60% and the written papers 40%.

### **The GCSE qualification**

The Resistant Materials GCSE is a course that suits students who are interested in the design and production process. The ability to come up with new and innovative ideas is becoming increasingly important in a fast developing, technological age.

### **Career opportunities**

Career opportunities in Design and Technology are very broad, including: product design, engineering, architecture, teaching, furniture design, metal-work, jewellery design, manufacturing, carpentry and joining, product research and development.

### **Whom to contact**

**Miss L Mepham, Subject Leader for Resistant Materials**  
**Mr D Woods, Curriculum Leader for Design and Technology**

## Spanish

The GCSE in Spanish is a lively and academically challenging course which builds on the foundations laid at KS3. It is not suitable for students who have not previously studied Spanish. Students continue to develop their skills in Spanish and build on their grammatical understanding across a range of topics.

*Spanish also forms part of the English Baccalaureate.*

### Course content

#### Controlled assessment themes

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

#### Common topic areas

- Out and about
- Customer service and transactions
- Personal information
- Future plans, education and work

### Assessment

**Assessment** – the four skills are assessed as follows:

**Listening** 20% of final grade

**Reading** 20% of final grade

*Assessed through external examinations at the end of year 11, at either Foundation or Higher level entry.*

**Writing** 30% of final grade

*Two pieces of written work, each 200-300 words, prepared in class and produced in controlled conditions from memory and with a prompt card. One completed in year 10 and one in year 11.*

**Speaking** 30% of final grade

*Two separate spoken assessments, each worth 15% of the final grade, prepared in class and examined in controlled conditions with the subject teacher. One completed in year 10 and one in year 11.*

### Qualification obtained

Edexcel GCSE Spanish

### Career opportunities

A language is an excellent skill to add to your CV and can add to your future earning power by an average of 10%. It can open the door to a range of career possibilities, including tourism, media, marketing, teaching, banking and the law. It also forms part of the English Baccalaureate.

### Whom to contact

**Miss D Williams, Curriculum Leader for Modern Foreign Languages**

## Statistics

### Course content

This new course will be of benefit to three groups of students:

Students who enjoy mathematics and want to continue their studies at A-Level. Our year 12 AS level Mathematics courses involve a statistics module so this GCSE course will help prepare you for success in the Sixth Form.

Students who do not want to continue with mathematics in the Sixth Form but do want to study an A level Science subject, or subjects, such as Business Studies, Geography, Sociology etc, which involve using and interpreting statistical data. Many degree subjects, such as Psychology, involve a considerable amount of statistics.

Students who want to achieve a grade C or B in mathematics and are concerned that they might not do so. Studying statistics will help improve their numeracy and algebra, as well as their data handling skills.

### Assessment

The Statistics GCSE course is currently assessed by a terminal examination worth 75% and through a written assessment worth 25%. The written assessment consists of a piece of coursework, followed by an examination in controlled conditions with questions based on their coursework. The course is currently examined by the AQA examination board.

There is a Foundation tier giving grades up to C and a Higher tier with grades D to A\*. The course reviews, develops and extends all the statistics and probability studied in the Mathematics GCSE, including using a calculator or computer effectively. A calculator can be used in the examination.

### Teaching methods

The students will use a textbook written specifically for the examination. Computers and calculators will be used to explore, calculate and represent results whenever this is appropriate.

### Qualification obtained

GCSE Statistics

### Whom to contact

**Mrs V Thorn, Curriculum Leader for Mathematics**

## **Textile Design**

<b>Course Content</b>	<p>This course is suited to students with an aptitude and enthusiasm for Textile Design. A creative and adventurous approach is encouraged, with successful students developing personal responses that cover a range of ideas. The students will gain experience in fashion textiles, constructed textiles, dyed textiles, printed textiles and fine art textiles. They will also show a growing knowledge and understanding of the work of past and contemporary Textile and Fashion designers.</p> <p>The GCSE course consists of a Personal Portfolio, and an externally set assignment that includes a final two day practical exam. The Personal Portfolio consists of project work completed throughout the course. (60% of total marks).</p>
<b>Teaching methods</b>	<p>There are four Assessment Objectives which must be covered:</p> <ul style="list-style-type: none"><li>• Development of ideas through investigations.</li><li>• Experimentation with materials and techniques.</li><li>• Recording of ideas and observations.</li><li>• Creation of a personal and meaningful outcome.</li></ul> <p>The teacher will help the students to acquire the skills to fulfil these objectives. Students will be encouraged to work in an increasingly independent manner, which will include supporting studies and tasks completed at home.</p>
<b>Assessment</b>	<p>A themed externally set assignment, or exam, is completed at the end of the course. (40% of total marks).</p> <p>Throughout the GCSE course students will receive regular feedback from their teacher in verbal and written form. Formal assessment will also take place in line with college policy. At the end of the course the personal portfolio and final exam is assessed by the teachers and moderated by an external examiner.</p>
<b>The GCSE qualification</b>	<p>The Textile Design GCSE is designed to suit the following groups of students:</p> <ul style="list-style-type: none"><li>• Those who will go on to higher education to study Textile Design or other related subjects.</li><li>• Those who will continue the study of Textile Design, for instance at AS level and beyond.</li><li>• Those who have an interest but do not intend to continue the study of Textiles beyond GCSE.</li></ul>
<b>Career opportunities</b>	<p>Careers using Textile Design skills include: fashion design, costume design, textile design, interior design, fashion merchandising, fashion buyer, teaching, window dressing.</p>
<b>Whom to contact</b>	<p><b>Mrs H Cornell, Subject Leader for Textiles</b> <b>Mr D Woods, Curriculum Leader for Design and Technology.</b></p>

# **Optional Subjects**

## **Level 2**

# **OCR National Award**

# OCR National Award in Information and Communication Technology

This popular course builds on the ICT skills for business unit that you have been studying in year nine, but goes into a far greater depth through a range of topics. You will study several more units during years ten and eleven, to give you an OCR Level 2 Award in ICT, which is the equivalent of two GCSEs. This course comprises of two full units and two half units, as listed below:

## Course content

**Two of the following full units:**

### ***Webpage creation***

In this unit students will design, build, test and evaluate a website on a theme of their choice, using industry standard software.

### ***Design and produce multimedia products***

In this unit students will use a range of software, including sound and video, to create a multimedia presentation.

### ***Desktop publishing***

In this unit students will create a DTP product such as a leaflet, newspaper or advertising poster and learn how DTP products are used in industry.

### ***Spreadsheets – design and use***

In this unit students will use advanced features of spreadsheets to produce a working solution to a real world problem. We also dabble into VBA programming to enable a fully user interactive spreadsheet.

**Plus two of the following half units:**

### ***Creating animation for the WWW using ICT***

In this unit students will create moving animations such as bouncing balls, animated mouse pointers etc... to be used in websites.

### ***Creating computer graphics***

In this unit students will create interactive multimedia graphics for use in a website. These include web banners, navigation bars and buttons.

### ***Creating video***

In this unit students will review, storyboard and create a piece of video, including a suitable soundtrack.

## Assessment

Students create a portfolio of evidence that is moderated by the examination board.

## Entry Requirements

This course would ideally suit any student who has achieved at least a pass in their Unit 1 and music unit during year nine.

## Teaching methods

This is a very practical qualification with the emphasis on planning, making and testing each product that is created. There will be some written work to be completed, especially for the higher grades. Homework will be set in accordance with the school's policy.

<b>Qualification Obtained</b>	Students can obtain an ordinary pass, a merit or a distinction. A distinction is equivalent to an A*/A pass in a GCSE, a merit pass is equivalent to a B pass and an ordinary pass is a C GCSE equivalent. This course should be taken by those who wish to learn a range of ICT skills as well as those who wish to progress into the IT and Computing industry.
<b>Whom to contact</b>	<b>Mr M Pordage, Curriculum Leader for ICT</b>

# **BTEC Award / Certificate**

## **BTEC Business Award / Certificate - Level 2**

<b>Course Content</b>	<p>The Level 2 Business Studies BTEC aims to provide students with a full introduction to the world of Business, focussing on the four key areas of Marketing, Finance, Production and Human Resources.</p> <p>Students will start the course by looking at different businesses and their aims, and have the opportunity to investigate both local and national businesses of interest to them. This will also include an investigation into the range of businesses in the local area.</p> <p>The students' financial capabilities will be tested when they are required to set up a profitable catering business to raise money during the College's fundraising charity week. This will entail them completing a financial break-even analysis and profit and loss accounts, in order to judge their success.</p> <p>Budding entrepreneurs will have the opportunity to demonstrate their commercial talents by producing a working business plan for their very own business idea, whilst exploring all of the legal and financial constraints involved in setting up a business.</p> <p>Students will develop other valuable industry-related skills, including a website design task for a gift shop or removal company, and also gain essential employment skills through taking part in mock interviews where they are required to stage an interview for an important position within a company.</p>
<b>Teaching Methods</b>	<p>Students learn about a variety of businesses through a series of visits, case studies, independent and group research and practical activities.</p>
<b>Assessment</b>	<p>75% continual assessment. 25% online test.</p> <p>Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report or produce promotional materials, for example.</p>
<b>Qualification Obtained</b>	<p>BTEC Level 2 Award / Certificate is a nationally recognised and well-respected qualification. It is 'worth' one GCSE.</p> <p>Pass = GCSE at C grade Merit = GCSE at B grade Distinction = GCSE at A grade Distinction* = GCSE at A* grade</p> <p>Students who make exceptional progress in the year 10 units may be able to achieve the double award.</p>
<b>Career Opportunities</b>	<p>Past students have followed careers in management, accountancy, the law and marketing. Students gaining a BTEC Level 2 Award / Certificate can move on to BTEC Level 3 in the 6<sup>th</sup> form or follow a traditional A Level route.</p>
<b>Whom to contact</b>	<p><b>Mrs J Wood, Curriculum Leader for Business and Vocational Studies</b></p>

## **BTEC Health and Social Care Award / Certificate - Level 2**

<b>Course Content</b>	<p>The Level 2 BTEC Health and Social Care course offers a wide range of topics which include a variety of practical experiences. Students will visit Downview Primary School and carry out practical work with the younger children, which will be assessed as part of the Communication Unit.</p> <p>In addition, students will carry out a risk assessment in the College's food technology area, as part of the Health and Safety Unit</p> <p>Throughout the course useful skills will be taught, for example how to take a pulse, how to measure blood pressure and peak flow, and calculate BMI (Body Mass Index). These skills are especially relevant for those wishing to pursue a career in nursing or any allied medical profession.</p> <p>In year 11 there will be an opportunity for students to perform a heart dissection, as part of learning about the body's cardiovascular system.</p> <p>A range of creative and therapeutic activities will be carried out in the classroom, developing skills that can be utilised by those wishing to pursue a career working with children or vulnerable adults.</p>
<b>Teaching Methods</b>	<p>Students learn about a variety of health care settings through a series of visits, case studies, independent and group research and practical activities.</p>
<b>Assessment</b>	<p>75% continual assessment. 25% examination.</p> <p>Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report or produce promotional materials, for example.</p>
<b>Qualification Obtained</b>	<p>BTEC Level 2 Award / Certificate is a nationally recognised and well-respected qualification. It is 'worth' one GCSE.</p> <p>Pass = GCSE at C grade Merit = GCSE at B grade Distinction = GCSE at A grade Distinction* = GCSE at A* grade</p> <p>Students who make exceptional progress in the year 10 units may be able to achieve the double award.</p>
<b>Career Opportunities</b>	<p>Past students have followed careers in early years education, care work, nursing and the emergency services. Students gaining a BTEC Level 2 Award / Certificate can move on to BTEC Level 3 in the 6<sup>th</sup> form or follow a traditional A Level route.</p>
<b>Whom to contact</b>	<p><b>Mrs J Wood, Curriculum Leader for Business and Vocational Studies</b></p>

## **BTEC Public Services Certificate – Level 2**

<b>Course Content</b>	<p>The Level 2 Public Services course is an exciting opportunity for those students who have an ambition to join either the frontline forces of the Army, Navy and Royal Air Force, or the emergency services such as the Police, Fire brigade and Ambulance service.</p> <p>Students will learn the specific skills that are desirable within these organisations, including teambuilding and leadership skills, which will entail taking part in a number of practical team tasks, including raft building. They will also have an opportunity to test and develop their fitness with a number of practical tasks that will take place in the gymnasium.</p> <p>Additional skills that will be learned include Navigation, with students being required to plan and execute a day's expedition within the South Downs National Park.</p> <p>As part of their in-depth exploration of the specific role of the various Public Services organisations students will conduct an investigation into crime and its affect on society, and take part in a visit to the fire service to observe how they deal with incidents.</p>
<b>Teaching Methods</b>	<p>Students learn about a variety of public service settings through a series of visits, case studies, independent and group research and practical activities.</p>
<b>Assessment</b>	<p>100% continual assessment.</p> <p>Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report or produce promotional materials, for example.</p>
<b>Qualification Obtained</b>	<p>BTEC Level 2 Certificate is a nationally recognised and well-respected qualification. It is 'worth' two GCSEs.</p> <p>Pass = 2 GCSEs at C grade Merit = 2 GCSEs at B grade Distinction = 2 GCSEs at A grade Distinction* = 2 GCSEs at A* grade</p>
<b>Career Opportunities</b>	<p>Past students have followed careers in the uniformed public services and the emergency services. Students gaining a BTEC Level 2 Certificate can move on to BTEC Level 3 in the sixth form or follow a traditional A Level route.</p>
<b>Whom to contact</b>	<p><b>Mrs J Wood, Curriculum Leader for Business &amp; Vocational Studies</b></p>

## BTEC Sport Award / Certificate – Level 2

### Course Content

Students will follow two mandatory units.

#### Unit 1 - Health and Fitness for Sport and Exercise (30 credits)

This unit gives learners the opportunity to develop knowledge of the different components of fitness and the key principles of training. Learners will also explore the different training methods that exist to help develop all the components of fitness. Finally, the learners will investigate different methods of fitness testing to gain a more detailed understanding of fitness levels.

#### Unit 2 - Practical Sports Performance (30 credits)

This unit focuses on developing and improving the learner's own practical sports performance. This is achieved through learners taking part in practical activities and reflecting on their own performance and that of other sports performers. At least one team and one individual sport should be studied, giving learners the opportunity to improve and develop their understanding.

On completion of this unit learners will be able to practise and refine their individual skills and techniques, experience tactics and team formations and be able to analyse their strengths and areas for improvement of themselves and others.

Learners will also study a number of optional units which will be chosen from:

- The Mind and Sports Performance (30 credits)
- The Sports Performer in Action (30 credits)
- Training for Personal Fitness (30 credits)
- Leading Sports Activities (30 credits)

N.B.: Total credits to be completed = 120

### Teaching Methods

Of the six lessons in the two-week timetable a minimum of *one* lesson will be practical, with a term spent on each activity area, and the remaining *five* lessons will be theory, in classrooms, using discussion, video and note-taking. Students will be expected to work *independently* on project work, using the internet and IT skills to research for information. Regular homework will be given after each theory lesson to enhance and further develop the students' learning.

### Assessment

This course is for any student who is interested in sport in all its different forms. Assessment takes the form of coursework and is modular in its approach. This involves continual assessment. Essays or project-based assessment will take place across years 10 and 11, with regular feedback on the student's current progress. This makes up 75% of the overall course grade.

Students will sit one externally assessed core unit (1), which is an onscreen test that is set and marked by Edexcel. The onscreen assessment is worth 25% of the overall course grade.

To attain the higher grades of distinction (GCSE A\* equivalent) students will be expected to work independently, researching their assignment to produce a more in-depth piece of work. Students also need to be interested in the theory side of sport.

**Qualification  
Obtained**

BTEC Level 2 Award / Certificate is a nationally recognised and well-respected qualification. It is 'worth' one GCSE.

Pass = GCSE at C grade

Merit = GCSE at B grade

Distinction = GCSE at A grade

Distinction\* = GCSE at A\* grade

N.B. There will be an opportunity for top performing students to attain a double award in this subject area (*two GCSE grades equivalent*) as they will be able to complete this additional assignment in the course time provided.

**Career  
Opportunities**

This course can be used as a foundation for any future career. However, if you are interested in a career in sport, here are some possible options: professional sport, coaching, recreation management, groundsmanship, sports medicine, sports journalism, sports photography etc.

**Whom to contact**

**Mr B Hauxwell, Curriculum Leader for Physical Education**

## **BTEC Travel and Tourism Certificate - Level 2**

<b>Course Content</b>	<p>The Level 2 Travel and Tourism BTEC aims to provide students with a full introduction to the world of Travel and Tourism, focussing on UK, European and World Travel for both the holiday and business markets.</p> <p>Students will start the course by looking at the reasons why people travel and will investigate how the different types of travel organisations provide for customer needs.</p> <p>The students' customer service skills will be tested through taking part in a series of role plays where they will suggest answers and solutions to increasingly complex customer complaints and requirements.</p> <p>Students will develop other valuable industry-related skills, including production of marketing materials, the development of their communication skills and the ability to work effectively with event planning and financial documentation.</p>
<b>Teaching Methods</b>	<p>Students learn about a variety of tourism organisations and destinations through a series of visits, case studies, independent and group research and practical activities.</p>
<b>Assessment</b>	<p>100% continual assessment.</p> <p>Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report or produce promotional materials, for example.</p>
<b>Qualification Obtained</b>	<p>BTEC Level 2 Certificate is a nationally recognised and well-respected qualification. It is 'worth' two GCSEs.</p> <p>Pass = 2 GCSEs at C grade Merit = 2 GCSEs at B grade Distinction = 2 GCSEs at A grade Distinction* = 2 GCSEs at A* grade</p>
<b>Career Opportunities</b>	<p>Past students have followed careers in tourism, hospitality and event management. Students gaining a BTEC Level 2 Certificate can move on to BTEC Level 3 in the 6<sup>th</sup> form or follow a traditional A Level route.</p>
<b>Whom to contact</b>	<p><b>Mrs J Wood, Curriculum Leader for Business and Vocational Studies</b></p>

# **Vocational College Courses**

## **Level 1**

**College Courses**

<b>Course content</b>	<p>This is a two-year Level 1 vocational (<i>work-related</i>) course based at a local college. Students allocated to this option will attend college for one full day a week.</p> <p>Chichester College offers a wide variety of nationally recognised courses across their three campuses – Chichester, Brinsbury and The Arena Skills Centre.</p> <p>Currently our year 10 and 11 students follow courses as diverse as Hair and Beauty, Catering, Construction, Motor Vehicle Studies and Animal Care.</p> <p>The courses are “hands on” and you will be trained to acquire skills needed in the workplace. This type of training, and the resulting qualification, is very highly regarded by employers.</p> <p>College courses are very popular and successful, and, as such, places are limited. We anticipate interviewing students who choose to study at college in order to ascertain their suitability for the course.</p>
<b>Qualification obtained</b>	<p>To gain the college qualification your attendance will need to be at least 90%. During the two years of study you will complete a number of assessments, some practical and some written, alongside maintaining an ongoing portfolio. The assessments are graded by the college tutor and all work is moderated by an external verifier on completion of the course. A final grade is awarded - Pass, Merit or Distinction - with each different level having an equivalent GCSE grade.</p>
<b>Whom to contact</b>	<p><b>Mrs K Goodall, Year Leader</b>  <b>Mrs G Woodman, Careers Co-ordinator</b></p>

# **Curriculum Support Centre**

## **Levels 1 and 2**

## **ASDAN – Award / Certificate of Personal Effectiveness**

### **Course content**

The ASDAN qualifications were introduced to FCC in 2007 and the numbers of students taking and succeeding on the courses offered have increased year on year. ASDAN is a charitable social enterprise with qualification awarding status. They provide courses to more than 6,000 schools, colleges and training providers across the UK and beyond. They reward learners' success in a range of skills and settings from Entry Level to University entrance.

The Certificate of Personal Effectiveness (COPE) is a qualification that offers a flexible way to record a wide range of personal qualities, abilities and achievements, as well as introducing students to new activities and challenges, both inside and outside of school. Students complete challenges across 12 varied modules. Each module, when successfully completed, is worth one credit. Students will need 6 credits to gain the Award of Personal Effectiveness (AOPE), and 12 credits for the (COPE).

The module titles are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational and Diploma Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

ASDAN qualifications place great emphasis on the development of transferable skills. Through the challenges undertaken, students must demonstrate competence in the following skills:

- *working with others*
- *improving own learning and performance*
- *problem solving*
- *planning and carrying out research*
- *communication through discussion*
- *planning and giving an oral presentation.*

When all credits are completed and skills demonstrated the students' portfolios are entered for moderation and students receive certification and GCSE equivalent points.

### **Assessment**

100% portfolio based – no final exam.

### **Qualification obtained**

*Either* AoPE Levels 1 and 2 *or* CoPE Level 1

### **Whom to contact**

**Mr D Smith, ASDAN Coordinator**

# **Completing the Options' Form**

## Guidance for completing the Options' Form.

The wide range of subjects detailed on the options' form represents the broad and balanced curriculum that Felpham Community College offers to students entering KS4. We acknowledge that all students have individual interests, aptitudes, abilities and career aspirations, and aim to provide a curriculum that can be tailored to meet every student's needs, whilst also adhering to legal requirements and government recommendations.

We recognise the importance of providing an appropriate educational and career pathway for students of all levels of ability and seek to ensure that the courses they choose suit their preferred learning styles and methods of working.

**On the option form some subjects have been categorised by shading / blocking / italic font style.** The reasons for this will become clear when you read the instructions for completing the options' form.

- Humanities subjects - *Geography, History and Religious Education* - have been **shaded and blocked**
- Technology subjects - *Food and Nutrition, Graphic Communication, Resistant Materials and Textile Design* - have been **blocked**
- A group of subjects from which students can choose a **maximum of two** - *OCR Information Technology, all BTEC subjects and ASDAN* - have been *shaded and are in an italic font*

**In addition, some subjects are marked with an asterisk (\*)** - *Geography, History, French and Spanish*. Combined with *English, Mathematics and Science*, these form part of the English Baccalaureate.

For most students it will be appropriate to select a broad and balanced range of courses from the options' subjects available. Having completed KS4 these students will have achieved a range of Level 2 qualifications and have the opportunity to continue their education post-16, progressing to Level 3 courses such as the A Level and BTEC subjects that are available to students who elect to join FCC's successful sixth form.

For some students the opportunity to study a Level 1 work-related course at a local college will be recommended. Individual students for whom a College course is appropriate will receive advice and guidance from their form tutor, year leader or Mrs Woodman, our in-house Careers' Co-coordinator. *Students who gain a placement will attend a local College on one day a week and will only need to choose a further two options subjects, from columns C and D.*

For some students we recommend that *ASDAN* is chosen as an option. This course is a nationally recognised programme and students choosing this option will be taught through our Curriculum Support Centre. Students who attend an off-site college to follow a vocational (*work-related*) course will automatically study four lessons of *ASDAN* as part of their curriculum provision.

Please be aware that the government is in the process of changing the qualifications that students can be accredited in, for example, removing some courses. The Department for Education has stated that a revised list of qualifications will be released in early 2012. Should any course that we offer to our students in this booklet be omitted from the government's revised list of qualifications we will contact the parents/carers of the students that have chosen this/these subject/s.

## **How do I choose?**

You may already have an idea of what you might like to do in the future, perhaps in terms of a subject to study at university or the career that you wish to follow. With this in mind you may wish to select subjects that will support your future aspirations. On the other hand, you may, at this stage, not be sure what you will want to do when you have finished the two years of KS4 study. If this applies to you there is plenty of help and guidance available.

- Use the information in this booklet to find out what is included within each subject, what forms of assessment there are, what qualifications you may achieve and what career opportunities these will lead to.
- In your lessons over the next few weeks teachers will be happy to talk to you about what is involved in their particular subject and how the subject links with other subjects and future careers.
- Mrs Woodman, our careers' co-ordinator, will be available to answer your questions and give you guidance.
- On Thursday February 9th it is the year 9 Consultation Evening. This will be similar to the consultation evenings in previous years but there will be presentations to all students and their parents/carers, in which the importance of the KS4 years and the options available will be explained. There will also be the usual appointments with subject staff during which you can discuss KS4 courses.

It is important to choose subjects that you enjoy and are good at. Try not to choose an option just because your best friend has! Remember - you will be studying these subjects for two years so think carefully before you make your final decisions.

*When completing the options' form you will be asked to select four main options subjects, one from each column. You can only choose a subject once. You will also need to choose two reserve subjects. See the next page for more details.*

# Instructions for completing the Options' Form

## First choice subjects

- You must choose a **first choice** from each of the four columns: **A, B, C and D**.
- Some subjects appear in more than one column. These subjects should only be chosen **once**.
- You must choose **at least one** of the following *humanities-based* subjects: *Geography, History and Religious Education*. These subjects are shaded and appear at the top of the options' columns. It is possible to select **more than one** of these subjects.
- If you choose the **ASDAN** option in column A you **do not** need to select a *humanities-based* subject, **but may if you wish to**.
- If you choose the **Vocational College Course** option in columns A and B you **do not** need to select a *humanities-based* subject, **but may if you wish to**.
- BTEC subjects, OCR IT and ASDAN - you can only choose a **maximum of two** of these subjects
- GCSE Physical Education and BTEC Sport - you can only choose **one** of these subjects

## Reserve subjects

- You must choose **two reserve subjects (R1 and R2)** from **any** of the four columns. If you have chosen a *technology subject* as a **first choice** you **cannot** choose another *technology subject* as a **reserve choice**.  
*The technology subjects are: Food and Nutrition, Graphic Communication, Resistant Materials and Textile Design.*
- When choosing your **two reserve subjects** **do not duplicate** any of your first choice subjects.

If, for any reason, we are unable to offer you one of your first choices, we will try to ensure that you are offered one of your reserve subjects. Please note that the offer of all courses is subject to a sufficient number of students selecting each subject, in order to provide viable group numbers.

**The completed Student copy of the form should be retained for reference.**

**The completed Form Tutor copy should be returned to your form tutor by**

**Wednesday February 22nd 2012**

***Please be aware that we cannot guarantee that a student whose form is not returned by the above date will be allocated to his/her chosen subject choices.***

# Options' Forms