

**Felpham Community College**

**Key Stage 4 Courses Booklet**

**2010 – 2012**

**YEAR LEADER:**

**Mrs C Madden**

## 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.

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.
- BTEC Diploma - Level 2
- OCR National Award - Level 2

Following the successful launch in September 2009 we will again be offering the IT Diploma (Level 2), equivalent to seven A\* to C GCSEs, and from September 2010 there will be an opportunity for some students to opt for a Level 3 BTEC Certificate in Business (Level 3), equivalent to an AS qualification.

### Core subjects

All students will study the following compulsory core subjects:

- English Language and Literature - 8 periods
- Mathematics - 8 periods
- Science Double Award - 12 periods, or Science Single Award - 6 periods, with Study Support - 6 periods
- Core Physical Education - 4 periods (*non-examined*)
- A Personal Development Curriculum, which includes Citizenship and leads to an accredited Level 2 qualification - 4 periods

### Optional subjects

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

- BTEC Business course (Level 3) - 6 periods
- GCSE courses (Levels 1 and 2) - 6 periods
- BTEC courses (Level 2) - 12 periods
- IT Diploma course (Level 2) - 18 periods
- BTEC Vocational Studies courses (Level 1) - several subjects studied over total of 18 periods
- \*College course (Level 1) - 12 periods

\*All students following a College course will be required to study Functional Skills - 6 periods - which will incorporate elements of English, mathematics and Information Technology.

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

At Felpham Community College we offer a range of BTEC subjects at Foundation Learning (Level 1), Level 2 and Level 3.

We acknowledge that, whilst the majority of our students will follow Level 2 courses, for some students working to achieve Foundation Learning (Level 1) qualifications may be more appropriate. To enable smooth progression our Level 1 curriculum has a “spiky” profile, allowing students who successfully complete Level 1 units to progress to Level 2, in which it is possible to achieve the equivalent of 2 C+ GCSEs.

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**

## 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 are encouraged to maximise their individual potential in reading, writing, speaking and listening. Students will encounter a variety of texts ranging from novels, short stories, plays and poetry to non-fiction and film media. A wide range of writing styles will be practised alongside the discussion 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. There will be opportunities for drama-based activities, sustained reading and writing creatively as well as under examination conditions. Students will be well prepared for controlled assessment coursework 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 in order to progress in English. Assessment is through examination and controlled assessment coursework.</p>
<b>Qualification obtained</b>	<p>The programme of study can lead to two separate qualifications: GCSE English 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. 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 or the Lang/Lit combined course, where many of the successful approaches to texts and coursework will be developed. Both subjects can prove useful to those wishing to study literature, linguistics, journalism, law, events management, business, research careers and teaching at degree level. 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 and we have our own mobile suite of laptop computers. This provides 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. SMP Interact text books are issued to each student as they begin the GCSE course. Students are taught in ability sets, 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.

Students have termly internal assessments in mathematics and complete a mock examination in November of Year 11. Planned into the Scheme of Work there are opportunities for students to apply maths in practical contexts.

Homework is set regularly, with a number of staff opting to use the MyMaths website. 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.

The course is currently examined by the OCR J512 Linear Mathematics A syllabus. The examination is completed at the end of Year 11 and consists of two papers: calculator and non calculator. There is no longer a coursework requirement.

There are two tiers of entry: Higher and Foundation, the Higher tier covering grades A\* - D and the Foundation tier covering grades C – G.

### 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.

From this year the department is also undertaking 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**

All students are entered at the end of the course for GCSE Mathematics.

**Whom to contact**

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

## **Personal Development Curriculum**

The Personal Development Curriculum (PDC) incorporates a variety of diverse elements, including Citizenship, Personal, Social and Health Education, Work Related Learning, Career Planning and Personal Finance. This is an accredited course, leading to a GCSE equivalent qualification.

This course aims to enable young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

**Whom to contact**

**Mr S Edwards, Senior Assistant Headteacher**

## **Core Physical Education**

<b>Course content</b>	<p>During Key Stage 4 students follow a structured and balanced course that aims to cater for the interests and needs of all students.</p> <p>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.</p> <p>These will include individual and team games and a health related fitness element.</p> <p>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.</p>
<b>Teaching methods</b>	<p>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.</p>
<b>Qualification obtained</b>	<p>This is a non-examination course. It is however, a <u>compulsory</u> element of Key Stage 4 under the requirements of the National Curriculum. It is hoped 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.</p>
<b>Whom to contact</b>	<p><b>Mr B Hauxwell, Curriculum Leader for Physical Education</b></p>

## Science

<b>Aims</b>	The Core Science course will enable students 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 scientific skills, knowledge and understanding necessary for progression to further learning.
<b>Course content</b>	The course is modular with an overriding theme of How Science Works. Students study six modules; Human Biology, Evolution and Environment, Products from Rocks, Oils, Earth and Atmosphere, Energy and Electricity and Radiation and the Universe.
<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>	Students sit multiple-choice tests for each of the six taught modules which are each worth 12.5% of the overall mark. There is a centre-assessed Investigative Skills Assignment which is worth 25% of the total mark. There is no terminal examination.
<b>Qualification obtained</b>	Core science is equivalent to one GCSE pass. Students will finish the course in year 11.
<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 to name but a few.
<b>Whom to contact</b>	<b>Mr D Cuthbertson, Curriculum Leader for Science</b>

## **Science: Additional, Year 11**

<b>Aims</b>	The Additional Science course follows on from Core Science in year 10 and will enable students to build upon their interest in Science whilst embedding a critical approach to scientific evidence and methods. Students will continue to 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, including access to A level Science courses.
<b>Course content</b>	Additional Science is a one year modular course with an overriding theme of How Science Works. Students study two modules 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>	Each of the subjects is assessed by a tiered written paper. Students will therefore sit three written examinations during the course. Each paper is worth 25% of a GCSE grade. In addition an internally assessed ISA examination is taken. The ISA is worth 25% of a GCSE grade.
<b>Qualification obtained</b>	Additional Science is equivalent to one GCSE pass.
<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.
<b>Whom to contact</b>	<b>Mr D Cuthbertson, Curriculum Leader for Science</b>

## **Science: Additional Applied, Year 11**

<b>Aims</b>	The Additional Applied Science course follows on from Core Science in year 10 and will enable students to build upon their interest in Science whilst embedding a critical approach to scientific evidence and methods. Students will continue to 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 or entry into the workplace.
<b>Course content</b>	Additional Applied Science is a one year modular course with an overriding theme of How Science Works. Students study three centre assessed units based on “real life” scientific applications. The examined aspect of the course is on a similar theme.
<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 and essential to the course and students will carry out practical investigations on a regular basis.
<b>Assessment</b>	The course has an emphasis on independent work and has a coursework element worth 60% of a GCSE grade. The examined aspect accounts for the remaining 40%.
<b>Qualification obtained</b>	Additional Applied Science is equivalent to one GCSE pass.
<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.
<b>Whom to contact</b>	<b>Mr D Cuthbertson, Curriculum Leader for Science</b>

# **Optional Subjects**

## **Level 1**

## **BTEC Vocational Studies - Level 1 Extended Certificate - Level 2 Extended Certificate**

### **Course Content**

#### **Year 10 – Foundation Learning (Level 1)**

For the first half of year 10 students will study four different subjects. For each of these subjects they will work through a number of units which will take half a year to complete. The selection process for these subjects will take place in the summer term of year 9.

Subjects offered will include:

- Art
- Media
- Health and Social Care
- Sport
- Public Services
- Child Care
- IT
- Business and Retail
- Hospitality
- Travel and Tourism

In the January of year 10 students will choose the subjects that they would like to study for the second half of the year. They could choose some or all of the same subjects studied in the first part of the year, so that they can add depth to their profile, or they could choose different subjects, resulting in a broader profile.

#### **Year 11 – Level 2**

Students who are successful in year 10 will be able to follow a Level 2 course in an individual subject in year 11. This will enable them to work for a qualification that is the equivalent of two GCSEs at Grade C or above. Subjects offered will reflect student preference, but could include.

- Business
- Public Services
- Health and Social Care
- Performing Arts

Further details about these courses can be found in the Level 2 section of this booklet.

### **Teaching Methods**

Students learn through a series of visits, case studies, independent and group research and practical activities.

### **Assessment**

100% continual assessment. There are NO exams. Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to give a presentation, write a report, design and make an outcome, or produce promotional materials, for example.

<b>Qualification Obtained</b>	BTEC Level 1 Extended Certificate = Foundation Learning BTEC Level 2 Extended Certificate = 2 x GCSE at C grade or above
<b>Career Opportunities</b>	As a result of studying a wide range of work-related subjects in year 10, students have the opportunity to explore and ultimately narrow down their career choices. At the end of Year 11 students may choose to embark on employment with training, or to 'top-up' their certificate to a full BTEC Diploma, either in the sixth form or at college. Highly successful students may wish to follow a Level 3 pathway.
<b>Whom to contact</b>	<b>Mrs J Wood, Curriculum Leader for Business and Vocational Studies</b>

## College Courses

**Course content** This is a two-year vocational (*work-related*) course based at a local college. Students allocated to this option will attend college for one full day a week.

Chichester College, Brinsbury College and the Arena Skills Centre offer a wide variety of nationally recognised courses. Currently our year 10 and 11 students follow courses as diverse as Hair and Beauty, Catering, Construction, Motor Vehicle Studies and Animal Care.

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.

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.

**Qualification obtained** 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.

**Whom to contact** **Mrs C Madden, Year Leader**

# **Optional Subjects**

## **Levels 1 and 2**

## Art and Design

<b>Course content</b>	<p>This course is suited to students with an aptitude and enthusiasm for Art and Design. 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 past and contemporary Art and Design practice.</p> <p>The GCSE comprises 2 units of assessed work:</p> <p><b>Unit 1. Personal Portfolio.</b> This consists of work completed throughout the GCSE course in Years 10 and 11. Projects are set by the teacher, encouraging responses using a variety of media and techniques. (60% of marks)</p> <p><b>Unit 2. Exam.</b> 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)</p> <p>All students use a sketchbook and are required to provide evidence that they have covered the assessment objectives.</p>
<b>Teaching methods</b>	<p>At the start of the course students will be engaged in a range of workshop style activities to develop their practical skills. 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.</p>
<b>Assessment</b>	<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 all of the work is assessed following the four assessment objectives, and moderated by an external examiner.</p>
<b>The GCSE qualification</b>	<p>The Art and Design GCSE is designed to suit the following groups of students:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> those who have an interest but do not intend to continue the study of Art and Design beyond GCSE.</li><li><input type="checkbox"/> those who will continue the study of Art, for instance at AS level and beyond.</li><li><input type="checkbox"/> those who will study subjects or take up careers where Art and Design skills and knowledge will be beneficial.</li></ul>
<b>Career opportunities</b>	<p>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.</p>
<b>Whom to contact</b>	<p><b>Mr R W Marsden, Curriculum Leader for Art, Design and Technology</b></p>

## **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. The third will be performed to an audience and examiner. 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 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**

In whichever column you choose Drama, you will obtain the same GCSE Drama qualification.

### **Whom to contact**

**Miss N Matthews, 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). 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 (60% of final grade). 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 will 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, for instance 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 Design and Technology</b></p>

## **French**

This course is for students who have already learnt French. It is not a beginners' course.

The course builds on the foundations laid in KS3. Learning to speak and understand the language remain the most important aspects of the course. Students will be equipped to talk and write about a variety of topics. By the end of the course students should be able to deal with various situations which arise whilst abroad, either for work or pleasure.

Be ready to join any visit abroad which may be organised by the MFL department to improve familiarity with the country and language!

### **Course content**

The course is built around the following general topics and themes:

- Personal Information – family/leisure/lifestyle
- Out and About – accommodation/transport/visitor information
- Services and Transactions – shops/restaurants
- Future Plans, Education and Work – job adverts/CV/work experience

### **Assessment**

There are 4 examined units which correspond to the 4 language skills:

- Unit 1 – Listening
- Unit 2 – Speaking
- Unit 3 – Reading
- Unit 4 – Writing

### **Qualification obtained**

GCSE French

### **Career opportunities**

A language is an excellent skill to add to your CV. It can open the door to a variety of career possibilities in: tourism, media, marketing, banking, the law. So, get a language and get ahead of the crowd in the jobs market!

### **Whom to contact**

**Miss L Bremah-Andoh,  
Curriculum Leader for Modern Foreign Languages**

## Geography

### Course content

The course is divided into three units.

**A decision making exercise worth 25% of the final grade.** In 2012, this will be on the rivers and coasts module. This is assessed through a one hour exam.

**A geographical enquiry.** Two pieces of coursework, one worth 10% and of 600 to 800 words and the other of 1500 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 2012 these will be population and settlement, natural hazards 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

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

### Whom to contact

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

## German

This course is for students who have already learnt German. It is not a beginners' course.

The course builds on the foundations laid in KS3. Learning to speak and understand the language remain the most important aspects of the course. Students will be equipped to talk and write about a variety of topics. By the end of the course students should be able to deal with various situations which arise whilst abroad, either for work or pleasure.

Be ready to join any visit abroad which may be organised by the MFL department to improve familiarity with the country and language!

<b>Course content</b>	<p>The course is built around the following general topics and themes:</p> <ul style="list-style-type: none"><li>• Personal Information – family/leisure/lifestyle</li><li>• Out and About – accommodation/transport/visitor information</li><li>• Services and Transactions – shops/restaurants</li><li>• Future Plans, Education and Work – job adverts/CV/work experience</li></ul>
<b>Assessment</b>	<p>There are 4 examined units which correspond to the 4 language skills:</p> <ul style="list-style-type: none"><li>• Unit 1 – Listening</li><li>• Unit 2 – Speaking</li><li>• Unit 3 – Reading</li><li>• Unit 4 – Writing</li></ul>
<b>Qualification obtained</b>	GCSE German
<b>Career opportunities</b>	A language is an excellent skill to add to your CV. It can open the door to a variety of career possibilities in: tourism, media, marketing, banking, the law. So, get a language and get ahead of the crowd in the jobs market!
<b>Whom to contact</b>	<b>Miss L Bremah-Andoh, Curriculum Leader for Modern Foreign Languages</b>

## Graphic Communication

<b>Course content</b>	<p>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.</p> <p>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).</p> <p>A themed externally set assignment, or exam, is completed at the end of the course. (40% 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>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 Graphic Communication GCSE is designed to suit the following groups of students:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> those who have an interest but do not intend to continue the study of Graphics beyond GCSE.</li><li><input type="checkbox"/> those who will continue the study of Graphic Communication, for instance at AS level and beyond.</li><li><input type="checkbox"/> those who will go on to higher education to study Graphic Design or other related subjects.</li></ul>
<b>Career opportunities</b>	<p>Careers using Graphic Design skills include graphic design, architecture, illustration, teaching, furniture design, photography, advertising.</p>
<b>Whom to contact</b>	<p><b>Miss H Kemp, Subject Leader for Design and Technology</b></p>

## **History**

**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 will be set by the exam board but are likely to focus around Britain's involvement in the Second World War.

**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 A Webster, Subject Leader for History**

## Humanities

### Course content

Humanities leads to a wider understanding than could be gained via the study of only one subject. Provided that a satisfactory grade is obtained, students can use this course as a platform **for any of the Humanities A levels in the Sixth Form (Geography, History, Sociology and Psychology).**

The study of the Humanities is in broad terms an exploration of the human condition. All the individual subject disciplines mentioned above within the Humanities have a significant contribution to make towards this exploration.

The four key themes studied are:

- 1] Culture and Beliefs
- 2] Environmental Issues
- 3] Conflict and Co-operation
- 4] Prejudice and Persecution

N.B. Patterns of Family Life may well be an additional theme studied, time permitting.

An example of how these themes will be studied is available on request.

### Assessment

This subject will assess the candidate's ability to understand, enquire, analyse and evaluate, and communicate. This will be done via the following procedure:

Unit 1            Source-based exam focusing on key themes 1 and 2.  
37.5% of the total marks  
75 minutes.

Unit 2            Source-based exam focusing on key themes 3 and 4  
(or possibly 5 as an alternative.)

37.5% of the total marks  
75 minutes.

Unit 3            GCSE Humanities Investigation to be set by the exam board each year. This will be a controlled assessment and will be worth 25% of the final mark. The approach involves whole class teaching, but also an enquiry based method of learning. Students will be expected to research independently and to present work in a variety of forms.

### Qualification obtained

Single award GCSE Humanities.

### Whom to contact

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

## **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.

**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 2 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 2 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 3 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 (eg 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.

<b>Teaching methods</b>	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).
<b>Why choose this subject?</b>	<p>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 <b>not</b> easy, and a willingness to practise is <b>essential</b>.</p> <p>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.</p> <p>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.</p>
<b>Qualification obtained</b>	GCSE Music.
<b>Career opportunities</b>	<p>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.</p> <p>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.</p>
<b>Whom to contact</b>	<b>Miss N Matthews, Curriculum Leader for Performing Arts</b>

## Philosophy and Ethics (RE)

### Course content

This GCSE course explores the topic of Philosophy and Ethics. This is divided up into eight different units, ranging from Medical Ethics, Wealth and Poverty, Peace and Justice, Human Relationships, Good and Evil and Belief in God to Death and the Afterlife.

Throughout the course we explore the differing opinions between the religious views and concepts, human relationships, medical issues, moral issues and the students' own thoughts and opinions.

### Assessment

Philosophy Exam    2 hours = 50%

Ethics Exam            2 hours = 50%

(N.B. There is **NO** coursework)

### Teaching methods

Philosophy and Ethics can be taught in a creative way, using circle time, debates and discussions. In addition there are two textbooks 'Discovery – Philosophy and Ethics' and 'introducing Philosophy of Religion' to use alongside the course during lessons.

This is an ideal course for anyone interested in the study of philosophy and ethics. This would be a good stepping-stone for anyone wishing to study sociology, philosophy or psychology in the sixth form.

### Whom to contact

**Miss A Barker, Subject Leader for Religious Education**

## 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. They will also show a growing knowledge and understanding of past and contemporary photography.

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 be taught to use their cameras to record images, learning to edit and manipulate images 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**

**Mr R W Marsden, Curriculum Leader for Art, Design and Technology**

## **Physical Education (Games or Physical Education based)**

<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> <ul style="list-style-type: none"><li>a) Practical – students will study six activities of which four will be presented for their final assessment.</li><li>b) Theoretical – including study on:<ul style="list-style-type: none"><li>i) Health Related Fitness</li><li>ii) Sport within society</li></ul></li></ul>
<b>Teaching methods</b>	<p>Of the six lessons in the two-week timetable <u>three</u> lessons will be practical, with half a term spent on each sport, and <u>three</u> 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>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.</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>

## Physical Education (Aesthetics based)

<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> <ol style="list-style-type: none"><li>a) Practical – students will study six activities of which <u>four</u> will be presented for their final assessment. The focus activities for this assessment will be aesthetic based (ie. Gym, Dance, Trampolining.)</li><li>b) Theoretical – including study on:<ol style="list-style-type: none"><li>a. Health Related Fitness</li><li>b. Sport within society</li></ol></li></ol>
<b>Teaching methods</b>	<p>Of the six lessons in the two-week timetable three lessons will be practical, with half a term spent on each sport, and three 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>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.</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>Please note:</b>	<p><i>All girls opting for GCSE PE must select the Aesthetics based option as this allows for improved timetabling and academic grades.</i></p>
<b>Whom to contact</b>	<p><b>Mr B Hauxwell, Curriculum Leader for Physical Education.</b></p>

## Psychology

<b>Course content</b>	<p>Psychology is an exciting new addition to the courses you can study at GCSE.</p> <p>Psychology is a subject that studies the human mind and behaviour. Research in psychology seeks to understand and explain thought, emotion and behaviour.</p> <p>Psychological research in these areas has many important applications which include improving memory, social functioning, understanding why we conform, forensics and many more.</p> <p>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).</p>
<b>Assessment</b>	<p>The course is broken down into 3 distinct areas:</p> <p><b>Studies and Applications in Psychology 1</b> Biology psychology: sex and gender Cognitive psychology: memory Developmental psychology: attachment Social psychology: obedience Individual differences: atypical behaviour <i>Assessment is by written paper – 1hr 15 mins 40%</i></p> <p><b>Studies and Applications in Psychology 1</b> Biological psychology: criminal behaviour Cognitive psychology: perception Developmental psychology: cognitive development Social psychology: non-verbal communication Individual differences: the self <i>Assessment is by written paper – 1 hr 15 mins 40%</i></p> <p><b>Research in Psychology</b> Discovering and learning about the research process:     Planning research     Doing research     Analysing research     Planning and investigation <i>Assessment is by written paper – 1 hr 20%</i></p>
<b>Qualification obtained</b>	GCSE Psychology
<b>Whom to contact</b>	<b>Mr A Webster, Subject Leader for Psychology</b>

## **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 imaginative 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 peoples' needs, and how they could be improved.
- Systems and control.
- Industrial practice.

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 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**

**Mr D Woods, Subject Leader for Design and Technology**

## **Science: Triple**

<b>Aims</b>	The triple science course will enable students 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 two years of 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>	Each of the modules is assessed by a tiered written paper. Students will therefore sit nine written examinations during the two years of the course. Each paper is worth 25% of a GCSE grade. In addition an internally assessed ISA examination is taken for each subject. Each ISA is worth 25% of a GCSE grade.
<b>Qualification obtained</b>	Triple Science is worth three separate GCSE grades in Biology, Chemistry and Physics.
<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, leading to employment in the scientific field.
<b>Whom to contact</b>	<b>Mr D Cuthbertson, Curriculum Leader for Science</b>

## Spanish

This course is for students who have already learnt Spanish. It is not a beginners' course.

The course builds on the foundations laid in KS3. Learning to speak and understand the language remain the most important aspects of the course. Students will be equipped to talk and write about a variety of topics. By the end of the course students should be able to deal with various situations which arise whilst abroad, either for work or pleasure.

Be ready to join any visit abroad which may be organised by the MFL department to improve familiarity with the country and language!

<b>Course content</b>	<p>The course is built around the following general topics and themes:</p> <ul style="list-style-type: none"><li>• Personal Information – family/leisure/lifestyle</li><li>• Out and About – accommodation/transport/visitor information</li><li>• Services and Transactions – shops/restaurants</li><li>• Future Plans, Education and Work – job adverts/CV/work experience</li></ul>
<b>Assessment</b>	<p>There are 4 examined units which correspond to the 4 language skills:</p> <ul style="list-style-type: none"><li>• Unit 1 – Listening</li><li>• Unit 2 – Speaking</li><li>• Unit 3 – Reading</li><li>• Unit 4 – Writing</li></ul>
<b>Qualification obtained</b>	GCSE Spanish
<b>Career opportunities</b>	A language is an excellent skill to add to your CV. It can open the door to a variety of career possibilities in: tourism, media, marketing, banking, the law. So, get a language and get ahead of the crowd in the jobs market!
<b>Whom to contact</b>	<b>Miss L Bremah-Andoh, Curriculum Leader for Modern Foreign Languages</b>

## Statistics

<b>Course content</b>	<p>This new course will be of benefit to three groups of students:</p> <p>Students who enjoy mathematics and want to learn as much as possible. All our AS level courses involve a statistics module and this course will help prepare you for success in the Sixth Form.</p> <p>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.</p> <p>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.</p>
<b>Assessment</b>	<p>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. 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.</p>
<b>Teaching methods</b>	<p>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.</p>
<b>Qualification obtained</b>	<p>GCSE Statistics</p>
<b>Whom to contact</b>	<p><b>Mrs V Thorn, Curriculum Leader for Mathematics</b></p>

## Textiles Technology

### Course Content

This course gives the students the opportunity to work with fabrics to make a wide range of products from soft furnishings to clothing to theatre costume. The course content is delivered through modules which include:

- Fibres and fabrics
- Surface decoration and pattern creation
- Construction techniques
- The use of CAD/CAM
- Use of ICT
- Use of digital photography
- Production methods – one off, batch, etc
- Industrial methods, costings.

All around us we see examples of design – from advertising and posters to all the consumer goods we have at home. Everything we use, everything we wear, products we eat have been designed by someone, somewhere. Textiles greatly affect all of our lives, from medical aids to safety workwear and sports nets, as well as the more familiar sectors of fashion and interior design.

Design and Technology subjects encourage independent thinking. The ability to think ‘beyond the box’ and to be able to identify ‘gaps in the market’ for new, innovative ideas/products is a skill that is becoming more important in a fast moving, increasingly technological age. Design and Technology is taught through a range of activities:

- Knowledge – straight forward traditional lessons where theory is taught
- Skills – some basic skills are covered to enable students to produce good quality products later
- Product analysis – looking at existing products and examining whether they meet people’s needs
- Sustainability, moral and ethical aspects
- Industrial practice – aspects of industrial applications and practices are covered.
- Design and Make activities – where students work independently through pieces of work that will help with the major piece of coursework in Year 11.
- Influence of past and present design and technology on society.

### Assessment

Assessment for the GCSE exam is:

**Controlled Assessment** – 60% of total grade. This is a Design and Make task which should take approximately 40 hours. Most will be done in school but independent study is also crucial.

**Written exam** – 40% – taken in June. There will be one 2-hour paper.

**Tiers** – there are two tiers and decisions about level of entry are not made until Year 11, when coursework is well underway.

**Course requirements**

Students will be required to provide fabric, threads etc for Design and Make tasks but for skills-based activities, materials will be provided. An A3 folder will be needed and a set of good quality coloured pencils. Revision books can be purchased from the department

**Career opportunities**

Fashion design, textile design, theatre costume design, product design, screen printing in industry, teaching, clothing industry, window display. Developmental textiles for: sports, medical, safety eg: fire-proof, engineering, geotextiles.

**Whom to contact**

**Mr D Woods, Subject Leader for Design and Technology**  
Mrs J Salerno and Mrs D Budd for Textiles

# **Optional Subjects**

## **Level 2**

# **BTEC Diploma Subjects**

## **BTEC Business Diploma - Level 2**

### **Course Content**

Students will follow four mandatory units.

#### **Unit 1 - Business Purposes**

The aim of this unit is to enable learners to understand the nature of business organisations and the business environment in which they operate. Learners will do this by looking at the range of organisations that exist locally, regionally and nationally, and by considering the business framework in which they operate. There will be a particular focus on businesses in the local context, with which learners will be familiar.

#### **Unit 2 - Business Organisations**

The aim of this unit is to enable learners to understand the aims and objectives of business organisations and how they are organised into functional areas to meet their business aims and objectives. Learners will do this by looking at examples of local and national organisations, for which information is readily available. There will be a particular focus on businesses in the local context, with which learners will be familiar.

#### **Unit 3 - Financial Forecasting for Business**

The aim of this unit is to enable learners to understand the financial aspects of running a business. Learners will do this through looking at the key concepts used by businesses to manage their money and forecast their finances for the future.

#### **Unit 4 - People in Organisations**

The aim of this unit is to enable learners to understand the part played by people in business organisations. Learners will do this through a study of job roles and their functions. They will consider the different structures of business organisations, as well as considering their own preparation for employment and career planning.

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

- Training and Employment in Business
- Customer Relations in Business
- Business Online
- Bookkeeping for Business
- Starting a Small Business
- The Marketing Plan
- Business Ethics

### **Teaching Methods**

Students learn about a variety of businesses through a series of visits, case studies, independent and group research and practical activities.

### **Assessment**

100% continual assessment. There are NO exams. 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.

**Qualification  
Obtained**

BTEC Level 2 Diploma is a nationally recognised and well-respected qualification. It is 'worth' four GCSEs.

Pass = 4 GCSEs at C grade

Merit = 4 GCSEs at B grade

Distinction = 4 GCSEs at A and A\* grade

**Career  
Opportunities**

Past students have followed careers in management, accountancy, the law and marketing. Students gaining a BTEC Level 2 Diploma can move on to Level 3 in the 6<sup>th</sup> form or follow a traditional A Level course.

**Whom to contact**

**Mrs J Wood, Curriculum Leader for Business and Vocational Studies**

## **BTEC Health and Social Care Diploma - Level 2**

### **Course Content**

Students will follow three mandatory units.

#### **Unit 1 – Communication in Health and Social Care**

This unit aims to enable learners to gain the necessary knowledge, understanding and practical skills for them to communicate effectively within a health and social care environment. During this unit learners will investigate and recognise different forms of communication, understand the barriers to effective communication and be able to communicate effectively.

#### **Unit 2 – Individual Rights in the Health and Social Care Sector**

This unit aims to enable learners to gain a knowledge and understanding of the issues to be considered, when working in health and social care environments, within a multicultural society. Learners will investigate the many factors that contribute to a diverse and equal society and the principles and values that underpin the support of individuals.

#### **Unit 3 – Individual Needs in the Health and Social Care Sector**

This unit aims to enable learners to gain the knowledge, understanding and skills related to individual needs. They will explore the influence of these needs on health and well-being, and how they may be addressed to improve the health and well-being of an individual.

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

- Anatomy and Physiology for Health and Social Care
- Creative and Therapeutic Activities in Health and Social Care
- The Impact of Diet on Health
- Human Lifespan Development
- Cultural Diversity in Health and Social Care
- Ensuring Safe Environments in Health and Social Care

### **Teaching Methods**

Students learn about a variety of health care settings through a series of visits, case studies, independent and group research and practical activities.

### **Assessment**

100% continual assessment. There are NO exams. 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.

### **Qualification Obtained**

BTEC Level 2 Diploma is a nationally recognised and well-respected qualification. It is 'worth' four GCSEs.

Pass = 4 GCSEs at C grade

Merit = 4 GCSEs at B grade

Distinction = 4 GCSEs at A and A\* grade

**Career Opportunities**

Past students have followed careers in early years education, care work, nursing and the emergency services. Students gaining a BTEC Level 2 Diploma can move on to Level 3 in the 6<sup>th</sup> form or follow a traditional A Level course.

**Whom to contact**

**Mrs J Wood, Curriculum Leader for Business and Vocational Studies**

## **BTEC Performing Arts Diploma – Level 2**

### **Course Content**

Students will follow four mandatory units.

#### **Unit 1 – Working in the Performing Arts Industry**

This unit aims to give learners knowledge of employment opportunities within the performing arts industry and the jobs undertaken by those who work in it.

#### **Unit 2 – Professional Development in the Performing Arts Industry**

This unit allows learners to gain knowledge of a range of career opportunities, with a view to their own professional development within the performing arts industry.

#### **Unit 3 - Performing Arts Production Process**

The aim of this unit is to develop learners' understanding of the essential processes required for staging a performance, including all technical and administrative procedures. It also fosters an understanding of the need for teamwork and cooperation.

#### **Unit 4 - The Development of Drama, Dance or Music**

The aim of this unit is to develop learners' knowledge of the social and historical context of drama, dance or music, and to help them develop and rehearse performance work.

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

- Acting Skills and Techniques
- Musical Theatre Performance
- Contemporary Dance
- Lighting Operations for Stage Performance
- Sound Operations for Stage Performance
- Exploring Computer Systems used by Musicians
- Exploring Musical Composition
- Producing a Music Recording

### **Teaching Methods**

Students learn about a variety of performance situations through a series of visits, case studies, independent and group research, and practical activities.

### **Assessment**

100% continual assessment. There are NO exams. Students will be assessed frequently and continually through a series of assignments. These assignments may require learners to produce a live performance, give a presentation, write a report or produce a recording, for example.

### **Qualification Obtained**

BTEC Level 2 Diploma is a nationally recognised and well-respected qualification. It is 'worth' four GCSEs.

Pass = 4 GCSEs at C grade  
Merit = 4 GCSEs at B grade  
Distinction = 4 GCSEs at A and A\* grade

**Career  
Opportunities**

Past students have followed careers in the performance industries and related fields, such as arts event management. Students gaining a BTEC Level 2 Diploma can move on to Level 3 in the 6<sup>th</sup> form or follow a traditional A Level course.

**Whom to contact**

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

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

### **Course Content**

Students will follow three mandatory units.

#### **Unit 1 – Public Services Skills**

The aim of this unit is to enable learners to develop an understanding of a variety of methods of instructions. Learners will also explore teamwork and communication skills via hands on activities enabling them to meet the needs of public expectations.

#### **Unit 2 – Employment in the uniformed Public Services**

The aim of this unit is to enable students to acquire the skills and knowledge required for future employment in the public services. They will research the recruitment and selection procedures of a range of public sector employers.

#### **Unit 3 - Improving health and fitness for entry to the uniformed Public Services**

This unit aims to enable learners to gain a knowledge and understanding of preparing for a job in their chosen public service. The unit also enables learners to develop the skills needed when prepare for an interview in the public services sector.

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

- Adventurous Activities and Teamwork for the Public Services
- Land Navigation by Map and Compass
- Expedition Skills in Public Services
- Attending Emergency Incidents in Public Services
- Career Planning for the Public Services

### **Teaching Methods**

Students learn about a variety of public service settings through a series of visits, case studies, independent and group research and practical activities.

### **Assessment**

100% continual assessment. There are NO exams. 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.

### **Qualification Obtained**

BTEC Level 2 Diploma is a nationally recognised and well-respected qualification. It is 'worth' four GCSEs.

Pass = 4 GCSEs at C grade

Merit = 4 GCSEs at B grade

Distinction = 4 GCSEs at A and A\* grade

### **Career Opportunities**

Past students have followed careers in early years education, care work, nursing and the emergency services. Students gaining a BTEC Level 2 Diploma can move on to Level 3 in the sixth form or follow a traditional A Level course.

**Whom to contact**

**Mrs J Wood, Curriculum Leader for Business and Vocational Studies**

## BTEC Sport Diploma – Level 2

### Course Content

Students will follow two mandatory units.

#### Unit 1 - Fitness Testing and Training

This unit gives learners the opportunity to explore the essential fitness requirements and training methods used to achieve successful sports performance. The unit also explores lifestyle and psychological factors and the effects these can have on sports' training and performance. Learners will investigate their personal fitness levels by participating in a series of fitness tests.

#### Unit 2 - Practical Sport

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:

- Anatomy and Physiology for Sport
- Sports Development
- Nutrition for Sports Performance
- Planning and Leading Sports Activities
- Technical Skills and Tactical Awareness for Sport
- Lifestyle and the Sports' Performer
- Effects of Exercise on the Body Systems

### Teaching Methods

Of the twelve lessons in the two-week timetable a minimum of *two* lessons will be practical, with half a term spent on each activity area, and the remaining *ten* 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. There will be no end of year exam. This involves continual assessment. Essays or project-based assessment will take place across Yr's 10 & 11 with regular feedback on the student's current progress. 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 Diploma is a nationally recognised and well-respected qualification. It is 'worth' four GCSEs.

Pass = 4 GCSEs at C grade

Merit = 4 GCSEs at B grade

Distinction = 4 GCSEs at A and A\* grade

**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**

# The IT Diploma

## IT Diploma – Level 2 (Higher Level)

The Diploma gives students the opportunity to learn in an exciting, creative and enjoyable way. It is aimed at students who enjoy hands-on practical learning. The diploma has been developed in collaboration with employers as they requested a course from schools that ensured that students leaving school had the skills they required within the world of work.

### Course content

#### How the course is structured:

The Diploma is an exciting brand new way of delivering education. As far as feasibly possible the world of work and the methods of working are replicated within the specially designed diploma suite. On the days that you are in diploma lessons you will wear formal business attire and follow a day that is outside the regimented pattern of bells indicating the end of lessons.

While on the course you will be studying seven core units that are known as your principle learning hours. Due to the nature of the units not everybody in the class will be studying each at the same time, but all will have been covered by the end of the course. By the time you graduate from the diploma you will have learnt:

- The Potential of Technology
- Exploring Organisations
- Effective Communication
- Skills for Innovation
- Technology Systems
- Multi Media Productions
- Managing Projects

Other aspects of this course include ten days of work experience, a final project, personal, learning and thinking skills, and functional skills. The current Year Tens are really enjoying the course and I would recommend that you talk to them if you think you would like to be on this course next year.

### Assessment

Students will be assessed both internally and externally via a variety of different methods during the course.

### Entry Requirements

This course would ideally suit any student who achieves National Curriculum Level 6 or higher at the end of Key Stage 3. Only students who have a keen interest in ICT should apply. There will be a restricted number of places on the course and entry is by application.

### Teaching methods

As mentioned above, the way that the diploma is delivered is very different from normal ways of teaching. Therefore there needs to be a reliance on the student to act maturely with regards to the increased responsibility they will be undertaking.

### Qualification Obtained

With all elements of the Level Two Diploma completed, a student will be awarded the equivalent of seven GCSEs, grades A\* to C.

### Whom to contact

**Mr M Pordage, Curriculum Leader for ICT**

# OCR National Award

## OCR National Award in Information and Communication Technology

With ICT skills for business and creating sound using ICT completed in year 9 we continue to build upon these units, working towards the OCR Level 2 First Certificate in ICT. This course comprises of 2 full units and 2 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.

##### 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 student 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.

#### 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 interactive multimedia graphics for use in a website.

##### 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

Since this is a practical course, there will be a limit of one computer per student. There will be written work to be completed. 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.
<b>Whom to contact</b>	<b>Mrs C Watson, Assistant Curriculum Leader for ICT</b>

# **Optional Subject**

## **Level 3**

## **BTEC Business – Level 3 Certificate (AS)**

### **Course Content**

Students will follow three mandatory units.

#### **Unit 1 – The Business Environment**

The aim of this unit is to give learners the fundamental knowledge of a range of business organisations, and the many factors that shape the nature of organisations operating in an increasingly complex business world.

The unit introduces learners to a range of business activities. They will consider the purposes of different organisations, the influence of stakeholders and how businesses organise themselves through strategic planning and organisational structures.

#### **Unit 2 – Business Resources**

The aim of this unit is to develop learner knowledge of the range of human, physical, technological and financial resources required in an organisation, and how the management of these resources can impact on business performance.

#### **Unit 3 – Introduction to Marketing**

The aim and purpose of this unit is to give learners an understanding of how marketing, research and planning and the marketing mix are used by all organisations.

Firstly, learners will explore how different types of organisations use marketing principles to meet the needs of their customers and achieve their objectives. The constraints under which organisations operate are important and learners will study the legal requirements and voluntary codes that affect marketing. Learners will then go on to investigate how organisations collect data through market research and turn it into useful information which can be analysed and used to plan their marketing activities.

### **Teaching Methods**

Students learn about a variety of business settings through a series of visits, case studies, independent and group research and practical activities.

### **Assessment**

100% continual assessment. There are NO exams. 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.

### **Qualification Obtained**

BTEC Level 3 Certificate is a nationally recognised and well-respected qualification. It is “worth” an AS.

Pass = AS E grade

Merit = AS C grade

Distinction = AS A/A\* grade

**Career  
Opportunities**

Past students have followed careers in management, accountancy, the law and marketing. Students gaining a BTEC Level 3 Certificate can continue on to study a Level 3 BTEC in the 6<sup>th</sup> form or follow a traditional A Level course.

**Whom to contact**

**Mrs J Wood, Curriculum Leader for Business and Vocational Studies**

## Guidance for completion of 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 subjects have been categorised by colour.

For subjects that are colour-coded **Green** the coursework component contributes **less than 50%** of a student's final grade. These subjects are mainly assessed through examinations and are therefore recommended for students who perform well in examination conditions.

For subjects that are colour-coded **Yellow** and **Purple** the coursework component will contribute **over 50%** of a student's final grade. These subjects are suitable for students who enjoy or are good at coursework projects that can take a number of weeks or months to complete. To avoid a "coursework heavy" curriculum it is recommended that students do not choose **all** yellow and purple subjects.

For most students it will be appropriate to select a broad and balanced range of courses from the subjects colour-coded green, yellow and purple. 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 electing to join FCC's successful sixth form.

For some students, following a Foundation Learning (Level 1) pathway, colour-coded **Blue** on the options' form, will be recommended. Options at this level include our new BTEC Vocational Studies course and, for some, the opportunity to study a work-related course at a local college. Our BTEC Vocational Studies course offers a wide range of optional subjects to choose from and is specifically designed to be varied, engaging and flexible. Students who achieve well in their Vocational Studies course units in Year 10 will be able to move on to a Level 2 specialist course in Year 11, from which they will achieve the equivalent of two C+ GCSE grades. Having completed Year 11 these students may choose to embark on employment with training, or to 'top-up' their certificate to a full BTEC Diploma, either in the sixth form or at college.

*Individual students for whom the Level 1 BTEC Vocational Studies or College courses are recommended will receive advice and guidance from their form tutor.*

## Instructions:

- You must select a first and second choice from each of the four columns.
- You must choose **at least one** humanities subject. These are: geography, history humanities, philosophy and ethics and psychology. For these subjects the **text** on the options' form is colour-coded **Blue**. Level 1 (L1) and IT Diploma students need *not* select a humanities subject, but may if they wish to.
- **Do not choose** more than one technology subject. These are: graphic communication, home economics, resistant materials and textiles technology, colour-coded **Purple** on the options' form
- **Do not choose** a subject twice if it appears in two or more columns.
- If a subject extends over two columns it must be chosen as first or second choice in both.
- The IT Diploma and BTEC Vocational Studies extends over columns A, B and C. Students choosing this option should also choose a subject from column D.
- College courses include construction / motor vehicle studies (Arena Skills Centre), hair and beauty / catering (Chichester College) and animal care (Brinsbury College).