



# **OPTION BOOKLET**

**GCSE Choices at KS4  
from September 2010**

## YEAR 10

### **Options for Key Stage 4**

At the start of Year 10 you will begin to study **GCSE / BTec / OCR** courses, ending in some very important examinations at the end of Year 11. Until now you have had to study the same subjects every year. Next year will be different. You will continue with some subjects, drop others and perhaps start totally new subjects. Your choices will be very important, but you will need to talk with your parents, teachers and careers advisors to reach the best possible choices.

The world today is changing all the time. Traditional jobs and professions have to adapt to new technologies and skills, while brand new industries are created in the 'blink of an eye.' Employment prospects are always changing, leading to a daunting but exciting period of life. It is important to be sufficiently flexible to learn new skills and re-train when necessary throughout your working life.

For you, these choices are a milestone – they represent your first real choice over your future, both in education and beyond. These choices will affect you as a person, so a good balance of subjects is vital. Of course while it is nice to be good at the subjects you have chosen, picking subjects that you enjoy and will be useful to your future career is equally important.

### **REMEMBER:**

Very few Year 9 pupils know what career they want to enter.

The most important thing for you is to get a broad and well-balanced education so you will be able to adapt and change as the needs arise.

### **All pupils in 10 will study**

- |                                                             |              |
|-------------------------------------------------------------|--------------|
| • English Language                                          | GCSE         |
| • English Literature                                        | GCSE         |
| • Mathematics                                               | GCSE         |
| • Double Science or Chemistry, Physics & Biology separately | GCSE         |
| • Modern Foreign Language *                                 | GCSE         |
| • Information Communication Technology                      | GCSE         |
| • Religious Education (Short Course)                        | GCSE         |
| • ICT                                                       | OCR National |
| • Personal Social Health Education                          |              |
| • Citizenship (Short Course)                                | GCSE         |
| • Careers                                                   |              |
| • Physical Education                                        |              |

**\* We would expect more academic pupils to choose a modern foreign language**

You will have a choice of some subjects as 'options.'



## **SUBJECTS**

### **Compulsory**

English Language GCSE  
English Literature GCSE  
Mathematics GCSE  
Modern Foreign Languages \*  
Science GCSE  
ICT Certificate  
Religious Education (short course ) GCSE  
Citizenship (short course) GCSE  
Careers  
PE Core

\* We would expect more academic pupils to choose a modern foreign language.

### **Options**

Art & Design  
Business BTec  
Countryside & Environment BTec  
Citizenship  
Dance  
Drama  
Food Technology  
Geography  
History  
Horse Care BTec  
Information Communication Technology (OCR)  
Modern Foreign Languages  
Music  
Physical Education  
Technology GCSE  
**The Diploma:** Landbased Studies / Creative & Media / Hair & Beauty

## **ART AND DESIGN GCSE**

This is an exciting, challenging and popular GCSE option, with a proven history of success.

It will provide you with an individual experience, encouraging an adventurous and enquiring approach to Art and Design. You will be provided with an opportunity to learn and understand past and contemporary Art and Design practice and be able to produce a personal response that embraces a range of themes and ideas.

Throughout the course, you will be looking at pieces produced by other artists, exploring different styles and genres and investigating a whole range of materials, techniques and processes. This will inspire you, helping you to make informed choices and encouraging you to explore avenues you might not have considered before.

Content is accessible to a range of levels of experience and ability, providing opportunity to develop artistic and creative skills. It can also provide an invigorating change during the school day!

Visits to galleries and exhibitions are arranged and we currently run two cross-curricular trips with the MFL department. Year 1 we visit Monet's garden in Giverny and explore historical and cultural Paris and Year 2 we visit Arras and visit Matisse's Museum in a neighbouring town. Both trips are thoroughly enjoyable and add dimension to your portfolio.

GCSE Art and Design consists of **60% Coursework** and a **40% Controlled Test**. Pupils complete three units of work in Year 10 and a Mock examination in Year 11, which goes towards coursework.

The Controlled Test last 10 hours. During this time pupils produce a final piece based upon their preparatory studies and research, which are completed during eight school weeks prior to the examination. It is one of the most enjoyable exams you will sit!

There are varied career opportunities post GCSE, as many employers seek evidence of artistic and creative interest and ability.

Career opportunities include some of the following – Graphic Design, Architecture, Interior Design, Decoration and Restoration, Teaching, Journalism, Critic, Curator, Visual Arts, Ceramics, Furniture Design, Fashion & Textiles, Industrial Design, Desk Top Publishing, Illustration, Photography, Film & T.V, Product Design, Art Historian

Many past pupils have gone on to obtain further educational qualifications within this field.

**It is an enjoyable, rewarding and useful subject and looks good on any Curriculum Vitae!**

## **CITIZENSHIP EDUCATION**

Full GCSE Course/ Written examination 40% - Controlled assessment 60%.

### Subject Aims:

- To engage with topical citizenship issues and contribute to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in context (local to global).
- To develop and apply understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time.
- To use an enquiring, critical approach to distinguish facts, opinion and bias, build arguments and make informed judgements.
- To develop the skills, knowledge and understanding needed to take action with other, in order to address citizenship issues in their communities.

### Course Description:

Over two years pupils will cover work in the following areas:

- Political, legal and human rights and freedoms in a range of contexts from local to global.
- Civil, criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation.
- Democratic and electoral processes and the operation of parliamentary democracy.
- The development of, and struggle for, different kinds of rights and freedoms both in the UK and abroad.
- The media.
- Policies and practices for sustainable development.
- The economy in relation to citizenship and the relationship between employers and employees.
- Origins and the implications of diversity and the changing nature of society in the UK.
- The European Union, the Commonwealth and the UN.

### Assessment:

Citizenship has been a statutory requirement for all secondary pupils since 2002. In Year 10 pupils have a choice of taking the full course GCSE in citizenship or studying citizenship as a non-examined, statutory subject. The full course GCSE requires pupils to complete both controlled assessments in school and external examinations. The course is split into four units;

- Unit 1: Citizenship Today (externally assessed unit worth 20%)
- Unit 2: Participating in Society (controlled assessment worth 30%)
- Unit 3: Citizenship in Context (externally assessed unit worth 20%)
- Unit 4 Citizenship Campaign (controlled assessment worth 30%)

Citizenship education requires pupils to be active participants in their communities and therefore the GCSE course will reflect this with a focus on active learning.

## **COUNTRYSIDE AND ENVIRONMENT BTec**

The Course is the Edexcel Level 2 BTEC First Certificate in Countryside and Environment. This is a recognised and respected vocational qualification being offered as a single option. Successful pupils will be awarded a Pass, Merit or Distinction grade equivalent to two GCSEs.

Pupils will study three units during the two years most of which will be covered by completing practical tasks in our Parkland. Pupils will be expected to provide basic clothing suitable for working outdoors in all weathers. They must also provide themselves with a pair of safety boots which can be Wellingtons provided they include steel toecap protection. The maximum number of pupils on this course will be 12.

Assessment for the course is through assignments. These build to create a portfolio of evidence including written tasks and observation records of practical experience. There is no end of course exam but the continuous assessment calls for pupils to have, or quickly develop, excellent organisational skills.

### **Units**

The course requires units and the units being offered are:

- Practical Land-Based Skills
- Practical Forestry Skills
- Land-based Machinery Operation

For more details concerning the syllabus please look at the following Edexcel webpage.

The Units RAAS offer are Unit 5,14 and 17

[http://www.edexcel.com/migrationdocuments/BTEC%20Firsts/306173\\_BF017260\\_FCD\\_in\\_Countryside\\_and\\_Environment\\_L2\\_Issue\\_2.pdf](http://www.edexcel.com/migrationdocuments/BTEC%20Firsts/306173_BF017260_FCD_in_Countryside_and_Environment_L2_Issue_2.pdf)

## **DANCE GCSE**

Dance will offer you the opportunity to develop your knowledge, understanding and practical experience of dance through a variety of different genres. Working with a wide range of styles and activities will help you to improve your own choreography, appreciation and performance. You will learn about contemporary dance, professional dance works, warming up and cooling down, good studio practice, composition and choreography.

### Will I enjoy this course?

The course has both practical and theoretical elements, allowing for work individually and in groups. At all stages feedback and advice on your own and others work is available. Trips and dance workshops are an integral part of this course, offering a variety of learning opportunities.

### How does it follow on from what I have learned before?

Most pupils will have some experience from Key Stage 3, PE lessons where dance is offered. The course is well structured and offers vital dance experience during the first months of the course to ensure any newcomers to dance will quickly pick up new skills.

### What about exams?

There are four practical exams, all at the end of year 11. There is also a written exam at the end of year 11, comprising short answer questions based on five professional works.

### Is there any coursework?

No.

### What other skills might I develop?

Dance allows you to develop a wide range of personal skills through involvement in group and individual work, working within the community and with professionals in the Dance and Performing Arts world. At the same time the need to analyse performance will often involve using ICT as a basis for studying and reviewing different performances. Pupils will be able to use the latest performance analysis video software to aid their development in Dance and to allow for opportunities to offer critical and constructive feedback.

### What could I do next with GCSE Dance?

GCSE dance feeds straight into the AS and A Level dance courses offered at a wide range of colleges. Dance also provides a solid groundwork for all BTEC Dance and Performing Arts courses. A large number of Universities offer a BA Honours degree in dance which allows pupils to concentrate their course in the direction they wish to follow, be it performance, teaching or working with the community.

## **DRAMA GCSE**

Drama isn't just about acting, even though you will do a lot of it during your two-year course. It is also about expressing yourself, building your confidence, using your imagination, leadership, working to deadlines, learning to understand other people and how to co-operate with them.

Taking a Drama course helps you to understand and deal with all sorts of situations you face in your daily life, both in school and looking to the future when you leave school and move into the 'real world'.

### **What you will do!**

Most of the course is practically based – you will be taught many of the skills of acting, devising and directing plays. The 6 term course is modular and there is no final written examination. There is a requirement to attend 2 hours per week regular extra curricular sessions for rehearsals (and written work support where necessary).

### **Unit 1 – 30%**

An in depth study of an important issue facing teenagers today. You will look at the issue from many angles using drama games and strategies to go into parts of the issue that you may have never considered. After doing a workshop on the issue and exploring it through a number of media, you will devise and perform your own play using the issue as stimulus.

### **Unit 2 – 30%**

An in-depth study of a play; using drama strategies and skills. You will look into a play script, using practical strategies that allow you to explore the play and its background whilst also having fun. You will also perform part of the script for a practical assessment.

### **Unit 3 – 40%**

Your final assessment. You will rehearse as part of a group and perform (either as an actor or as performance support) a play lasting 15 – 20 minutes. This will be performed in front of an external examiner and will be marked by them, not your teacher.

Throughout the year you will also be given chances to go and watch live theatre; both local and West End productions. This year we went to see "Woman in Black" and "Edward Scissor Hands", but there are plans for much more next year.

## **ENGLISH LANGUAGE, ENGLISH LITERATURE GCSE**

Pupils follow the Welsh Joint Examining Board Syllabus, which mixes English Language and English Literature in an integrated course, but you will receive a separate GCSE certificate for each subject.

Assessment in both subjects is based on a mixture of Controlled Assessment and final examinations. Six units of Controlled Assessment are needed – covering Shakespeare, Modern and Pre 20<sup>th</sup> Century Poetry, a 20<sup>th</sup> Century Novel, Original Writing, 20th Century Drama and Language Variation and Change. This counts for 25% of the marks in English Language and 20% in English Literature.

The final examinations account for 50% in English Language and 80% in English Literature. A further 25% is available for Speaking and Listening Skills in English, which include individual, pair and group work on such things as role plays, discussions, debates and presentations.

You will also study a range of novels, plays, poems and films to help your understanding. Trips will be organised to see plays in performance to bring your study to life.

The department is at great pains to help you improve your communication skills. We want to help you make your reading, writing, speaking and listening skills better. Grammar, punctuation, spelling and handwriting will be given attention and those requiring learning support will be provided for.

At the end of the course you may opt to take English as one subject rather than sitting both English Language and English Literature examinations. This decision will be made in conjunction with your teacher.

Both courses are lively and stimulating and will help to prepare you for further study or any future career choices.

## **FILM STUDIES GCSE**

Film studies is an engaging new course from WJEC which aims to educate young people through a theoretical, historical, cultural and critical study of cinema. The course requires imagination, insight and a great deal of hard work.

Much like a study of Literature, pupils will leave the course having come to understand how a film works, why it works, what it means and what effect it has on people. As well as these analytical skills they will also have developed practical skills, to a high level, in their use of ICT and the production of film products.

In taking Film Studies at GCSE you will develop your analytical skills as well as your knowledge of cultures, industries, marketing and the many aspects which surround the film industry, both domestic and foreign.

Film will enable you to gain key insights into the world around you, helping you see beyond the obvious and getting you looking at things in all their cinematic glory!

### **What you will do!**

The course follows a mix of Coursework and Examination.

50% **Coursework** – Industry Research, Storyboarding, Scriptwriting, Poster Design/Analysis, Pitching and Presenting, Evaluating and Film Production.

20% **Examination** - Non-Hollywood Film Study – Set Text. Pupils engage with and analyse a foreign language film.

30% **Examination** – Genre study in which pupils learn to spot and analyse the facets of a particular film genre. This involves the study of codes and conventions with films. Exam topic up until 2012 is the Disaster Genre.

### **Term 1:**

An introduction to film language. The term centres around terminology as well as breaking down the various aspects of narrative and genre. Pupils will learn to analyse short scenes in detail and comment on the intended and subtle effects a film has on its audience. This will lead to broader comments on how films relate to society.

Pupils will also submit an in-depth Industry Study based around the Production, Distribution and Marketing of a film of their choice.

### **Term 2:**

Pupils will begin to develop an original concept for their own film creating an industry standard pitch. This will be developed with the study of Storyboarding and the final production of their own storyboarded sequence.

Term 3:

The study of the disaster genre fills the entire term with pupils analysing codes and conventions present in disaster movies. Activities involve the close analysis of key texts as well as written assessments which aim to highlight the pupils' perceptions and use of analytical film terminology.

Term 4:

Pupils will produce a high quality film product which could be a scene from the film they have developed, merchandise or other marketing material. An evaluative essay will accompany the practical task. The aim is for pupils to demonstrate their knowledge of marketing and conventions within the film industry.

Term 5:

This term includes the detailed study of the set text. Pupils will look at a foreign language film and study its cinematic and cultural relevance, considering the impact of foreign language films. A section of the exam paper also focuses on issues raised by the film. Key texts include *Tsotsi*, *The Devil's Backbone*, *Goodbye Lenin* and *Spirited Away*.

## **GEOGRAPHY GCSE**

Geography from 2009 has had a major overhaul to make it more applicable to the 21<sup>st</sup> century. We have also moved to a modular approach to allow pupils to resit units. This is possible just once.

Geography is concerned with the relationship between people and their environment. Pupils are required to demonstrate knowledge of

- a range of places at different scales, and levels of development
- new ideas in the study of geography,
- aspects of physical and human geography, their processes and interaction with humans
- current issues of global, national and local importance including climate change and sustainable development
- use of new technologies including GIS (Geographical Information Systems)
- geographical concepts including uneven development and alternative futures
- relevance of geography to our lives and the real world

The Edexcel Examination consists of four parts-

### Unit One

This has two sections, both containing compulsory material

Section A: - Geographical Skills

Section B: - Challenges for the Planet

It accounts for 25% of the final mark and is assessed through a 1 hour tiered, written exam.

Examination : June 2012 (Yr 11)

### Unit Two

This unit has two sections, both containing optional topics:

Section A: - The Physical World – likely option - Coastal Landscapes

Section B: - Environmental Issues – A Wasteful World

It accounts for 25% of the final mark and is assessed through a 1 hour tiered exam.

Examination : January 2011 (Yr 10)

### Unit Three

This unit has two sections, both containing optional units:

Section A: - The Human World – likely option – Population Change

Section B: - People Issues – A Tourist's World.

It accounts for 25% of the final mark and is assessed through a 1 hour tiered exam.

Examination : January 2012 (Yr 11)

### Coursework:

For this unit pupils need to complete a fieldwork investigation and report. They must complete one of the tasks set by Edexcel. It is likely we will choose the one linked to the coasts theme or tourism theme. Titles are published annually. There are strict word and time allocation limits. Written work must be completed under the supervision of a member of staff. Coursework is completed in the Spring Term of Year 10, but submitted at the end of Year 11.

### Fieldwork

This is fundamental to geography, as it is important to understand how to collect information and data about our planet, and how to analyse and evaluate it to help us decide what action to take. The QCA subject criteria focus on pupils collecting their own data, and understanding how to plan, analyse and evaluate fieldwork sessions. Pupils are expected to go on at least two days of fieldwork during the course and are offered the opportunity to take part in residential visits to Swanage (Year 10) and a long weekend to Blackpool (Year 11). Fieldwork days are likely to include visits to a recycling plant, climate change conference, the coast and Brighton.

The Geography department is well equipped with a variety of textbooks and equipment. Pupils are issued with their own textbook which they should use for lessons and prep. These textbooks will be available digitally via the VLE from September 2010. They will also need access to computer facilities, the Internet and the school's intranet. To supplement the course, there will be lessons using CD-ROMs, digital mapping applications and web mapping, Geographical TV programmes and DVDs. Pupils will also be given the opportunity to practice their map-reading. This course is heavily skills based. Fieldwork and ICT are major foci within the new specification.

**Geography is a well-respected qualification that many employees value. In Geography you will practise a wide variety of key skills like group/teamwork, independent learning, numeracy and ICT.**

## HISTORY GCSE

### Why choose History as a GCSE option subject?

What are the main points which will run through your mind when you consider History as an option? Will you be thinking about one or all of the following?

- I like History and it is one of my strengths.
- It informs me about what has happened in the past and therefore gives me a better understanding of what is happening in the world today.
- I have found it an interesting subject and would like to study the subject in greater depth.
- I intend to carry on studying History beyond GCSE and study it at 'AS' level.
- I think it will be a subject in which I will find success and it will be an addition to my list of GCSE successes. This subject will allow me to follow other courses after I finish Year 11.

If you are interested in any of the following careers History is important.

- Journalism	- Law	- Media work
- Archaeology	- Research	- Museum work

### If I decide to choose History what period will I study?

GCSE History examines **European and World History** throughout the twentieth century.

This course is divided into three outline studies, one depth study, one source enquiry and one coursework unit.

### These are:

Outline Studies (25% of exam)

- How did the Cold War develop? 1943 - 56
- Three Cold War crises: 1957 – 69
- Why did the Cold War end? 1979 - 1991

Depth Studies (25% of exam): 'The USA, 1919 – 41

Source Enquiry (25% of exam): A Divided Union? The USA , 1945 – 70

Coursework (25% of exam): Social change in Britain during the 1960's

How much time, in and out of school, will I spend upon studying History?

At the end of the course you will sit three examinations:

Outline Study:	1 hour 15 minutes
Depth Study:	1 hour 15 minutes
Source Enquiry	1 hour 15 minutes

History is a modular subject which means pupils can take their exam in either January or June. If they are unhappy with the grade they have the opportunity to re-sit the paper. This is very beneficial and gives the pupils every opportunity to perform to their best and revise for only the units they are sitting.

There will be three periods of 50 minutes contact teaching time and Prep will take up 2 hours during a normal week.

What resources will be available to me when I pursue my studies?

- An extensive range of text books and information sheets.
- An interactive whiteboard enabling the use of a wide range of unit specific CD ROM's and online resources. (CD ROM's are networked and available for use in their own time.)
- An extensive departmental video / DVD library.
- Opportunities to attend field work trips to outside organisations.
- Finally, and most importantly expert tuition from keen, enthusiastic and knowledgeable History teachers.

## **HORSE CARE BTEC**

The Course is the Edexcel Level 2 BTEC First Certificate in Horse Care. This is a recognised and respected vocational qualification being offered as a single option by RAAS for the first time. Successful pupils will be awarded a Pass, Merit or Distinction grade equivalent to two GCSEs.

Pupils will cover three units during the two years with a fairly equal balance between riding and stable tasks. The course is not a “learn how to ride course”. The pupils must be competent riders before embarking on the course. Pupils may have to undertake an assessment to measure their level of competence and suitability for the course. This will be done in the Summer Term preceding the start of the course.

Pupils will be expected to provide basic equipment to include boots, jodhpurs, riding hat and if possible, a body protector. The maximum number of pupils on a course will be 12.

Assessment for the course is through assignments. These build to create a portfolio of evidence including written tasks and observation records of practical experience. There is no end of course exam.

### Units

The course requires 3 units and the units being offered are:

#### 1 Introduction to Horse Care

This unit teaches horse husbandry requirements and associated practical skills. Learners will gain the confidence to adapt basic skills in line with industry requirements and to suit individual horses. As well as basic yard skills, learners will learn the signs of horse health, how they are monitored and routine husbandry treatments. The application, fitting, care and storage of tack, rugs and bandages will also be developed. An awareness of the correct condition of horses and how this relates to correct feeding principles will also be covered in the final part of the unit.

#### 2 Horse Handling and Exercise

This unit will develop practical competence in the handling and exercise (from the ground) of horses in a range of routine situations. The unit will begin by investigating different techniques in the handling and capture of horses and the equipment used. It will look at presentation and control of horses in different situations. Later, horse exercising skills will be developed together with knowledge of tack, equipment and regulations which cover exercising horses in public spaces. Finally, the transportation of horses, including preparation and care during transport, is covered as well as some of the problems their solutions associated with transportation. The unit will enable learners to adopt safe working practices and develop a confident and adaptable approach to horses in preparation for employment in the horse industry.

### 3 Riding Horses

This unit concentrates on enabling the learner to develop horse riding skills in a manner that is safe for the rider, the horse and the general public. The first part of the unit looks at the correct methods of safely mounting and dismounting from a horse. Learners will also cover a range of problems that may be encountered whilst doing these activities.

The second and third parts of the unit cover the safe riding of horses at walk, trot and canter on the flat and over simple jumps. Learners will develop these skills and consider how ground conditions affect the way that they ride.

The final part of the unit looks at riding horses on the road. Safety of the ride, the horse and other road users is of paramount importance within this section of the unit. Learners will cover aspects such as the Highway Code, safety equipment and correct riding procedures.

For more details concerning the syllabus please look at the following Edexcel webpage. The Units RAAS offer are Unit 3, Unit 8 and Unit 10.

[http://www.edexcel.org.uk/VirtualContent/97157/FCD\\_Horse\\_Care\\_L2.pdf](http://www.edexcel.org.uk/VirtualContent/97157/FCD_Horse_Care_L2.pdf)

## **INFORMATION COMMUNICATION TECHNOLOGY - ICT**

We have an extensive electronic infrastructure; including underground fibre optic cabling giving access to the ICT resources to all corners of the campus.

Information Communication Technology is considered a vital tool to be used in all areas of the school curriculum.

- We are very well resourced with computers in both the school and boarding houses, which can be accessed by pupils both during the school day, evenings and weekends from first thing in the morning until last thing at night
- High Speed Broadband Internet service now running at over 8Mbps
- Pupils are able to access their school work on the Intranet and email from home: just follow the School Online link on the school's webpage

### **ICT Core**

OCR Nationals Level 2 First Award in ICT

- All pupils in Year 10 will be following the OCR Nationals Level 2 GCSE (2 lessons each week)

The OCR Nationals suite of qualifications provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Further Education or Higher Education. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest candidates. They support achievement of Key Skills and relate to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

The course is structured in such a way, that it allows progression from a one GCSE-equivalent course (the OCR Level 2 National First Award in ICT), through to a four GCSE-equivalent course (the OCR Level 2 National Certificate in ICT), depending on the number of modules covered in the year. The course is 100% coursework meaning that there is no final exam at the end of a two year period of study, instead, the pupils build upon a portfolio of work throughout the two years and are assessed on this at regular intervals.

There are 23 modules offered on the course, giving us an extensive "a la carte menu" to choose from to build up the relevant number of modules for required qualification. These modules include units in:

- ICT skills for business
- Webpage creation
- Digital imaging - plan and produce computer graphics
- Design and produce multimedia products
- Desktop publishing

- Spreadsheets – design and use
- Databases – design and use
- Technological innovation and e-commerce
- Customer support
- Planning and supporting telecommunications
- Career planning for IT
- Work experience in IT
- IT systems and user needs
- Installation of applications
- System testing and maintenance
- Repair and decommission of IT equipment
- CAD and CAM
- Application of computer control
- Application of data logging
- Creating animation for the WWW using ICT
- Creating computer graphics
- Creating sound using ICT
- Creating video

Pupils will cover the “ICT Skills for Business” module alongside one other Multimedia based module in order to gain the OCR National Level 2 First Award in ICT.

### ICT Option

OCR National Level 2 Certificate in ICT (2 GCSE minimum) (Three lessons per week)

Pupils will complement the ICT Units they study in core ICT lessons by completing additional ICT Units in OCR Nationals.

The units that will be offered in September 2010 for the academic year 2010- 2011 will be selected from the list above and will develop the pupils’ skills in the Microsoft Suite of Applications as well as their Multimedia skills.

By taking ICT as an option along with core ICT pupils will increase the number of G.C.S.Es they achieve in ICT (Minimum 2). ICT Option is highly recommended for any pupil who wishes to study ICT in Sixth Form. Due to the very diverse nature of ICT the wider range of skills developed through the additional Units covered in ICT Option classes will prepare solid foundations for Sixth form ICT.

## **MATHEMATICS – MODULAR GCSE**

Some key facts about Mathematics:

It is a 'core' subject and therefore must be studied through to the end of Year 11.

The GCSE exam in Maths must be taken, it is not an option.

It is a necessary qualification for many jobs and further / higher education courses.

However, none of these should really surprise us since mathematics plays a vital part in our lives today.

We aim to teach the necessary skills by making the subject both relevant and enjoyable. There will be greater emphasis on practical work and investigations, the opportunity to work with your friends and even more encouragement to use your initiative and imagination when exploring new topics.

This year there are 3 new Assessment Objectives within Mathematics

- AO1 recall and use their knowledge of the prescribed content
- AO2 select and apply mathematical methods in a range of contexts
- AO3 interpret and analyse problems and generate strategies to solve them.

This may sound complicated, but it basically means that there will be a lot of thinking involved in HOW to solve problems, and choosing a method to use, rather than being guided towards specific methods.

The course will be split into 3 units. Information about these units is still being decided as the GCSE's are changing for September 2010. More information will follow as soon as it is announced.

The examination is taken in one of 2 tiers

<b>Tier</b>	<b>Grades Available</b>
Foundation	C,D,E,F,G
Higher	A*,A,B,C,D

You may sit the same tier exam for all units, or we may mix and match.

You can be assured that the Mathematics Department will support you fully in being able to achieve the best possible GCSE grade.

## **MODERN FOREIGN LANGUAGES (MFL)**

### **French GCSE**

### **German GCSE**

French or German is available at Key Stage 4 in line with the National Curriculum standards. Those choosing German will have either studied it in Year 9 or will have shown a particular aptitude for languages. The other option is to French. The MFL department will guide your son or daughter as to the best course choice for him or her to follow.

Should a pupil wish to study both French and German and have the ability and experience to carry this through to GCSE, he or she should indicate this on the '**Options Page.**'

Learning a foreign language is an excellent opportunity to widen our knowledge of Europe and learn how to communicate with other nationalities at the same time, to understand how other cultures differ to our own and why it is important to understand another's language and culture. The GCSE syllabus allows them to learn information about other cultures and it also enhances career prospects.

Pupils will follow topics such as Home and Abroad, Education and Training and Social Activities and Fitness. Pupils have studied the foundations of these topics in Key Stage 3 and will build upon this knowledge to extend their level to GCSE.

There are four parts to the exam, Listening, Speaking, Reading and Writing. Reading and listening is now worth 40% of their GCSE exam. Speaking and writing is worth 60% of their GCSE exam. The writing exam will no longer be a coursework but a written task which will be prepared in class but must be performed under exam conditions. The speaking exam consists of 2 short tasks therefore it will be an on going practise over the 2 years when pupils will be expected to perform a number of practise tasks.

The Languages department has access to different websites to help them in their revision as well as to consolidate their knowledge. Revision booklets are also available on demand.

To help pupils prepare for their speaking exams, they receive sample of speaking questions and presentations.. We are fortunate at the Royal Alexandra and Albert School to have a foreign language pupil for both German and French to assist them with this part of the exam. We also run regular after school and lunch clubs to help pupils with the course.

Finally, to enable pupils to practice the foreign language we organise cross-curricular trips to France, one takes place in year 10 and the other one takes place in year 11.. Pupils are given the opportunity to discover new language and experience French culture.

## **MUSIC GCSE**

Content: There are three parts to Music at GCSE; performing, composing and listening/appraising.

Performing: 30%

15% for one solo performance and 15% for one ensemble performance

Pupils work together in ensembles and individually as soloists to develop key skills in performing, raise levels of attainment and develop confidence as musicians and people. It does not matter what instruments pupils play as each performance is marked using the same criteria, and any combination of instruments/voices can be catered for at GCSE level. Remember that singing counts as an instrument too! This element is assessed internally and moderated externally.

Composing 30%: Using either conventional notation software (Sibelius), or other musical notation, pupils are required to submit two compositions and recordings (it is not a requirement that pupils perform their own compositions) linked to two of the different Areas of Study (shown below). Pupils will have opportunities to research material relevant to the style they choose to compose in and experiment with compositions; however, the final score / commentary must be completed in the classroom under teacher supervision. The maximum time allowed for each supervised composition is 10 hours. This element is also assessed internally and moderated externally.

Listening and Appraising 40%

For this element of the exam, pupils develop their listening and appraising skills through the study of music across a variety of styles and genres. The content for this element is grouped into four Areas of Study, each of which contains three set works. This element is assessed by a formal written exam at the end of the course.

Area of Study 1 covers Baroque, Classical and Romantic Music.

Area of Study 2 covers Atonal Music, Jazz and Minimalism Music.

Area of Study 3 covers Blues, Rock and Dance Music.

Area of Study 4 covers Folk Music, Indian Music and African Music.

Skills required:

As with all GCSE examinations, Music involves a lot of hard work. In order to achieve the best possible grades, pupils need to be committed and be prepared to take the initiative in personal practice and other work outside of the classroom. Pupils are expected to participate in appropriate extracurricular activities, both during lunchtimes and/or after school, and lead by example for the younger pupils in school.

Everyone is taught how to read music regardless of current musical ability, with music theory work differentiated appropriately for the more advanced musicians.

Future opportunities:

Music GCSE leads on naturally to A level, BTEC or GNVQ courses in Music and / or Music Technology as well as Performing or Expressive Arts. It also opens many doors to non-specialised courses – having a qualification in Music shows that you are imaginative, sociable, can work in a team, be creative and are able to show commitment to a task or team.

## **PHYSICAL EDUCATION (PE) GCSE**

PE will offer you the opportunity to develop your skills in a wide range of sports and activities and help you improve your own performance. You will learn about exercise, how the body works to help you exercise and then through training how performance can be improved.

### **Will I enjoy this course?**

The course is practically based and involves participating in a range of practical activities as well as developing the knowledge to improve your own ability in these activities. For pupils who enjoy sport this will therefore be a very enjoyable course.

### **How does it follow on from what I have learned before?**

You will have already been taught a variety of different activities in your practical PE lessons. This course will help you to build upon these basic skills. You will develop the analytical skills necessary to look at and improve your own performance.

### **What about exams?**

There is one exam at the end of the course, which will test your knowledge and understanding of the theory element of the course. The exam will be 1 hour and 30 minutes and involves multiple choice, short answer and longer answer questions.

### **Is there any coursework?**

Throughout the course you will be learning and developing new skills and techniques through a range of different activities. The final coursework mark is worth 60% of the total mark and you will need to offer four activities for assessment. The course is also designed to develop your ability to observe and analyse different performances. In the final assessment you will need to analyse performance in one of your four chosen practical activities.

### **What other skills might I develop?**

Physical education allows you to develop a wide range of personal skills through the involvement in physical activity. At the same time the need to analyse performance will often involve using ICT as a basis for studying and reviewing different performances.

### **What could I do next with GCSE Physical Education?**

A good grade at GCSE will help you move on to any AS, Advanced GCE or Advanced VCE course.

If you enjoyed your Physical Education GCSE, you might want to continue with the subject onto the AS level and A level Physical Education course. Alternatively, you may wish to consider a more vocationally related course such as Leisure and Recreation. Employment opportunities where your skills will be particularly valued include the sport, sports science and leisure industry, travel and tourism and teaching. Or you may wish to follow this course for its own sake because you are interested in fitness and health and enjoy physical activities.

## **Core Physical Education**

### How many lessons a week of PE will I have?

In year 10 and 11 pupils have 1 PE lesson a week and 1 double Games lesson.

### What will I do in those lessons?

In their PE lesson pupils will follow a broad and balanced curriculum of activities, occasionally being given a limited choice of activity.

For their games lessons pupils will be given a choice of activities to participate in and will change activity every term. This wide range of choice will also include opportunities to learn from expert coaches and participate at off site venues. There is a small charge for some options that are off-site or run by an external coach.

### What are the objectives of PE in KS4?

The basic aims of the PE department at KS4 are:

- To advance individual pupils level of skill and technique.
- To ensure that pupils enjoy the physical, mental and social benefits from participating in physical activity.
- To encourage and promote participation in physical activity into adulthood.
- To encourage pupils to engage in healthy active lifestyles.

### What are the facilities like?

Pupils will benefit from excellent facilities including:

- Extensive Playing fields
- Floodlit, all weather netball courts
- Sports hall
- Covered, all weather facility
- Floodlit Astro turf
- Riding School – Including indoor sand school
- Designated area for Judo
- Indoor swimming pool
- School Lakes – For Kayaking

## **GCSE SCIENCE OPTIONS KEY STAGE 4**

For Science at GCSE we are offering courses that give pupils the opportunity to study a more flexible and modern GCSE Science that will stimulate all pupils.

We will offer more modular courses that support and enhance our Sports curriculum and healthy school ethos.

The options on offer are taken from a suite of courses from 21st Century Science (OCR examinations board).

What could 21st Century Science Provide?

- Option 1. Separate Sciences Chemistry Physics and Biology for our highest achievers leading to 3 GCSE awards.
- Option 2. Additional Science for our high /mid quartile ability pupils leading to 2 GCSE awards.
- Option 3. Applied Science for pupils requiring a more vocational route to achieve their best GCSE grade and which again leads to 2 GCSE awards.
- Option 4. Entry level for pupils who find Science particularly challenging  
This modular course has a high % of skills based assessment that leads to an entry level certificate.

By offering these choices we aim to meet the diversity of pupil need and aspirations. Many young people will go onto careers based in Science but also many aspire to work in fields where some knowledge of Science is essential as technicians or health practitioners.

## **DESIGN AND TECHNOLOGY GCSE**

Design and Technology is a National Curriculum subject and the syllabi that we follow has been approved under the national GCSE criteria for Design and Technology.

Each course leads to the award of a GCSE on the scale A\* - G. There is no tiering of candidates

All technology subjects have a sizeable input of control, ICT and theory.

All three courses involve assessment of -	Coursework	60%
	Final Exam	40%

There are two assessment objectives: (this does not apply to food tech)

**Designing 40%** Candidates are assessed on their ability to design products using suitable specifications by applying their knowledge to design and communication skills.

**Making 60%** Candidates are assessed on their ability to produce work to a suitable specification by applying their knowledge and understanding of relevant processes, materials and techniques to their skilled use of materials, tools and other equipment.

It is in the pupils' interests to equip themselves with appropriate basic necessities (e.g. drawing equipment, graphics pens etc) so that they can work outside school time.

We are able to offer 3 examination courses: -

1) Design and Technology – Product Design

This course is aimed at pupils who prefer a more broad approach to design and may appeal more to pupils who are serious about taking a design related subject onto A-level or degree courses.

This course will consider the uses and implementations of a range of materials with the intention of developing and designing a prototype product that could be mass-produced. The course focuses on production methods, graphical presentation and elements of systems and control. The development and modelling of ideas is based very much upon market research and user requirements.

The course will ensure completion of a range of design and make activities, culminating in a final project and folder in Year 11. This final project will take approximately 40 hours to complete. The project must be either full size or to scale as appropriate to the project. The folder will be approximately 20-25 sheets of A3 paper.

Pupils will choose one of a broad variety of design contexts for their controlled assessment exercise (coursework). At the end of the course there will be a final examination of two and a half hours which is un-tiered (ie – all pupils will sit the same paper). If you enjoy high standards of work, enjoy designing, and modelling, then this could be the course for you.

This course is about designing a 'new, innovative and fresh' product and will include control and model making skills.

## 2) Design and Technology – Resistant Materials Technology

This course will consider the uses and properties of traditional materials like woods, metals and plastics in design, and will also consider the use of new smart materials. There is also a good degree of formal drawing, as well as freehand designing. Appropriate manufacturing methods, applicable to resistant materials will also be studied.

The course will focus on a range of design and make activities, each of which requires a project and a folder, culminating in a final project and folder in Year 11. This final project will take approximately 40 hours to complete. The project must be full size. The folder will be approximately 20-25 sheets of A3 paper.

Pupils will work on teacher directed problems, as well as creating their own design briefs, and creating their own solution.

At the end of the course there will be a final examination of two and a half hours.

This is a practical based course but will include graphics and control skills. While this course employs more 'traditional' approaches to manufacturing the candidate still need to have an ability to 'problem solve' and apply maths to achieve accuracy and quality control.

## 3) Food Technology GCSE

This is a relatively new course and is now divided into 4 units. Two units are controlled assessment (coursework) and two units are written examinations. Each piece of controlled assessment is worth 30% of the total mark and each examination 20%. Two units – one controlled assessment and one exam will be taken during year 10 the other two units during year 11.

The examinations are aimed at preparing the candidates for participation in tomorrow's rapidly changing technologies. Skills involved are problem solving, creative thinking and development of the process from design to production of the appropriate systems. Focus is on extending practical skills and combining this with an understanding of aesthetics, cultural influences, environmental issues and industrial practices. Candidates also reflect upon and evaluate their own work.

Pupils have studied Food Technology at Key Stage 3 for 3 years, so have a basic understanding of food, nutrition and design food technology, on which to build.

This is not a 'cook and eat' course. It demands both practical and academic skills.

This course is not only 'education for life' but is useful in the following careers:

- Further Education - 'AS' / 'A' GNVQ / NVQs
- Retail Management
- Catering/hotel management
- Food Manufacture/Product Design/recipe development
- Environmental Health
- Dietician/demonstrator/food teacher

## **THE DIPLOMA**

### What is the Diploma?

The Diploma is a qualification for pupils aged 14-19 and is set to become one of three main education choices alongside GCSEs/A Levels and apprenticeships. It combines theory and practice to equip pupils with the skills, knowledge and experience they need for success at college, university and work.

The Diploma will appeal to pupils of all abilities and aspirations, who like to learn about subjects in ways that relate to real life.

Designed by universities and employers, the Diploma can take pupils on to college, university or the career of their choice.

There will be a range of Diplomas to choose from — 17 in total. All 17 Diplomas will be available in areas across the country by **2013**.

### From September 2009 we will offer

Creative and Media The Diploma in Creative and Media equips learners with the necessary creative knowledge, skills and understanding required to progress in this broad industry. It has an interdisciplinary approach, allowing learners to combine a number of disciplines related to the various employment sectors of the creative and media industries in one qualification. The aim of the qualification is to develop creativity and confidence in the ability to think, question, explore, create and communicate.

Hair and Beauty Studies The Diploma in Hair and Beauty Studies teaches young people about the work, values, attributes and attitudes of those who work in the six industries that make up the Hair and Beauty sector. It will also raise awareness among learners of the range of rewarding career opportunities that exist within these industries

Environmental and Land-Based Studies The Diploma in Environmental and Land-Based will introduce young people to the skills and knowledge needed to work and progress in this incredibly important sector. Working with animals, plants and understanding how we try to manage our environment sustainably are all part of the course. The course will be taught mainly through practical lessons and will suit young people of all abilities who share an interest in the environment and our landscape.

The Diploma will be available at one level initially:

Higher — equivalent to 7 GCSEs at grades A\*— C

There will be 3 places available on each of the two Diplomas. If you are interested please tick the box on the form AND email me on

[johnahern@gatton-park.org.uk](mailto:johnahern@gatton-park.org.uk)

More information on Diplomas can be found on

[www.teachernet.gov.uk/14to19briefing](http://www.teachernet.gov.uk/14to19briefing)