

January 2019

## KEY STAGE 4 COURSE SELECTION

Dear Student,

### Introduction

This document is designed to be a reference for you to use throughout Key Stage 4 as well as providing guidance on choices to be made over the next couple of months. Please read it carefully, use it as a guide and look after it. You have now reached a very important stage in your education where you have to make decisions about what you will study in Key Stage 4. For the first time in your school career you have a choice of what you will study for a significant percentage of your time.

Furthermore, this year the choices you make for the transition from Key Stage 3 into Key Stage 4 will determine which College you go into for Years 9 to 11, prior to entering the Sixth Form College in Year 12. You will be allocated to the College most suitable to you, according to your option choices and the way you learn best. Arts College will include: Art and Design, Performing Arts, Media and Film, PE, as well as English. Enterprise College will comprise: Business, Health and Social Care, Applied Learning and ICT, in addition to Maths. World College will incorporate: Ethical and Religious Studies, Geography, History, French, German and Mandarin Chinese alongside Science.

As an additional pathway, the I-College may also be available to you as an option. This college is designed for students who show strong features of a learner profile where you take responsibility for your learning, show resilience in the face of difficulty, take risks, show resourcefulness and are creative and innovative.

When making selections from the courses available, it is important that students consider the Government's directive that all young people will remain in Education or Training until the age of 18 and therefore to consider the long term learning pathways and progression routes available up to and including that point.

In addition, we feel it is important to inform you about the English Baccalaureate, or EBACC. The English Baccalaureate is a suite of qualifications that shows all round academic achievement. In order to gain the English Baccalaureate students will need to have achieved GCSE qualifications at grade 4 or better in a Modern Foreign Language, one of the Humanities subjects and two Sciences along with English and Mathematics by the end of Year 11. We expect the numbers of students gaining this combination of qualifications across the country to increase. Consequently, so that we provide our students with the opportunity to remain competitive with their peers when it comes to making Higher Education or job applications we are now including the selection of at least one EBACC subject in the Core for all students.

Alongside the option subjects, you will be able to select from; all students will continue to follow the **Core Curriculum** and **Foundation Curriculum** in Key Stage 4 which you can see below.

**All students** will study;

- a. *The **Core Curriculum** which consists of qualifications in; English, Mathematics and Science, (these courses will continue until the end of Year 11 for all students).*
- b. *At least one **EBACC Subject** from: Computing, French, Geography, German, History, Mandarin Chinese or Triple Science*
- c. *The **Foundation Curriculum** which consists of: Physical Education and Citizenship; (including Personal, Social, Health and Religious Education), which will be taught through Mentoring lessons and via the Assembly programme.*

Like students in previous year groups, you will have the opportunity to consider a wider range of choice and be able to experience the full range of specialist buildings and facilities at Homewood to support your learning. If you follow the information carefully, you will see that there are courses available to suit all students in following personalised learning pathways.

In the likelihood of some of the courses being oversubscribed, a judgement will have to be made on a student's suitability to take the selected course. This will involve a consideration of the student's commitment to the course using an interview and by looking at the student's work and assessment record.

Similarly, where courses are undersubscribed and are considered uneconomical to run they will be withdrawn from the option schedule. Students will be informed of this at the earliest possible opportunity so that those who have opted for courses that will no longer run can re-opt as soon as possible.

When making course choices we advise students to maintain a broad, balanced and relevant curriculum so that they are able to pursue a range of career pathways. To assist you in understanding these pathways we have included a diagram to represent educational and training routes from this point onwards. We would also urge you to consider the following points of guidance:

**Students should not:**

- Make choices solely because of friendship groups.
- Make choices because of particular teachers.
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**Students should:**

- Ensure that career pathways stay open especially for subjects that they may wish to study in the future in Year 12.
- Consult with parents, tutors, specialist staff and Careers Consultants.

To further assist parents and students in the decision making process I would like to draw your attention to the following:

- Throughout December, students have attended assemblies introducing them to the range of options available. In January the process of advice will continue with Options talks being provided for all Year 8 students and at the following events:

**1. Wednesday 16<sup>th</sup> January 2019 : Choices & Guidance Evening 4.00 – 7.00 PM**

This evening is designed to give parents broad guidance on the process of Choice Selection and detail on specific subject areas. This will be held in The Sports Hall and will set out to provide an opportunity for parents and students to discuss with subject staff the details of the choices available. There will also be support and advice available about the choices process and how to complete the options form. In addition there will be an opportunity for parents to discuss general guidance and course selection with a colleague from the CXC Careers Service. I urge all parents to attend this evening.

**2. Year 8 Parents' Consultation on January 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> January 2019**

Teachers will meet with parents for consultation about student progress and to provide guidance about options choices.

The final deadline for any amendments to the choices made at your Course Selection Meeting is: **8<sup>th</sup> February 2019**

We have set this as a return date to provide us with enough time to process all the applications and maximise the choice opportunity.

Our primary concern is to offer quality learning opportunities for you all, developing personal and practical skills alongside challenging academic themes. Your success is our concern. If at any stage over the next few weeks, you or your parents have questions please consult with your Form Tutor, Principal Teachers in charge of subjects, members of the Leadership Team or me. We will be only too glad to spend time with you.

Yours sincerely,



Sally Lees  
Principal

## **Contents**

[Careers Information, Advice and Guidance  
I College](#)

### **Core subjects**

[English Language and Literature](#)

[Mathematics](#)

[Combined Science](#)

[Citizenship/PSHRE/RS](#)

[Physical Education](#)

### **Option Choices**

[Animal Management](#)

[GCSE Business](#)

[Ceramics](#)

[Child Development and Care](#)

[Computer Science GCSE](#)

[Constructing the Built Environment](#)

[Dance](#)

[Drama](#)

[Ethical & Religious Studies](#)

[Fine Art](#)

[French](#)

[Geography](#)

[German](#)

[Graphic Design](#)

[Hairdressing and Beauty Therapy](#)

[Health and Social Care](#)

[History](#)

[Hospitality and Catering & Business](#)

[ICT](#)

[Mandarin Chinese](#)

[Media Studies](#)

[Music](#)

[Photography](#)

[Physical Education GCSE](#)

[Sociology](#)

[Textiles](#)

[Triple Science](#)

## CAREERS INFORMATION, ADVICE AND GUIDANCE

Careers Information and Advice and Guidance are important elements in the curriculum of Homewood School and Sixth Form Centre. Everyone involved with the students wants them to do well at school, obtain vital employability skills, achieve good qualifications and find a suitable career path. Choosing a career is a difficult task to undertake, but help and advice is available in many forms for every student in the school.

Homewood School and Sixth Form Centre has a large careers guidance and information library in the KICC Centre - where a comprehensive range of reference literature and computer software is available for the use of all students. This centre has open access during the school day and students are encouraged to make use of the facilities available. Advice about the resources and computer programs or general careers advice can be sought from the Principal Teacher for Careers IAG, should any student require additional external specialist advice and guidance an interview can be arranged with an expert from the CXK service. As part of the school's PSHRE programme all students will take part in structured careers education sessions, these sessions are designed to be interactive and students will learn all the careers education and information that is pertinent for their year group.

A student's form tutor is the first and most important person when it comes to careers advice and guidance, as a form tutor they know their students best and they are able to guide their tutees through the careers education sessions and then in the most appropriate career path. Tutors and college offices are encouraged to refer students to the Principal Teacher for Careers IAG if they require more specific careers advice and guidance. An interview with a CXK professional careers advisor can then be arranged if necessary, parents/carers will be invited to attend this interview. All vulnerable young people and SEND students will automatically receive a CXK interview.

All students will have ongoing mentoring meetings with their tutor to review their academic progress and discuss their future education, training and career pathway.

Additionally throughout KS4 all students and parents will be introduced and encouraged to use the [ucasprogress.co.uk](https://ucasprogress.co.uk) website, the Kent area prospectus for all post 16 applications. We encourage our students to use this site to apply for their post 16 education, training or apprenticeships, although paper applications will also be accepted. All students will be given training and time to use this site effectively specific to their needs.

During Key Stage 4, students are provided with many supportive opportunities that help them to make the right choice for their future. Every student will receive independent and impartial careers advice and guidance. A key element of this support is the encouragement to move into Homewood's sixth form college where the range of courses and increasing success rates in our students achieving Higher Education, Further Education and Training places makes it an attractive opt

## I College



### HOMEWOOD SCHOOL & SIXTH FORM CENTRE

Learning • Respect • Belonging



## I-COLLEGE



In I-College we support and develop the whole child to deliver a holistic education, we build intrinsic motivation and hand responsibility of learning to the learner in an environment without constraints or limits, building resilience, confidence and skills for life together with a passion for life long learning and development.



**Winner of Pearson Teaching Award 2018 - Outstanding Use of Technology in Education**

## Whole Education

**Winner of Whole Education Award 2016 - Exceptional Work to develop a Whole Education Curriculum**

*"Amazing results!*

*I would like to say a big thank you to the support and guidance that was given to my child\* over the past 3 years in the I-College. If it wasn't for the I-College she wouldn't of done so well."*

**Parent of Year 11 leaver, August 2018**

*"The I-College was impressive and exciting – students settling to their work independently, established routines obvious and students able to articulate confidently the work they were doing and the progress they were making. They demonstrated a thirst for knowledge."*

**Senior Improvement Advisor, May 2017**

*"This is clearly "the place to be!" I-College bubbles with energy, enthusiasm and great learning opportunities – fantastic....keep it up"*

**School Governor, March 2018**

*"I really enjoyed seeing the I-College and have spoken about it since to thought leaders in education both in the UK and in the UAE."*

**Priya Lakhani O.B.E. Founder & CEO CENTURY TECH, March 2018**

Please contact [i-college@homewood.kent.sch.uk](mailto:i-college@homewood.kent.sch.uk) to find out more

## CORE SUBJECTS

ENGLISH LANGUAGE AND ENGLISH LITERATURE GCSE
Department : ENGLISH
Level: 2 X GCSEs which include qualification in functional English
Duration of courses: 3 years
Examination Board: A.Q.A.
Assessment Method and Component Percentages:  <p style="text-align: center;">English Language : GCSE</p> <ul style="list-style-type: none"><li>● Paper One: <u>Explorations in Creative Reading and Writing</u>:<ul style="list-style-type: none"><li>● written exam</li><li>● two sections (A: reading; B: writing)</li><li>● 1 hour 45 minutes</li><li>● 80 marks</li><li>● 50% of GCSE</li></ul></li><li>● Paper Two: <u>Writers' Viewpoints and Perspectives</u>:<ul style="list-style-type: none"><li>● written exam</li><li>● two sections (A: reading; B: writing)</li><li>● 1 hour 45 minutes</li><li>● 80 marks</li><li>● 50% of GCSE</li></ul></li><li>● <u>Non-exam assessment</u>: Spoken Language:<ul style="list-style-type: none"><li>● teacher set throughout course</li><li>● marked by teacher</li><li>● separate endorsement (0% weighting of GCSE)</li></ul></li></ul> <p style="text-align: center;">English Literature: GCSE</p> <p style="text-align: center;">Paper One: Shakespeare and the 19th-century novel:</p> <ul style="list-style-type: none"><li>● written exam</li><li>● two sections (A: Shakespeare; B: the 19<sup>th</sup> Century novel)</li><li>● 1 hour 45 minutes</li><li>● 64 marks</li><li>● 40% of GCSE</li></ul> <p style="text-align: center;">Paper Two: Modern texts and poetry:</p> <ul style="list-style-type: none"><li>● written exam</li><li>● two sections (A: modern prose or drama; B: the poetry anthology; C: the unseen poem)</li><li>● 2 hour 15 minutes</li><li>● 96 marks</li><li>● 60% of GCSE</li></ul>
<u>Please note that both GCSE English Language and GCSE English Literature are intended to be of equal status for both further and higher education and to future employers.</u>

**What will I learn?**

English Language and English Literature are two GCSEs that are taught together. English Language deals with communication and develops speaking, listening, reading and writing skills. English Literature deals with responding to various forms of literature and examining reading and writing skills. During the courses, students will: be assessed by examinations at the end of Year 11; undertake at least three compulsory Standard English speaking tasks; and study a range of literary and non-fiction texts including prose, poetry, drama with one of these being a Shakespeare play.

**How will I learn?**

Teachers will aim to inspire, direct and support each student. Students will work individually and collaboratively in pairs and in groups, talking, listening, sharing ideas, reading, making notes, writing and researching using the library and the internet and working at home to develop their own creative and language skills and their ability to analyse non-fiction and literary text. In addition, students will be asked to present their ideas, interests or skills by talking to other students in their class.

**Departmental expectations:**

All students in Y11 will take both English Language and English Literature GCSE. All students should be prepared to read, write and talk in class and complete homework tasks which will enable them to be ready for examination.

**Career potential:**

English GCSEs are essential for most careers and for a full range of Post-16 studies including Diploma qualifications and many degree level courses.

**Contact People:**

Your child's English teacher.

Mrs S Watson - Principal Teacher for English

<b>MATHEMATICS</b>
<b>DEPARTMENT: MATHEMATICS</b>
Level: GCSE
Duration of course: 3 year (Years 9, 10 & Year 11)
Examination Board: Edexcel Linear
<p><b>Assessment Method and Component Percentages:</b>  Terminal exams after 2 years, 1x non calculator paper 33% and 2x calculator papers 67%  The GCSE examination has 2 tiers of entry; Foundation (grades 1, 2, 3, 4 and 5) and Higher (grades 4, 5, 6, 7, 8 and 9) and there is flexibility built into the course for students to change between tiers, depending on progress and motivation.</p>
<p><b>What will I learn?</b>  You will learn how to use mathematics to solve real problems but you will also be asked to investigate new ideas using your imagination.</p>
<p><b>How will I learn?</b>  You will practice new skills, using a calculator or computer where this is appropriate. You will work sometimes alone, sometimes in groups. You will investigate problems, conduct practical work, join in discussions, collect your own data, make mathematical models, use formulae and find patterns.  There are a range of techniques that will be used throughout the course including;</p> <ul style="list-style-type: none"> <li>➤ Independent Study with maths watch</li> <li>➤ Internal mock examinations completed termly</li> <li>➤ Group problem solving</li> </ul>
<p><b>Departmental expectations:</b>  A minimum expectation is that you to arrive fully equipped for each lesson with a pen, pencil, ruler and your <u>own</u> scientific calculator and to complete homework set after most lessons in the cycle. We recommend the casio FT(85) GT+. We expect you to meet deadlines, join in discussions and to be sure that you understand each new idea you meet. Your teacher is the most important resource, ask questions.</p>
<p><b>Career potential:</b>  Mathematics is fascinating, challenging and elegant and provides skills which are in demand across a wide range of careers. A GCSE in Mathematics is viewed as a must by most of today's employers, and we expect all of you to achieve this. A good mathematician will be able to find career choices from photography to banking, from nursing to archaeology, from accountancy to graphic design.</p>
<p><b>Contact person:</b>  Mr D Lintern – Principal Teacher, Maths</p>

## COMBINED SCIENCE

DEPARTMENT: SCIENCE

Level: GCSE

Duration of course: 3 years

Examination Board: Edexcel

Assessment Method and Component Percentages:

6 x written tests worth 16.67% each

Each exam will be 1 hour 10 minutes and worth 60 marks. There will be two biology papers, two chemistry papers and 2 physics papers

What will I learn?

GCSE Combined Science provides a secure knowledge and understanding of scientific concepts and ideas that give all students the opportunity to attain a GCSE that can be used for further studies in the sciences, or a GCSE that can count towards entry onto other courses. Combined Science requires students to develop the skills, knowledge and understanding of working scientifically. This will be developed and assessed through the use of core practicals found throughout the course.

### **The Biology content will cover topics such as**

- Cells and Control
- Genetics
- Natural Selection and Genetic Modification
- Health, disease and development of medicines
- Plant structure and their function
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and materials cycles

### **The Chemistry content will cover topics such as**

- States of matter
- Methods of separating and purifying substances
- Acids
- Obtaining and using metals
- Electrolytic processes
- Reversible reaction and equilibria
- Groups 1, 7 and 0
- Rates of reaction
- Fuels
- Heat energy changes in chemical reactions
- Earth and atmospheric science

### **The Physics content will cover topics such as**

- Waves
- Light and electromagnetic spectrum
- Particle model
- Radioactivity
- Energy- forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Forces and matter

How will I learn?

Students study scientific theories and facts in lessons, supported by practical experiments.

**Departmental expectations:**

Students must attend all lessons and complete assignments/homework on time. Students will be expected to look at the local community and see the affects of science in these areas as well as the world as a whole. Students will also be expected to be familiar with the importance of science in current topical news events that may occur as the course progresses.

**Career potential:**

As a start point, GCSE Combined science is an excellent course that will give students a strong grounding in the main scientific ideas. Students who achieve grades C or higher will be able to use these results to access higher level courses. Furthermore students can also opt for Applied Science or Animal Care Science to allow a much wider and more diverse range of careers to be followed. For more details on these other courses see the optional part of the careers booklet. In addition there will be an opportunity for students to opt for Triple Science in Year 11.

Contact person: Mr G Wilson or Mr C Wheeler Science Department

**CITIZENSHIP/PSHRE/RS  
(FOUNDATION SUBJECT)**

Duration of Course: 3 years

Assessment Method :

Students will study Citizenship/PSHRE and compulsory RS during Thursday Mentoring Period through taught PSHRE sessions, Mentoring and Assemblies.

Staff running the sessions are responsible for monitoring the work completed and this will be overseen by the PSHRE team.

Work will include written, oral and group activities relevant to each year group and theme.

What will I learn?

Throughout the year students will immersed in a variety of different topics including:

Citizenship/PSHRE:

Developing as a citizen e.g. Democracy

Understanding yourself e.g. Social Rights and Responsibilities

Keeping Healthy e.g. Physical, Social and Mental Health

Relationships and Sex Education e.g. Safe Sex and Contraception

Financial e.g. Managing your Money

Work and Careers Education e.g. Opportunities in Learning and Work

How will I learn?

Discussion

Group Work

Reflection of self and others

Project Work

Question and Answering sessions

Talks from outside agencies e.g. Fire Brigade

Expectations of Students:

To be aware of their rights and responsibilities in the wider world

To be aware of the importance of leading a healthy lifestyle

Contact Person: Mrs C Piper

**PHYSICAL EDUCATION  
( CORE PE- FOUNDATION SUBJECT-COMPULSORY)**

DEPARTMENT : PHYSICAL EDUCATION

Duration of course : 3 years

Assessment Method and Component Percentages :

Students will be not be assessed in core PE; they will have 1 lesson per week which is compulsory until the end of Y11.

What will I learn?

Year 9:

- Continued selected sports to promote development of teams and GCSE scores
- Students to apply the skills learnt in year 8 into pressured, game scenarios
- Change of ethos – competitive, small-sided games organised in an inclusive manner
- Strong focus on principles of attack and defence in team and individual games
- Focus remains on GCSE theory components – ways to participate, components of fitness, types of movement, body systems.

Year 10/11:

- A wider range of activities are on offer at year 10 and 11 to maintain engagement in physical activity
- Students get the opportunity to take part in invasion games, inter-college competitions, group fitness classes and fitness suite lessons.

How will I learn?

Students will learn through practical experience, working individually, with a partner and in group situations.

Departmental expectations:

- The Department expects all students to take an active interest in this subject and regular participation is an expectation.
- If students are ill, injured the expectation is still that they bring PE kit but they will take part in a non-performer role.
- GCSE sports tops or the school regulation kit must be worn. If PE kit is forgotten students will be expected to wear clean spare kit; refusal to do this will result in after school detentions.

Career Potential :

This course is designed to give students the opportunity to carry on their interest in sport and encourage them to pursue a physical activity in their own time whilst maintaining an appropriate level of fitness. It is also designed to educate the students about the need for healthy, active lifestyles.

Contact person: N. Bulless - Principal Teacher Physical Education.

# OPTIONS CHOICES

ANIMAL MANAGEMENT
DEPARTMENT: SCIENCE
Level: BTEC Level 2
Duration of course: 3 Years
Examination Board: Edexcel
<p>Assessment Method and Component Percentages:            100% Portfolio - Learners can provide evidence from the range of activities in their portfolio of evidence these could be in the form of observation records and/or witness statements as, photos, presentations as the main elements.</p>
<p>What will I learn?            The course consists of four units for the completed qualification.  <u>Unit 1 - Undertaking Work Related Experience in the Land Based Industries.</u>            This unit aims to provide learners with an understanding of the principles of work related experience and how these can be applied in practice.  <u>Unit 2 - Maintaining Animal Accommodation</u>            To understand the principles of animal accommodation and how these can be applied in practice to provide good animal welfare.  <u>Unit 3 - Undertake practical Animal Feeding</u>            To provide learners with the skills required to undertake practical animal feeding. Not just to provide animals with food, but feeding at different life stages, and recording of food and water intake to monitor general health of an animal.  <u>Unit 4 - Maintain Animal Health and Welfare</u>            On successful completion of this unit, learners will be able to maintain the health and welfare of a range of animals. This includes identifying any signs of ill health, or that would suggest impending problems, and how to follow these through and fully support and monitor the animal's recovery. Learners will explore animal welfare and promote good welfare standards in day-to-day situations.</p>
<p>How will I learn?            Delivering the units uses as wide a range of techniques as possible. Lectures, talks, discussions, presentations, practicals, site visits, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable delivery methods, farm work, for example, learners will be given the opportunity to prepare animal accommodation, handling, feeding and health checking of animals.</p>
<p>Departmental expectations:            As well as expecting all students to attend regularly and complete assignments/homework on time, students will also be expected to complete a portfolio which forms 100% of their final BTEC mark. This will involve the pupils gathering evidence of their ability to carry out standard work related procedures and researching areas of animal care and documenting it in their portfolio of evidence.</p>
<p>Career:            This course presents opportunities for learners to gain a nationally-recognised vocationally-specific qualification to enter employment in the land-based sector or to progress to higher education vocational qualifications such as the Edexcel Level 3 BTEC National Award, Certificate or Diploma in Animal Management. These qualifications are suited to learners who may wish to enter a wide range of careers or further learning, from dog grooming to working in a zoo. BTEC Firsts in Animal Care are well established qualifications in the animal care sector and are part of the key provision that will help to ensure technical capability of those who work with animals and in the land-based sector is maintained.</p>
Contact person: Miss E Bunting or Mr G Wilson or Mr C Wheeler Science Department.



## CERAMICS - 3D DESIGN ( ART OPTION )

DEPARTMENT: Art & Design

Level: GCSE

Duration of course: 3 years

Examination Board: AQA

Assessment Method and Component Percentages:

Coursework 60%:

Minimum of 2 coursework projects, each with preparation work and final piece/s. The teacher will set the specific themes / topics of the projects.

Examination 40%:

A few weeks of preparation work followed by a 10 hour practical exam in the teaching room (in exam conditions) to create the final piece/s for this exam project. The theme / topic of the exam project will be chosen from a selection that are set by AQA.

What will I learn?

All aspects of Ceramics including hand built sculpture, throwing and glazing. How to think, be creative and use your imagination and technical skills to put your ideas into practice. You will learn about the exciting world of Ceramics and three dimensional design using a range of materials. You will also learn how to design and plan for working in 3D and how to critically evaluate your own work and the work of others.

How will I learn?

By doing. The course is a practical course there should be no limit to your imagination. You will be inspired by legendary and contemporary Ceramicists and Ceramic Designers. You will look at three dimensional sculptors and modern artists. Written annotations are required throughout the projects. You will keep a sketchbook / portfolio that shows how you have recorded your ideas, drawings, skills, and processes for every project - this is vital to underpin the creation of the 3D work. Most of all you will enjoy the ceramic experience and have fun whilst learning new skills.

Departmental expectations:

Absolute commitment to the subject - you must WANT to do it. All ceramics students are expected to attend extra practice sessions in the 3D classroom at lunchtimes and / or after school too. You will be expected to develop your ability to work independently and meet all schoolwork and homework deadlines (this course requires hours of work to be put in during your evenings / weekends / after school clubs). Written annotations are a vital part of every project. You will need to be able to take on board advice and guidance, and then act on your individual targets set by your teacher. Being self-motivated with a creative mind is essential.

Career potential:

Vast - everything you see has a designer or artist involved somewhere, all have gone through an Art and Design route in Further Education and Higher Education. Universities and Colleges recognise the importance of three dimensional courses giving you a visual, spatial and tactile awareness and it can help with your application to University whatever subject you want to take.

Contact person:

Miss C Wood in room L22, or your Art Teacher.

<b>CHILD DEVELOPMENT AND CARE</b>
DEPARTMENT: Health and Social Care
Level: OCR Cambridge National Certificate Level 2 (Equivalent to one GCSE)
Duration of course: 3 years
Examination Board: OCR
<p>Assessment Method and Component Percentages:</p> <ul style="list-style-type: none"> <li>● Written Exam: 50%</li> <li>● Coursework: 50%</li> </ul> <p>A 1hr 15mins exam will be sat at the end of year 11 and will be moderated externally. Students will complete two pieces of coursework throughout the three years which will be marked internally by the class teacher. Students will achieve either a Pass, Merit or Distinction at level 1 or a Pass, Merit, Distinction, Distinction* at level 2.</p>
<p>What will I learn?</p> <p>Unit 1 – Health and well-being for child development</p> <p>Unit 2 – Understand the equipment and nutritional needs of children from birth to five years</p> <p>Unit 3 – Understand the development of a child from birth to five years</p>
<p>Overview of the course:</p> <p>Unit 1 - The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development. The topics students will cover are reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology, Health and Social Care and other child development qualifications.</p> <p>Unit 2 - In the second topic of study, students will gain knowledge of the equipment needs of babies and young children. They will gain an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Students will visit the nursery on school site to help with their coursework.</p> <p>Unit 3 - In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected developmental norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.</p>
<p>How will I learn?</p> <ul style="list-style-type: none"> <li>● By study, research, discussion and visits by community professionals</li> <li>● By contact with young children and their parents.</li> <li>● Visits to Homefarm Nursery</li> <li>● By practical resource tasks.</li> <li>● By surveys, observation and case studies.</li> <li>● By accurate reporting of work programmes.</li> <li>● By regular setting of negotiated targets that are achievable but challenging.</li> </ul>

- Coursework is completed as controlled assessment. This means that it will be supervised to ensure reliability and validity.
- Work is divided into units and students are able to retake any units should they need to without retaking the entire assessment.
- Familiarises students with the format used at KS5 and prepares them for the next phase of their education.

Departmental expectations:

- Students are expected to develop the ability to work independently and meet course deadlines and personal targets.
- Personal research and self-motivation are essential to this course.
- Active participation in group discussions and practical work
- Students must keep an up to date portfolio of all work covered in the syllabus.
- Work will be regularly assessed and monitored.

Career potential:

There is a natural progression from this course to Level 3 in Health and Social Care or BTEC in Child's Play, Learning and Development. The course provides essential "Life Skills" and will benefit students when they become parents, and for careers directed at nursing, child care, teaching and social sciences. A valuable course for both boys and girls.

Contact person: Mrs. D. Bailey - Principal Teacher.

<b>COMPUTER SCIENCE GCSE</b>
DEPARTMENT: Computing and ICT
Course: GCSE in Computer Science
Level: 2
Duration of course: 3 years
Examination Board: OCR
Assessment Method and Component Percentages: 100% Exam (2 papers) This is a traditional GCSE and students are graded at 9 - 1
<p>What will I Learn:</p> <ul style="list-style-type: none"> <li>● Develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts</li> <li>● Acquire and apply a knowledge, some technical skills and an understanding of the use of</li> <li>● algorithms in computer programs to solve problems using programming</li> <li>● Use their knowledge and understanding of computer technology to become independent and</li> <li>● discerning users of IT, able to make informed decisions about the use and be aware of the</li> <li>● implications of different technologies</li> <li>● Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of</li> <li>● contexts</li> <li>● Develop computer programs to solve problems</li> <li>● Develop the skills to work collaboratively</li> <li>● Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.</li> </ul>
<p>How Will I learn?</p> <ul style="list-style-type: none"> <li>● Through classroom discussion and analysis of IT technology.</li> <li>● Through independent research into current technology</li> <li>● Through small group work involving role play and discussion tasks.</li> <li>● Through the creation, individually or in groups, of your own high-quality ICT applications and projects.</li> </ul>
<p>Departmental expectations:</p> <ul style="list-style-type: none"> <li>● You will be expected to have good ICT skills and an interest in programming and computers.</li> <li>● You should have access to an electronic device, either through owning your own device or the willingness to use the school computers outside of lesson time.</li> <li>● You are willing to work independently and solve problems.</li> <li>● You are motivated to learn and achieve.</li> <li>● You enjoy being challenged.</li> </ul>
<p>Career potential: BTEC in Information Technology, Level 3 in Information Technology in a Global (ITGS) or Level 2/L3 Apprenticeship in IT or Computing. Jobs in the IT industry, Medicine, Gaming, Software Development, Engineering, Mathematics.</p>
Contact Person: Mrs.S.Anderson – Principal Teacher ICT

## CONSTRUCTING THE BUILT ENVIRONMENT & BUSINESS ENTERPRISE

**DEPARTMENT: Applied Learning - Construction**

**Level: 1 & 2 Award in Construction and the Built Environment - Level 2 Business**

**Duration of course: 3 years**

**Examination Board: WJEC (NQF) BTEC**

Assessment Method and Component Percentages:

### **Outcomes:**

Level 1 Pass	= 3 at GCSE (previously D)
Level 2 Pass	= 4/5 at GCSE (previously a C grade)
Level 2 Merit	= 6 at GCSE (previously B grade)
Level 2 Distinction	= 7 at GCSE (previously A grade)

### **The course is based on three units:**

1. Health and Safety (External exam)
2. Theory and Practical
3. Planning a Construction Project

### **Unit 1 (25% external assessment)**

Learning about health and safety is an integral part of the course and it is compulsory that pupils learn and then show safe-working practice throughout the course. Risk assessments are undertaken in most practical activities so that pupils have a good understanding on how to avoid hazards, reduce risks and minimise accidents. This involves safe use of tools, equipment and materials. Pupils will learn about the impact of accidents in industry and also be shown simple things like lifting and carrying heavy loads.

### **Unit 2 (37.5% internal assessment)**

Pupils need to show competency in three areas of practical work during timed assessments. The three units to be assessed will be based on:

Carpentry and Joinery

Push-fit plumbing

Painting or wall tiling

### **Unit 3 (37.5% internal assessment)**

This is a theory unit where pupils are given a construction project scenario and have to schedule how the job will be completed. They will need to work out how long trades will take to complete works, schedule trades in to a time frame using Gantt charts and quantify materials and costs. They will also have to consider and allow for local conditions and other environmental issues.

### **Getting on to the course**

Construction is a very popular choice for year 8 students and can become oversubscribed. You need to show a solid commitment to the subject in your taster lesson at the end of Year 8 when we make our student selection. You also need to demonstrate that you can accept the high level of discipline required to complete practical lessons safely by responding in a positive way to instructions given by the teacher.

### **Course structure**

Initially, Year 9 pupils are given specific learning about expectations of acceptable behaviour and they are expected to demonstrate a positive attitude to learning in all tasks. From the very start of

the course, pupils need to understand that safety, co-operation, following routines and developing trust are crucial in completing the course successfully. Teachers and faculty management need to know that pupils will follow the guidelines laid down to work safely in practical areas. Learning new techniques and developing skills is usually fun and empowering for pupils but, there is serious learning about health and safety in ALL activities and this becomes more demanding as the course progresses. Pupils are expected to be able to demonstrate their understanding of health and safety at all times; in short, Health & Safety never goes away.

During their first year pupils will experience several construction techniques - the first will be wood based and there may be creative elements to initial tasks to consider too. Tasks will become progressively more demanding as the course moves on. Pupils will be expected to work individually, in pairs and in teams throughout the first two years of the course but the final year is based on individual work. During paired and group projects most pupils will probably be surprised to realise that they can learn more through these learning experiences compared to individual learning and pupils will be expected to take both leading and supporting roles to reflect industry practices.

In the first two years pupils will experience:

- Designing
- Drawing
- Using different measurement standards
- Technical dimension drawing
- Working to scaled drawings
- Working for a client
- Numerical problem solving
- Estimating
- Calculating linear and area measurements
- Calculating costs and labour hours
- Setting out
- Carpentry
- Joinery
- Push-fit plumbing
- Painting woodwork and walls
- Wall tiling
- Basic roofing
- Basic brick work
- Repairing and maintenance tasks
- Planning projects
- Evaluating their work against success criteria

At the start of term five, Year 10 pupils will begin their final timed assessments tasks and demonstrate their practical skills and what they have learned on the course. They will need to show that they can complete tasks set as scenarios with the minimum of help to get the higher grades. Each task needs to be written up and evaluated to explain what they have done and show what safety procedures they followed and how they could have improved their work.

#### **Who this course is aimed at**

This course is aimed at students who want to work in Construction or have a very strong interest in it. Practical tasks are what most pupils want to be involved in but theory is just as important in the course and pupils are required to demonstrate their learning in write-ups and evaluations of tasks and projects. Pupils will be expected to become involved in specific construction tasks

around the school to develop their skills, enrich their environment and give them a broader experience of construction. During the course, pupils will make mistakes and forget procedures but they are expected to learn from these mistakes and not keep repeating them. It is a great introduction to the building industry giving a good general overview of what working in the industry involves and it also gives pupils an insight into the hundreds of jobs involved in construction. It is also a great deal of fun where you learn that you are part of a supportive team with a common purpose.

**CONTACT PERSON:**

Mr P Sullivan – Construction Teacher

Mrs K Dowdell – Principal Teacher Applied Learning

DANCE
DEPARTMENT: DANCE
Level: GCSE
Duration of course: 3 years
Examination Board: A.Q.A.
Assessment Method and Component Percentages: Practical: 30% Theory based: 20% Choreography: 15% Performance: 15% Written Exam : 20%
What will I learn? This specialist Dance course will enable students to study Dance in some depth. Candidates will learn a variety of Dance styles and techniques with the emphasis on performance and choreography. Dance analysis skills will be developed through the critical appreciation of student's own work as well as that of professional companies.
How will I learn? Through practical technique sessions and structured choreographic tasks. Also, the appreciation of Dance will be learnt through video analysis of professional Dance work and the experience of seeing live performances of professional Dance companies.
Departmental expectations: Good attendance is important especially in practical based subjects to ensure development of skills. Students are responsible for wearing the correct attire to every lesson and practical assignment deadlines must be met. Extra-curricular rehearsal time is essential for all round improvement and progress and will form a large part of their homework throughout the course. Students are also expected to participate in showcases and or dance performances as part of developing their skills essential for performance.
Career potential: Dance provides the development of transferable skills desirable by many employers such as problem solving, teamwork, communication skills, self awareness, confidence, analytical skills, creative skills. Any Arts based degree programme Teaching - Dance / Physical Education in Schools or the private sector. Sports Centre / Fitness work or simply to gain in confidence and improve self-image.
Contact person: Miss Emily Harris - Principal Teacher of Dance

DRAMA
DEPARTMENT: Drama and Theatre
Level: GCSE
Duration of course: 3 Years
Examination Board: AQA
<p>Assessment Method and Component Percentages:</p> <ol style="list-style-type: none"> <li>1. Understanding Drama 40%- Examined in a single written exam at the end of the course. Three sections: Multiple choice; Set Play; Production Seen</li> <li>2. Devising Drama 40%- Working as a group and keeping a log. Internally marked and externally moderated, there are 60 marks available for the log and 20 for the actual piece.</li> <li>3. Texts in Practice (performing) 20%- Performance of two extracts from one play. Externally assessed by AQA.</li> </ol>
<p>What will I learn?</p> <p>You will learn about different genres of drama, skills and techniques in drama and study a set text through both practical and theory. There is great emphasis on practical skills, performance skills and practitioner influences. You will study scripts as well as creating your own devised performances. Students will be given performance opportunities regularly and will be able to develop your passion further by attending our Theatre Company 'Sinden Youth'. You will study a variety of styles and techniques both vocally and physically. You will learn to work as a team, develop your problem solving skills and project your own personality with greater confidence.</p>
<p>How will I learn?</p> <p>Most lessons will have a very practical emphasis. Sometimes work is individual but, most frequently, you will be working in pairs or larger groups. Students are given a lot of freedom to develop their own approaches to tasks. Sometimes you will learn by watching the work of professionals or other students. Drama may involve some students in after school or lunchtime rehearsals as part of a homework task or extra-curricular productions. You will need to see at least one professional piece each year and attend any compulsory workshops.</p>
<p>Departmental expectations:</p> <p>We expect you to be self-disciplined so that you can make the most of your own ideas in fast moving practical lessons. We expect you to participate fully in lessons; you should be prepared to work with others in groups cooperating through tasks with a common goal. We expect you to attend rehearsals and meet deadlines. Students become members of the Drama family and are expected to treat everyone within it as equals, regardless of age or gender. You will demonstrate respect for each other, discipline in the Drama spaces and pride at the standards being maintained. You will be enthusiastic, creative and passionate about drama and show determination and resilience.</p>
<p>Career potential:</p> <p>Drama helps to prepare you for any career involving frequent contact with others. Careers as varied as the Police Force, Law and Journalism use Drama as part of their training. Any career that requires an element of presentation on any scale is instantly enhanced by the individual studying Drama. Drama is useful for teaching and is recognised as a GCSE qualification for College or Sixth Form entry.</p>
Contact person: Mrs N Fullerton - Principal Teacher Drama

<b>ETHICAL &amp; RELIGIOUS STUDIES</b>
DEPARTMENT: E.R.S.
Level: GCSE
Duration of course: 3 YEARS
Examination Board: Edexcel
<p>Assessment Method and Component Percentages:</p> <p>Examination : 100%</p> <p>Two exams each lasting 90 minutes.</p> <p>Exams take place in the summer only.</p>
<p>What will I learn?</p> <p>The course will cover a number of key issues linked to the Christian and one other religion as well as other beliefs including Humanism and Atheism. There are eight topics split evenly over the two exams. They are:</p> <p>Belief in God, Matters of life and death, Marriage and the family, Religion and the community, Rights and responsibilities, Environmental issues, Medical issues, Peace and conflict, Crime and punishment, Worship and celebration.</p>
<p>How will I learn?</p> <p>Seminars and presentations. Enquiry based tasks, using texts and video. Discussion, research, visits to places of worships, interviews with members of faith communities.</p>
<p>Departmental expectations:</p> <p>A willingness to debate and discuss as well as a desire to enquire and think about the bigger questions in life will be expected. Success will depend upon a positive attitude to work, the ability to meet deadlines and excellent attendance.</p>
<p>Career potential:</p> <p>Any career that involves problem solving and enquiry or working with people for example: Law, Business, Armed Forces, Prison Service, Management, Accountancy, Advertising, Public Services, Teaching, Police, Local government, Civil Service and Social work.</p>
Contact person: Mr. Goffredi

FINE ART	
DEPARTMENT:	Art & Design
Level:	GCSE
Duration of course:	3 years
Examination Board:	A.Q.A.
Assessment Method and Component Percentages:	<p>Coursework 60%: Minimum of 2 coursework projects, each with preparation work and final piece/s. The teacher will set the specific themes / topics of the projects.</p> <p>Examination 40%: A few weeks of preparation work followed by a 10 hour practical exam in the teaching room (in exam conditions) to create the final piece/s for this exam project. The theme / topic of the exam project will be chosen from a selection that are set by AQA.</p>
What will I learn?	<p>How to use a range of 2D art materials / techniques, experiment, develop ideas, make connections to the work of others and mix your ideas together to create your own final piece/s.</p>
How will I learn?	<p>By doing - the course is a practical one and the only limit is your imagination. During the 3 years you will work through a variety of projects designed to meet all the assessment objectives in a creative way. Projects may range from topics such as Portraiture, Landscapes, Still Life, Animals, and studied in a Classic and / or Contemporary style. Written annotations will also be required throughout the projects.</p>
Departmental expectations:	<p>Absolute commitment to the subject - you must WANT to do it. There are no 'easy' subject options! You should already have a passion for drawing and painting. You will be expected to develop your ability to work independently and meet all schoolwork and homework deadlines (this course requires hours of work to be put in during your evenings / weekends / after school clubs). Written annotations are a vital part of every project. You will need to be able to take on board advice and guidance, and then act on your individual targets set by your teacher. Being self-motivated with a creative mind is essential.</p>
Career potential:	<p>Vast - everything you wear or see has had a designer or artist involved somewhere, all have gone through an Art and Design route in Further Education and Higher Education such as Graphic Designer, Exhibition Designer, Fine Artist, Teacher.</p>
Contact person:	<p>Miss J. Rickard - Principal Teacher Art &amp; Design in room E45, or your Art teacher.</p>

<b>FRENCH</b>
<b>DEPARTMENT: MODERN LANGUAGES</b>
Level: GCSE
Duration of course: 3 years
Examination Board: Edexcel
<p>Assessment Method and Component Percentages:  Listening - Terminal examination - 25%  Reading - Terminal examination - 25%  Speaking – Terminal examination as an oral exam - 25%  Writing – Terminal examination - 25%</p> <p>Marks are awarded mostly for communication in the language with an emphasis on a range of language and accuracy. There are also translation components and understanding of texts will be tested with questions in both English and French.</p>
<p>What will I learn?</p> <p>In the first year, pupils are given a good grounding in a range of new vocabulary whilst also revising vocabulary from Key Stage 3. There is also time to practise the tenses and structures required to succeed at GCSE whilst covering topics which introduce some aspects of French culture.</p> <p>In Years 10 and 11, our course will develop students' knowledge of the French-speaking world so that students can talk spontaneously and understand topics about identity and culture, local, national, international and global areas of interest and current and future study and employment.</p>
<p>How will I learn?</p> <p>In class, you will complete spoken, written, reading and listening activities. Some are similar to those completed in Key Stage 3 with surveys, interviews, radio clips and information leaflets.</p> <p>You will get the opportunity to have lessons with our Foreign Language Assistants, as well as make use of ICT resources. There are opportunities for group and pair-work, as well as trips to Europe where you can experience the culture and language at first-hand.</p>
<p>Departmental expectations:</p> <p>All students will be expected to complete assignments on time. They are expected to actively learn vocabulary every week and make use of the opportunities to go to the target language country.</p> <p>Pupils should also be in possession of a bilingual dictionary to help their study at home.</p>
<p>Career potential:</p> <p>Languages are a skill which can appear on your CV for life and, as part of the English Baccalaureate, are very attractive to employers. The skills you gain show that you are open to other cultures and have the ability to learn a language and give you a head start in job applications.</p> <p>Moreover, having a second language gives you the potential to earn more or to travel. As 75% of the world speak no English, this ability is incredibly attractive to business leaders.</p> <p>French is the 7<sup>th</sup> most important language in the world with 370 million global speakers and France is an incredibly important trading partner with the UK. Some of our biggest companies are now owned by French companies and we are very close to the City of London where many French banks look for French speakers to employ.</p>
<p>Contact person : Mr P. Cafferty – Principal Teacher MFL or  Mrs J. Harvey – MFL Key Stage 4 Coordinator</p>

<b>GEOGRAPHY</b>
Level: GCSE
Duration of course: 3 years
Examination Board: AQA
<p>Assessment Method and Component Percentages:</p> <p>Paper 1: Living with the physical environment. 1½ hour written exam worth 35% of the GCSE</p> <p>Paper 2: Challenges in the human environment. 1½ hour written exam worth 35% of the GCSE</p> <p>Paper 3: Geographical applications. 1 hour written exam worth 30% of the GCSE</p> <p>Pre-release issue evaluation and questions based on students' fieldwork.</p>
<p>What will I learn?</p> <ul style="list-style-type: none"> <li>● The challenge of natural hazards (earthquakes, volcanoes, tropical storms, extreme weather in the UK and climate change).</li> <li>● Physical landscapes in the UK (UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK).</li> <li>● The living world (Ecosystems, tropical rainforests and cold environments)</li> <li>● Urban issues and challenges</li> <li>● The changing economic world</li> <li>● The challenge of resource management (resource management and water)</li> </ul>
<p>How will I learn?</p> <p>The course will be heavily based on up to date case studies and so you will be expected to keep up with the news and collect newspaper articles, watch documentaries and use the internet. Lessons will be delivered using a variety of styles and you will be expected to take part in debates, role plays and prepare presentations.</p> <p>You will also attend 2 fieldtrips in order to collect data and learn fieldwork methods ready for your examination. There will be a small cost associated with these to cover transport.</p>
<p>Departmental expectations:</p> <p>We believe this course will offer a refreshing and challenging approach to studying the complicated world in which we live. We will help you understand how and why the natural world affects people and how we have changed the environment. We will expect you to have a genuine interest in environmental issues and to keep to deadlines with all your work.</p>
<p>Career potential:</p> <p>A GCSE in Geography opens up an enormous variety of career choices and links very easily with most subjects. Some of the careers our students have gone into include:- Management; administration; buying, marketing and selling; environmental planning; business finance; law; cartography; tourism; leisure, environmental science, geology, teaching, conservation, meteorology etc. Geography helps you develop a wide range of analytical skills which are highly valued by all universities and employers. The subject complements both the sciences and the arts.</p>
<p>Contact person: Mrs R Bennett (PT Geography), Mrs Gaygan (Lead Practitioner), Mrs Urquhart (KS4 co-ordinator)</p>

<b>GERMAN</b>
<b>DEPARTMENT: MODERN LANGUAGES</b>
Level: GCSE
Duration of course: 3 years
Examination Board: Edexcel
<p>Assessment Method and Component Percentages:</p> <p>Listening - Terminal examination - 25%</p> <p>Reading - Terminal examination - 25%</p> <p>Speaking – Terminal examination as an oral exam - 25%</p> <p>Writing – Terminal examination - 25%</p> <p>Marks are awarded mostly for communication in the language with an emphasis on a range of language and accuracy. There are also translation components and understanding of texts will be tested with questions in both English and German.</p>
<p>What will I learn?</p> <p>In the first year, pupils are given a good grounding in a range of new vocabulary whilst also revising vocabulary from Key Stage 3. There is also time to practise the tenses and structures required to succeed at GCSE whilst covering topics which introduce some aspects of German culture.</p> <p>In Years 10 and 11, our course will develop students' knowledge of the German-speaking world so that students can talk spontaneously and understand topics about identity and culture, local, national, international and global areas of interest and current and future study and employment.</p>
<p>How will I learn?</p> <p>In class, you will complete spoken, written, reading and listening activities. Some are similar to those completed in Key Stage 3 with surveys, interviews, radio clips and information leaflets.</p> <p>You will get the opportunity to have lessons with our Foreign Language Assistants, as well as make use of ICT resources. There are opportunities for group and pair-work, as well as trips to Europe where you can experience the culture and language at first-hand.</p> <p>You will complete an assessment in two of the four skills at the end of every term.</p>
<p>Departmental expectations:</p> <p>All students will be expected to complete assignments on time. They are expected to actively learn vocabulary weekly and make use of the opportunities to go to the target language country. Pupils should also be in possession of a bilingual dictionary to help their study at home.</p>
<p>Career potential:</p> <p>Languages are a skill which can appear on your CV for life and, as part of the English Baccalaureate, are very attractive to employers. The skills you gain show that you are open to other cultures and have the ability to learn a language and give you a head start in job applications.</p> <p>Moreover, having a second language gives you the potential to earn more or to travel. As 75% of the world speak no English, this ability is incredibly attractive to business leaders.</p> <p>German is the 5<sup>th</sup> most important language in the world and the biggest in the EU and is an incredibly important trading partner with the UK. Some of our biggest companies are now owned by German companies and we are very close to the City of London where many German banks look for German speakers to employ.</p>
<p>Contact person : Mr P. Cafferty – Principal Teacher MFL or Mrs J. Harvey – MFL Key Stage 4 Coordinator</p>

## GRAPHIC DESIGN

DEPARTMENT: Art & Design

Level: GCSE

Duration of course: 3 years

Examination Board: A.Q.A.

Assessment Method and Component Percentages:

Coursework 60%:

Minimum of 2 coursework projects, each with preparation work and final piece/s. The teacher will set the specific themes / topics of the projects.

Examination 40%:

A few weeks of preparation work followed by a 10 hour practical exam in the teaching room (in exam conditions) to create the final piece/s for this exam project. The theme / topic of the exam project will be chosen from a selection that are set by AQA.

What will I learn?

Illustration skills, digital media and the use of different fonts. You will learn all you need to develop visual communication skills.

How will I learn?

By doing. The course is a practical course. You will learn by working from a variety of briefs towards a graphic solution. Written annotations will be required throughout the projects.

Departmental expectations:

Absolute commitment to the subject - you must WANT to do it. There are no 'easy' subject options! You will be expected to develop your ability to work independently and meet all schoolwork and homework deadlines (this course requires hours of work to be put in during your evenings / weekends / after school clubs). Written annotations are a vital part of every project. You will need to be able to take on board advice and guidance, and then act on your individual targets set by your teacher. Being self-motivated with a creative mind is essential.

Career potential:

Vast – every printed page, poster or product has a graphic designer somewhere in the process. Graphic Designers all follow an Art and Design route in Further Education and Higher Education.

Contact person:

Mr Davies in room C5 (Graphics co-ordinator), Miss James in C2, or your Art Teacher.

## HAIRDRESSING & BEAUTY THERAPY & BUSINESS ENTERPRISE

DEPARTMENT: Hairdressing & Beauty Therapy

LEVEL: VTCT GCSE Level 2 Hairdressing and Beauty Therapy - VTCT Level 1 Extended Certificate in Hair and Beauty Skills - BTEC GCSE Business

DURATION OF COURSE: 3 Years

EXAMINATION BOARD: VTCT – BTEC

Assessment Method and Component Percentages:

The GCSE is a theory based qualification covering all aspects of the Hair and Beauty industry. The GCSE has an externally marked exam and is supported with project work and written assignments throughout the course. You have the opportunity to complete this qualification at Pass, Merit or Distinction. The Extended Certificate is a practical qualification including many of the most commercial treatments offered in Hair and Beauty salons today. This qualification is an excellent introduction to the industry and will allow students to progress onto either an Apprenticeship in a salon or onto more advanced courses either here at Homewood or at College.

BTEC – Level 2 Business Enterprise

GCSE- Assessment is coursework and 75% internal assessment and 25% external assessment. There are 4 mandatory units that must be completed.

Grading is as follows

- Level 2 Pass = C at GCSE;
- Level 2 Merit = B at GCSE;
- Level 2 Distinction = A at GCSE.
- 

Unit 01 Introduction to business and enterprise. Internally assessed portfolio of evidence

Unit 02 Marketing for business and enterprise. Externally assessed assignment

Unit 03 Finance for business and enterprise. Internally assessed portfolio of evidence

Unit 04 Plan, develop and participate in a business or enterprise project. Internally assessed portfolio of evidence.

What will I learn?

- Health & Safety
- Provide Manicure
- Winding
- Plaiting & Twisting
- Blow Dry and Finish
- Basic Face Painting
- Create an Image based on a Theme

Business and Enterprise

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment or progress onto further study.

This qualification aims to:

- Develop a broad and comprehensive understanding of business and enterprise
- Develop a significant knowledge core which spans the vocational sector
- Provide academic and study skills that will support progression within business and enterprise and more broadly.

How will I learn?

The VTCT GCSE in Hair and Beauty is an Introduction to the industry and has been especially designed for schools. The Extended Certificate is a course that has been specifically designed to develop your practical skills in the above areas. These subjects are supported by underpinning knowledge and applied Anatomy and Physiology which will equip you with the information necessary to pass your written exams. You will have a sound knowledge of Health and Safety practice in a salon environment.

The purpose of this qualification is to develop your skills and knowledge which will enable you to progress into the Hair and Beauty industry.

You will be expected to complete a portfolio of evidence which will lead to certification at the end of this course.

Departmental Expectations:

All students are expected to work in a professional manner at all times respecting the realistic working environment and must adhere rigidly to all health safety guidelines. Students will be expected to wear a tabard during practical sessions.

Students are expected to have a strong interest and commitment to the course and 80% attendance is required by the awarding body VTCT.

Students will develop their skills by working on each other and paying clients.

Models will be allocated by the teacher taking the class not chosen by the students.

Below is a direct quote from the course specification!

Hair must be secured away from the face or of an appropriate length so as not to interfere with the treatment. Nails are free from polish and a suitable length.

**ARTIFICIAL NAILS AND NAIL EXTENSIONS ARE NOT PERMITTED.**

No jewellery is to be worn except for small unobtrusive earrings.

Shoes are to be closed in with a low heel and fit securely around the foot.

Tabards must be worn for practical sessions.

Food must not be consumed in the realistic working environment.

Chewing gum is not permitted.

Business Enterprise

The need to provide a real working environment also means students will need to work on an event where they will show their skills learnt in vocational and the business enterprise course and may have to work outside normal school hours.

Career Potential:

This course is an introduction to the Hair or Beauty industry with progression on to a selected range of level 2 and 3 programmes here at Homewood or progression to NVQ level 2 and 3 at college. Students will also be able to progress on to level 2 and 3 qualifications and then on to higher education or begin an apprenticeship in their chosen vocational subject area. They could also advance through vocational qualification in specific fields and on to a career in any industry or set up their own enterprise.

Contact Person:

Mrs K Dowdell: Head of Hair & Beauty and Principal Teacher Applied Learning

Mrs N Norris: Hair & Beauty Teacher



<b>HEALTH &amp; SOCIAL CARE TECH AWARD</b>
DEPARTMENT: Health & Social Care
Level: BTEC Level 2 Tech Award in Health and Social Care (equivalent to one GCSE)
Duration of course: 3 Years
Examination Board: EDEXCEL
<p>Assessment Method and Component Percentages:</p> <p>Unit 1- Human Lifespan Development  Unit 2- Health and Social Care Values  Unit 3- Health and Well Being</p> <p>Case study examination: 40%  Coursework: 60%</p> <p>Unit 1 - you will study the areas of growth and development that contribute to the whole person, including physical, intellectual, emotional and social. You will also reflect on physical, social and economic factors, such as relationships and their impact on growth and development.</p> <p>Unit 2 - you will learn about the range of health and social care services that provide support and care to service users. You will then look at barriers individuals face when accessing these services and how they can be overcome. Finally, you will explore care values and how they promote dignity, safety and confidentiality.</p> <p>Unit 3 - this unit provides the main synoptic assessment for the qualification. Unit 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.. The external assessment takes the form of a set task taken under specified conditions that is then marked and awarded a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment.</p> <p>Students will achieve either a Pass, Merit or Distinction at level 1 or a Pass, Merit, Distinction, Distinction* at level 2.</p>
<p>What will I learn?</p> <p>The course aims to encourage vocationally related learning and provides an overview of:</p> <ul style="list-style-type: none"> <li>● How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.</li> <li>● Learners study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.</li> <li>● Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.</li> </ul>
<p>How will I learn?</p> <ul style="list-style-type: none"> <li>● By a range of teaching, learning and assessment styles that aim to meet the individual needs of students studying vocational style courses.</li> <li>● By working independently at times using a variety of research methods.</li> <li>● By investigating a range of settings within health, social care and early years sectors.</li> <li>● By individual monitoring and mentoring of progress.</li> <li>● By meeting set targets that are clearly defined.</li> </ul>

Departmental expectations:

- Students are expected to develop the ability to work independently and meet course deadlines and personal targets.
- Personal research and self-motivation are essential to this course.
- Active participation in group discussions and practical work
- Students must keep an up to date portfolio of all work covered in the syllabus.
- Work will be regularly assessed and monitored.

Career potential:

The course aims to prepare students for future employment or further education in the health, social care or early year's sectors such as level 3 Health and Social Care and/or Children's Play, Learning and Development.

Contact person: Mrs. D. Bailey– Principal Teacher

# HISTORY

DEPARTMENT: History

Level: GCSE

Duration of course: 3 Years

Examination Board: Edexcel

Assessment Method and Component Percentages: GCSE - 100% Exam

What will I learn?

History develops ideas-oriented, independent individuals, able to analyse information and present conclusions in a clear, objective manner.

The skills of a historian – Chronology, selection, evaluation, analysis, how structure and argument, how to justify you option

Paper 1 - Medicine– From 1250 to the modern day. Change and continuity in the nature of medicine and treatment. Case study British Sector of the Western Front –injuries, treatment and the trenches. Exam 1hr 15 minutes. 30%

Paper 2 – Period study and British depth Study – Anglo Saxon and Norman England c1060-88 and American West 1835-1895. Exam 1hr 45 minutes 40%

Paper 3 – Modern Depth Study – Weimar and Nazi Germany 1918-39 - From democracy to dictatorship, looking at how Germany was transformed 1919-1939. Exam 1hr 15 minutes 30%

## Order of Study

Anglo Saxon and Norman  
England  
C.1060 - 1087



Medicine through Time  
C.1250 - 2000  
AND  
The British Sector of the  
Western Front



Weimar and Nazi Germany  
1918 - 1939



The American West  
c. 1835 - 1895

How will I learn?

You will work in groups, independently and with members of staff to discover the past by analysing and evaluating a range of evidence such as eye-witness accounts, stories and historians opinions. You will also have the opportunity to use ICT and have the opportunity to take part in extra-curricular activities including trips and specialist workshops.

Departmental expectations:

100% commitment to the course. To be prepared to undertake homework each week (which will come in the form of knowledge test). The willingness to ask questions and to use initiative to explore key issues by using libraries and the internet. To effectively work in a team and independently to find creative solutions.

Career potential:

Management, Law, Advice, Civil Service, Journalism, Arts Administration, Research (including for media such as film and TV), Higher Education, Libraries, Museums, Teaching (and Art History / Music History skills). Any job requiring thinking skills (analysis).

Contact person: Mr S.Simpson

## HOSPITALITY AND CATERING & BUSINESS ENTERPRISE

DEPARTMENT: Hospitality and Catering

Level 2 : BTEC First Certificate in Hospitality and City & Guilds Introduction to the Hospitality Industry

Duration of course: 3 years

Examination Board: Edexcel (BTEC) (NQF) and City and Guilds

### BTEC

Assessment Method - 4 Units of equal weight, 1 of which is a 1h 15mins external exam the other 3 are assessed course work.

Units include: working in the hospitality industry, preparing and cooking healthy dishes and hygiene, health and safety in kitchens.

### C&G

Assessment Method - 9 Units of equal weight, including practical chef skills.

Assessment is by constantly comparing your performance against national standards, you are required to develop your underpinning knowledge linked to the practical skills in theory lesson. In addition you will need to give oral and written responses to questioning.

### BTEC – Leve 2 Business Enterprise

Assessment Method – 3 units, exploring enterprise 30% course work, planning and pitching for an enterprise 30% course work and promotion and finance 40% exam.

BTEC courses grading is as follows:

- Level 2 Pass = 4 at GCSE
- Level 2 Merit = 5 at GCSE
- Level 2 Distinction = 6 at GCSE
- Level 2 Distinction\* = 7 at GCSE

### What will I learn?

These qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in hospitality business and enterprise. The qualifications will appeal to learners who wish to either set up their own business, move into employment or progress onto further study.

### You will learn

- How to prepare and cook basic dishes involving: meat, poultry, fish, pasta, eggs.
- Also how to prepare and cook soups, hot and cold sauces, as well as vegetables.
- You may learn how to prepare and cook desserts, pastries, cakes, sponges and scones.
- There is a great emphasis on industry standards as regards food safety.
- Will learn to prepare the dishes to industry levels
- Investigate hospitality industry as a whole
- Health, safety and welfare will be stressed at all times.
- Develop a broad and comprehensive understanding of business and enterprise
- Develop a significant knowledge core which spans the vocational sector
- Providing academic and study skills that will support progression within business and enterprise and more broadly.

### How will I learn?

Some of your time will be spent developing your practical skills and your use of utensils, tools and resources. You will be set research tasks and there will be lessons on specific issues i.e. Health and Safety. Visits may be used to place your learning in reality. Portfolios of evidence will need to be kept.

### Departmental expectations:

All students are expected to have due regard for the health and welfare of all working in catering areas, adhering rigidly to all Health and Safety guidelines. All students are expected to have a commitment to this course and to demonstrate this by (regular attendance and) completing all

assignments on time and to the best of their ability. The need to provide a real working environment also means students will occasionally need to work in the restaurant outside normal school hours. Shoes should be waterproof and cover the whole foot. Uniforms (whites) should be freshly laundered and brought to every practical session.

The need to provide a real working environment also means students will need to work on an event where they will show their skills learnt in vocational and the business enterprise course and may have to work outside normal school hours.

Career potential:

Students will be able to progress to level 3 qualifications and then on to higher education or begin an apprenticeship in their chosen vocational subject area. They could also advance through vocational qualification in specific fields and on to a career in any industry or set up their own enterprise.

Contact person :

Mrs S. English: Head of Hospitality, Catering and Business

Mr S. Crowder: Teacher of Hospitality, Catering and Business

Mrs K. Dowdell: Principal Teacher of Applied Learning

ICT
DEPARTMENT: Computing and ICT
Course: Cambridge National in Information Technologies
Level: Level 1 / 2 (GCSE Equivalent)
Duration of course: 3 years
Examination Board: OCR
<p>Assessment Method and Component Percentages:</p> <p>There are two units of assessment. Learners must complete both units of assessment to achieve the qualification.</p> <p>Unit 1 is assessed by an exam and marked by the exam board. Students can sit this exam on two occasions if necessary, in the January during year 11 then the Summer in year 11.</p> <p>Unit 2 is marked by the class teacher and is a controlled assessment which will be completed over approximately 20 hours.</p> <p>Students will achieve either a Pass, Merit or Distinction at level 1 or a Pass, Merit, Distinction, Distinction* at level 2.</p> <p>Component Percentages  Coursework: 50%  Exam: 50%</p>
<p>What will I learn?</p> <p>This qualification is about applying understanding and skills to use technologies to select data, manipulate, store, analyse and present it as information, and follow a project life cycle to structure how it's done.</p> <p>Unit 1</p> <p>Learners will sit an exam to assess their knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information.</p> <p>They will also be assessed on what the phases of the project life cycle are, the interaction between the phases and the inputs and outputs within each phase. Using this understanding of the project life cycle, together with their knowledge of various information technologies, they will be prepared to develop technological solutions.</p> <p>They will need to understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals. They also need to understand how such risks can be mitigated.</p> <p>Unit 2</p> <p>This assessment focuses on how effectively learners use their skills when developing a technological solution. They will be given a project to develop a technological solution that processes data and communicates information.</p> <p>They will demonstrate the practical skills they have acquired such as developing online surveys, and/or presenting data through web-based technologies and keeping their project on track. They will use different hardware and software technologies to create an integrated technological solution for data processing and communication of information.</p>

#### How Will I learn?

- Through classroom discussion and analysis of IT technology.
- Through practical tasks using different modelling programs.
- Independent learning and some small team work tasks.
- Demonstrations and instructions by teacher.

#### Departmental expectation

- You will be expected to have basic ICT skills, be adaptable and flexible.
- You should have access to an electronic device, either through owning your own device or the willingness to use the school computers outside of lesson time.
- You will be willing to work independently and solve problems.
- You are motivated to learn and achieve.

#### Career potential

The skills, knowledge and understanding you will develop through this qualification are very relevant to both work and further study. They will support you in a range of subject areas such as A Levels in Business, BTEC in IT or a level 3 in Information Technology in a Global Society. They can also support your progression into employment through Apprenticeships in areas such as Digital Marketer, Business Administrator or in IT itself. The content of the course is very relevant for those wanting a career in Business or IT and deals with the 'data handling' aspect of working for a business or even running your own.

Contact Person: Mrs.S. Anderson – Principal Teacher ICT

<b>MANDARIN CHINESE</b>
DEPARTMENT: Modern Languages
Level: GCSE
Duration of course: 3 years
Examination Board: Edexcel
<p>Assessment Method and Component Percentages:</p> <p>Listening - Terminal examination - 25%</p> <p>Reading - Terminal examination - 25%</p> <p>Speaking – Terminal examination as an oral exam - 25%</p> <p>Writing – Terminal examination - 25%</p> <p>Marks are awarded mostly for communication in the language with an emphasis on a range of language and accuracy. There are also translation components and understanding of texts will be tested with questions in both English and Mandarin.</p>
<p>What will I learn?</p> <p>Please note: This option is for those wishing to take Chinese from scratch. MEP students (with two year's experience), will be following their course of study in a different group.</p> <p>In the first year, pupils are introduced to the Chinese language and given a good grounding in a range of new vocabulary, pinyin and characters. There is also time to practise ideas and structures required to succeed at GCSE whilst covering topics which introduce many aspects of Chinese culture and life.</p> <p>In Years 10 and 11, our course will develop students' knowledge of the Chinese-speaking world so that students can talk spontaneously and understand topics about identity and culture, local, national, international and global areas of interest and current and future study and employment.</p>
<p>How will I learn?</p> <p>In class, with Homewood's British-trained Chinese teacher, you will complete spoken, written, reading and listening activities. Some are similar to those completed in Key Stage 3 with surveys, interviews, radio clips and information leaflets.</p> <p>You will get the opportunity to have lessons with our Hanban teachers from China, as well as make use of ICT resources. There are opportunities for group and pair-work, as well as trips to China &amp; Chinese cultural events where you can experience the culture and language at first-hand.</p>
<p>Departmental expectations:</p> <p>All students will be expected to complete assignments on time. They are expected to actively learn vocabulary and make use of the opportunities to go to the target language country.</p> <p>Pupils should also be in possession of a bilingual dictionary to support study at home or use a digital version.</p>
<p>Career potential:</p> <p>Languages are a skill which can appear on your CV for life and, as part of the English Baccalaureate, are very attractive to employers. The skills you gain show that you are open to other cultures and have the ability to learn a language and give you a head start in job applications.</p> <p>Moreover, having a second language gives you the potential to earn more or to travel. As 75% of the world speak no English, this ability is incredibly attractive to business leaders.</p> <p>Chinese is the most spoken language in the world and China is expected to become the world's biggest economy in the next decade. To be well placed in this new business world, knowing Mandarin Chinese will be a great advantage in many business areas.</p>
<p>Contact person : Mr P. Cafferty – Principal Teacher MFL or Mrs J. Harvey – MFL Key Stage 4 Coordinator</p>

## MEDIA STUDIES

Level: GCSE

Duration of course: 3 years

Examination Board: AQA

Assessment Method and Component Percentages:

Examination: (External Assessment) Two Papers

Paper 1: Industries, Audiences and Representation

Written Paper – 1 hour 30 minutes – 84 marks – (35% of GCSE)

Based on a balanced approach to these three areas of the theoretical framework. Section A will focus on industries and audiences whilst Section B will deal with the representations.

Assessment will consist of:-

- Multiple choice questions assessing breadth of knowledge
- Short answer questions assessing in depth knowledge.
- An extended response question assessing in depth knowledge.

Paper 2: Media Language and Contexts of the Media

Written Paper – 1 hour 30 minutes – 84 marks – (35% of GCSE)

Questions will focus on media language and contexts of the media. Students will be expected to analyse media products both in relation to the theoretical framework and their contexts.

Section A will focus on language and Section B will focus on contexts.

Assessment will consist of: -

- Multiple choice questions assessing breadth of knowledge of language.
- Short answer questions assessing in depth knowledge of language.
- Stepped response questions assessing breadth of knowledge of language.

Extended response questions assessing in depth knowledge of all elements of the media studies course.

Non-exam assessment: (Internal Assessment) creating a media product

A choice of topics related to the overarching (annually changing) theme - 60 marks

30% of GCSE Assessed by teachers - Moderated by AQA.

Tasks Students produce:

- a statement of intent
- a media product for an intended audience.

What will I learn? The four key concepts of Media Studies

1. Media language
2. Media representations
3. Media industries
4. Media audiences

Using these concepts as the basis of study you will explore:-

- The knowledge and skills necessary for critical study of the mass media (TV, film, radio, magazines, E-media and newspapers).
- To analyse the relationship between the media and their audiences.
- To understand and operate media technology.
- To create your own media products in video, radio and print.

How will I learn?

- Through classroom discussion and analysis of media products.
- Through independent research into your own media consumption.
- Through small group work involving role play and discussion tasks.

- Through the creation, individually or in groups, of your own high-quality media products.
- Through exam assessment of the key areas of study.

Departmental expectations:

Punctuality, regular attendance and the ability to meet deadlines are essential, especially given the crucial exam component.

You will be expected to work independently and in small groups.

Career potential:

The media is one of the fastest growing industries in Britain. A qualification in this subject offers opportunities both for employment and further education. The industry is also one of the largest sectors including advertisement and marketing, television and film, the online community and specialised creative career opportunities.

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

Contact person: Mr. A Cox – Assistant Principal Teacher of Media

<b>MUSIC</b>		
Department: Music		
Level: GCSE		
Duration of course: 3 years		
Examination Board: AQA		
Assessment Method and Component Percentages:		
Paper 1.		
Solo performance	Performance of a solo piece ( internally assessed / externally moderated )	15%
Performance during the course	Performance or direction of 2 pieces including own composition (internally assessed / externally moderated )	15%
Paper 2.		
Composition	2 coursework compositions based on a chosen brief from an area of study (internally assessed / externally moderate )	30%
Paper 3.		
Listening and Appraising	A written paper asking for answers in response to Music on CD.	40%
Coursework		
You will learn about music from different eras and genres including: The Western Classical tradition, popular music and World music.		
You must produce two compositions of your own, which can be made using music technology, as well as perform two pieces on your instrument(s) or singing.		
What will I learn?		
Music GCSE aims to help you learn about music in greater detail than in years 7 and 8. You will listen to lots of different types of music and learn to identify what instruments are playing, what chords are being used, what techniques the composer or songwriter has used to make a good piece of music and learn ways to do this for yourself, including how to use computers to create or record your music. You will also learn how to perform musically both as a soloist and in small groups.		
How will I learn?		
There will be class work based around listening to and analysing pieces of music, and using what has been learned to write your own pieces of music and songs. You will be expected to practise your instrument and perform to the class, both on your own and in groups. In order to help you improve the music department provides hire of instruments if required. You will also be shown how to use software to create music on computers and to improve your music reading skills		
Departmental expectations:		
Music GCSE requires an interest in the subject and commitment and dedication from those that choose it. The self-discipline to practise regularly on an instrument is essential to achieve a top grade. In recent years, students taking part in extracurricular activities, clubs or ensembles in Music have achieved higher results than those who haven't. Therefore it is highly beneficial for students considering taking Music to become a member of at least one activity run by the Music Department		
Career potential:		
Music GCSE is ideal for those who wish to take their skills and love of different styles of music into the sixth form and beyond. It is highly regarded by employers as evidence of a wider range of skills and learning than those with only 'core' subjects, and is a good foundation for anyone wishing to pursue a career in the media, music therapy, teaching, performing, the T.V., film and radio professions and sound recording and engineering.		
Contact person: Miss Snow – Principal Teacher of Music		

## PHOTOGRAPHY (ART OPTION)

Department: Art & Design

Level: GCSE

Duration of course: 3 years

Examination Board: A.Q.A.

Assessment Method and Component Percentages:

Coursework 60%:

Minimum of 2 coursework projects, each with preparation work and final piece/s. The teacher will set the specific themes / topics of the projects.

Examination 40%:

A few weeks of preparation work followed by a 10 hour practical exam in the teaching room (in exam conditions) to create the final piece/s for this exam project. The theme / topic of the exam project will be chosen from a selection that are set by AQA.

What will I learn?

How to use digital and lens based media. How to record ideas, experiment, develop and manipulate images and present photography work. Areas studied include photojournalism, Landscape, portraiture, human figure and still life.

How will I learn?

By researching and responding to ideas. The course is a practical one. You will consider the work of photographers and artists and learn how to make connections in your own work. Written annotations will be required throughout the projects.

Departmental expectations:

Absolute commitment to the subject – if you choose this subject we expect you to creatively explore ideas and produce work in class and outside of school too. You will ideally have your own camera, an SD card and a memory stick to use in lessons and for the homework tasks too.

Career potential:

Vast – Digital and lens based media imaging is a growing. It is now an essential component of Graphic Design, Fashion Photography, Fine Art, the Printing industry and leisure. It is increasingly used as a recording device in many other industries.

Contact person:

Miss Hancock in room L21 or Mr Matthews Crow in room L20 - or your Art Teacher

PHYSICAL EDUCATION GCSE
Department : Physical Education
Level: GCSE
Duration of courses: 3 years
Examination Board: Edexcel
<p>Assessment Method and Component Percentages:</p> <p>There are 4 components:</p> <p>Component 1: Fitness and body systems <i>1hr 45m written exam</i> 36% of final qualification</p> <p>Component 2: Health and performance <i>1hr 15m written exam</i> 24% of final qualification</p> <p>Component 3: Practical performance <i>Internal assessment</i> 30% of final qualification</p> <p>Component 4: Personal Exercise Programme <i>Internal assessment</i> 10% of final qualification</p>
<p>What will I learn?</p> <p>Students will follow practical and theoretical aspects of this course including the following areas:</p> <p><u>Theoretical Aspects:</u> Applied anatomy and physiology; movement analysis; physical training; use of data; health, fitness and wellbeing; Sport psychology; Sociocultural influences, Presenting and interpreting data. 2 of the 3 lessons will be on theory content.</p> <p><u>Practical Aspects:</u> Students will be assessed on their performance in 3 sports; one team, one individual and then either a team or individual. Students will study approximately 4 sports a year but the expectation is that they are participating in sport outside of school. 1 of the 3 lessons will be practical assessment.</p>
<p>How will I learn?</p> <p>Students will learn through practical and theory lessons. Sometimes theory content will be taught practically or in a classroom; approximately once a term the students will sit an end of topic test to enable staff to monitor progress towards the final exam at the end of the 3 year course.</p>
<p>Departmental expectations and entry requirements:</p> <ul style="list-style-type: none"> <li>● Students will be expected to complete physical fitness tests prior to their choosing this subject as an option.</li> <li>● Students will also be expected to work equally on all practical activities and theoretical aspects of the course.</li> <li>● They will be expected to meet departmental and examination board deadlines.</li> <li>● An enjoyment of physical activity will be vital but a commitment to academic study is also essential.</li> <li>● Students will be expected to attend and participate in extracurricular sessions.</li> <li>● Students should be working at level 6 in English, Science and PE.</li> <li>● All students must wear school regulation PE kit.</li> </ul>
<p>Career potential:</p> <ul style="list-style-type: none"> <li>● Foundation for 'A' level and BTEC L3 courses.</li> <li>● Useful for all sport related careers including teaching, sports development, sport and leisure management, coaching, physiotherapy, sports psychology and many more.</li> <li>● This course is designed for students who are passionate about sports and physical activity and participate at clubs in and outside of school on a regular basis.</li> </ul>
Contact person: N. Bulless Principal Teacher for Physical Education

## SOCIOLOGY

Department: E.R.S. and Social Sciences

Level: GCSE

Duration of course: 3 YEARS

Examination Board: AQA

Assessment Method and Component Percentages:

Examination : 100%

Two exams each lasting 90 minutes.

Students answer a mix of compulsory and option questions. The questions are made up of short answer and extended essay style questions.

Exams take place in the summer only.

What will I learn?

You will study specialist terms and ideas in Sociology, including social structures, processes and issues. These include the family, education, stratification systems, the process of social change, inequality and the distribution and exercise of power and control. You will also study discrete topics on crime and deviance, the mass media, social inequality and power.

How will I learn?

Seminars and presentations, enquiry based tasks, using texts and video, discussion, independent research, interpretation of graphs, statistics and tables.

Departmental expectations:

A willingness to debate and discuss as well as a desire to enquire and think about the aspects and functions of society and how they affect the ideas and behaviour of individuals will be expected. Success will depend upon a positive attitude to work, the ability to meet deadlines and excellent attendance.

Career potential:

Any career that involves working with others, social agencies and enquiry for example:  
Law, Sales, Business, Armed Forces, Prison Service, Management, Accountancy, Advertising, Public Services, Teaching, Police, Local and National government, Civil Service and Social work.

Contact person: Mr.Goffredi

## TEXTILES

Department: Art & Design

Level: GCSE

Duration of course: 3 years

Examination Board: A.Q.A.

Assessment Method and Component Percentages:

Coursework 60%:

Minimum of 2 coursework projects, each with preparation work and final piece/s. The teacher will set the specific themes / topics of the projects.

Examination 40%:

A few weeks of preparation work followed by a 10 hour practical exam in the teaching room (in exam conditions) to create the final piece/s for this exam project. The theme / topic of the exam project will be chosen from a selection that are set by AQA.

What will I learn?

All aspects of Textiles, including print, fashion and art. How to think, use your imagination and technical skills to put your ideas into practice. You will learn about the exciting world of Textile Design.

How will I learn?

By doing. The course is a practical course and there should be no limit to your imagination. You will be inspired by legendary and contemporary Textile Artists and Designers. Written annotations will be required throughout the projects.

Departmental expectations:

Absolute commitment to the subject - you must WANT to do it. There are no 'easy' subject options! You will be expected to develop your ability to work independently and meet all schoolwork and homework deadlines (this course requires hours of work to be put in during your evenings / weekends / after school clubs). Written annotations are a vital part of every project. You will need to be able to take on board advice and guidance, and then act on your individual targets set by your teacher. Being self-motivated with a creative mind is essential.

Career potential:

Vast - everything you wear or see has a designer or artist involved somewhere, all have gone through an Art and Design route in Further Education and Higher Education. With further training you could get a job as a Fashion designer, Fashion buyer, Interior Designer, Surface Pattern designer, Materials specialist, Textiles artist, Theatrical Costume Designer, Millinery or Accessory Designer, Illustrator, teacher, Costume Historian, Museum or Gallery Curator or Film Costume Designer.

Contact person:

Mrs Parry in room L23, Mrs Wheeler in room L24, or your Art Teacher.

TRIPLE SCIENCE
DEPARTMENT: SCIENCE
Level: GCSE
Duration of course: 3 years
Examination Board: Edexcel
<p>Assessment Method and Component Percentages:          6 x written tests worth 16.67% each (These tests are not in addition to the six Combined Science exams but instead of them)</p> <p>Each exam will be 1 hour 45 minutes and worth 100 marks. There will be two biology papers, two chemistry papers and 2 physics papers</p>
<p>What will I learn?</p> <p>Triple Science furthers the study of science beyond that studied for combined science. Students develop a deeper knowledge of each science that supports a transition into AS courses. The triple science course studies all three sciences in equal amounts.</p> <p>Topics will be the same as found in the combined science course but will extend students beyond the level found in the compulsory combined science course.</p>
<p>How will I learn?</p> <p>Students will study topics during lesson time in a variety of context and with practicals to support the theoretical material studied.</p>
<p>Departmental expectations:</p> <p>Students are expected to have good attendance to lessons, be well equipped and ready to learn. Staff are enthusiastic about their subjects, and should motivate and inspire students to enjoy each subject studied.</p> <p>Triple Science is a challenging GCSE option therefore acceptance on the course will be decided on an individual basis.</p>
<p>Career potential:</p> <p>Triple science supports progression onto AS level science options and then to take degree level courses if desired.</p>
Contact person: Mr G Wilson, Mr C Wheeler Science Department.