



Beal High School



Personalising Your Learning At KS4 2010

A Student Guide to Courses and Qualifications

**(This booklet has over 50 pages so avoid printing it.
Use the "Bookmarks" tab to navigate it.)**



Personalising Your Learning at Key Stage 4

The Key Stage 4 Curriculum gives you the opportunity to personalise your learning. Put simply, this means that you have the opportunity to choose 50% of your Key Stage 4 programme from a range of subjects and qualifications. However, we strongly advise that you make well-informed and realistic choices as whatever you decide upon now will have an impact on your future; education, training, work and adult life.

Every student is an individual, each with their own unique interests, strengths and preferred ways of learning. We want to help you choose a Key Stage 4 programme that will ensure you are successful in the future.

Progressions routes

Before reading on, ensure that you are aware that the first task you have is to ensure over the next two years of your school career that you have managed to progress to either a higher level of qualification or a standard sufficient to see you gain entry into a college or job training programme. Make sure that you understand what your chances of success are on the various courses on offer - let interest guide you but ensure that you are confident you can reach the level you require to achieve progression. Useful sites for information on this are www.16pluspathways.com and the Choice website at <https://mychoicelondon.co.uk/>

Beal's entry requirements at Sixth Form

- The majority of Beal High School Sixth Form courses will only guarantee entry to students who achieve a minimum of 5 A*-C grades or equivalent, including English Language, Maths and Science. Every year we sadly turn away perfectly nice students who have not attained this level, so do make sure that you maximise your chances of achieving this first.
- In addition, to study a course at AS Level or Level 3 (BTEC or DIPLOMA) you will normally have had to achieve a good grade in it (B for GCSE or Merit for BTEC / DIPLOMA Level 2). Make sure that your options include enough realistic chances for you to still have choices by the time you apply for Sixth Form.
- The GCSE, BTEC and DIPLOMA courses all offer progression to Level 3 courses at Beal.

Future plans

The options you make now will hopefully open doors for you later but could also close others. Check whether the jobs you may well be interested in when you are older require certain subjects to be taken. However, whatever career path you choose, it will be easier to get onto it if you have been successful on the courses you have chosen so again ensure that you are realistic too.

Interest

All of your courses will involve hard work and fresh challenges. You will be much more likely to succeed at dealing with these if you are enjoying what you are studying so do pick the subjects you feel that you are most likely to find interesting.

A cautionary point for those students aiming to enter the highest ranked universities after A Level.

A few of these universities have begun to insist on a language at GCSE as a means of 'thinning' the increasing number of top grade candidates at A-Level when making their offers. This is not widespread but could theoretically be adopted as a requirement in some other universities at the top level.

We have discussed the entry requirements with Oxford and Cambridge however and they are clear that they prefer to focus on a student's best eight grades at GCSE. A BTEC course could theoretically therefore give a student a chance to focus their energies on attaining the very best top eight grades possible whilst complimenting their learning with a different type of learning that is not examination based.

For further information on University course entry requirements check out www.ucas.com

Qualifications

Between the ages of 14 and 16, you have the opportunity to work towards a number of qualifications. They are your 'passport' to further education, training and employment.

Diploma?

You should know:

- You'll learn both in and out of the classroom, getting practical experience in all areas of Media. You'll complete a number of assignments that enable you to develop your personal learning and thinking skills.
- Your assignments will be mostly marked by your teachers, but there will be a few short tests at the end of some units.
- You'll find out about an area of work you're interested in.
- To gain the full Diploma you will need to pass functional skills in both English and Maths, if you fail to do so you could pass the certificate which would be worth the equivalent of 5 GCSEs at C grade.
- With the functional skills element passed it is worth approximately seven GCSEs and you will also be able to do Maths, English and Science GCSEs and possibly even another two options! You keep all your options open with the Diploma. So when you finish, you can stay at school or college and do another course - like the Level 3 Diploma, A levels or an NVQ. Alternatively, go on to university, do an Apprenticeship or go into a job with training.

BTECs? You should know:

- You will learn through completing a number of assignments based on real situations which encourage you to take the initiative and work independently.
- You don't take examinations with BTECs. Instead, each assignment you complete goes towards a unit result.
- Each BTEC at Level 2 consists of a different number of units. A BTEC First Diploma has 6 units making it the equivalent of 4 GCSE A*-C grades. A First Certificate has 3 units making it the equivalent of 2 GCSE A*C grades. Your teacher will guide you to the appropriate level at the time.
- After 16, BTECs can help you qualify to go on to Level 3 qualifications; BTEC Nationals and A' Levels.

GCSEs? You should know:

- Cover a wide range of subjects. These include many you already study like English and other ones like Sociology and Business Studies.
- They come in 3 sizes; Short (half GCSE), Full (one GCSE) and Double (two GCSEs).
- All have examinations at the end of the two years. A few have smaller examinations during the two years. Many have a coursework element ranging from 20% to 60%.
- Some subjects have tiers that link to a range of grades; Foundation (grades C-G) and Higher (grades A*-C).
- After 16, A*-C passes help you qualify for Level 3 courses such as A'Levels and BTEC Nationals.

NVQs and Young Apprenticeships? You should know:

- Cover subjects that prepare you for employment (eg. Salon services, Beauty, Hospitality etc.)

- Provide you with the opportunity to develop the skills relevant to a particular vocational area.
- NVQs are practical courses undertaken at Redbridge College. The Redbridge Link Programme involves you in completing an IT Key Skills qualification which is studied at Beal High School.
- The NVQs are Level 1 or Level 2 courses.
- After 16 you may wish to continue with NVQ study at a higher level (2-4) in the same or another vocational area or progress to Level 2; BTEC First Diploma or Level 3 BTEC Nationals or A'Levels.

Functional Skills? You should know:

- Lead to an award that is recognised nationally by colleges and employers. ICT Functional Skills falls into this category.
- Functional skills courses enable students to continue with their study at a higher level. Students who achieve Level 2 on the ICT Functional Skills course can continue to study this at Level 3, either in the Sixth Form or at college.

What You Have to Study

50% of your Key Stage 4 timetable is compulsory and will take up 25 lessons per fortnight.

Throughout Years 10 and 11 we will monitor progress and attainment. To guarantee maximum success, some students may be offered additional or alternative courses.

The Core Curriculum

English Language	1 GCSE or Entry Level
English Literature	1 GCSE
Mathematics	1 GCSE
Science	Single Science (1 GCSE), Double Science (2 GCSEs) or Triple Science (3 GCSEs)
Religious Studies	Examined at the end of Year 10 (Half GCSE)
PSHE	Non-examination course
Core PE	Non-examination course

What You Can Choose to Study

The remaining 50% of your Key Stage 4 timetable consists of optional subjects and will take up the rest of your fortnight.

Remember you should choose courses that best suit your interests, aptitudes and preferred style of learning.

Subjects are grouped together in subject "families" - Creative and Expressive, Technology, ICT-Based, Languages and Humanities. There are also three special courses which are only available if you have been recommended for them by Ms Meston.

To achieve a broad and balanced programme you really need to select across the range of subject families. You should also include a subject that allows you to reach a level of competence in ICT.

The following page shows you which subjects are available within each family. Look carefully at where the subjects are placed on the Learning Spectrum - which subjects will really be the best for you?

When you are ready to make your choices, work your way through the Options Programme by following the link from the Beal High School website - it is Year 9 proof, you can't go wrong!

Community Languages

Any student who can speak and write a language other than English and those taught as part of the modern foreign language option (this year, French and Spanish) may wish to consider gaining a GCSE in the language. Although this does not form part of the curriculum offered at Beal, we may well be able to provide you with support for your studies.

If you are serious about taking an additional language GCSE, please talk to the EMA Team based in Room 36.

The Options Spectrum

Theory				Practical
Creative & Expressive				
		Music GCSE=5	Art & Design GCSE=5	Art & Design BTEC=10
			Photography GCSE=5	Sports Studies BTEC=10
				Performing Arts BTEC=5
			Drama GCSE=5	
Technology				
		Child Development GCSE=5	Resistant Materials GCSE=5	Redbridge NVQ=5
		Graphic Design GCSE=5	Hospitality & Catering GCSE=5	Vocational Skills ASDAN=5
		Graphic Products GCSE=5	Textiles GCSE=5	
ICT-Based				
		I.C.T. GCSE=5	ICT Practitioner BTEC=10	ICT Functional Skills=5
		Business Studies GCSE=5	Media Studies GCSE=5	
			Creative & Media DIPLOMA=10	
			Business Studies BTEC=10	
Languages				
	French GCSE=5			
	Spanish GCSE=5			
Humanities				
Economics GCSE=5	History GCSE=5	History V (Applied) GCSE=5		
Religious Studies GCSE=5	Geography GCSE=5	Foundation Course ALAN=10		
	Sociology GCSE=5			
Special Arrangements				
		Supported Studies (=5)		
		Hairdressing Young App.=10		
		Hospitality & Catering Young App.=10		

The numbers after each course tell you how many lessons it involves per fortnight. Most students will need to make choices that total 25 lessons. There will be a small number of students who will receive special permission to make a total less than 25.

A Personalised Curriculum!

Academic

CORE –

Everyone does these plus –
 Religious studies (½ GCSE at the end of Year 10)
 + PSHE and P.E. without exams

OPTIONS –

Five choices can be used in a variety of ways

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE
English Language, English Literature, Maths, Science – Single, Double or Triple*										

= 10 ½ or 11 GCSEs

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Supp. Studies**
English Language, English Literature, Maths, Science – Single or Double										

= 9 ½ or 10 GCSEs

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	BTEC or DIPLOMA	
English Language, English Literature, Maths, Science – Single, Double or Triple*										

= 8 ½ or 9 GCSEs + BTEC (equivalent to 4 GCSEs) or DIPLOMA (equivalent to 7 GCSEs)

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	NVQ - College
English Language, English Literature, Maths, Science – Single, Double or Triple*										

= 9 ½ or 10 GCSEs + NVQ Level 1

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Supp. Studies**	NVQ - College
English Language, English Literature, Maths, Science – Single or Double										

= 8 ½ or 9 GCSEs + NVQ Level 1

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	BTEC or DIPLOMA		NVQ - College
English Language, English Literature, Maths, Science – Single, Double or Triple*										

= 7 ½ or 8 GCSEs + BTEC (equivalent to 4 GCSEs) or DIPLOMA (equivalent to 7 GCSEs)

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	BTEC or DIPLOMA		Supp. Studies**	NVQ - College
English Language, English Literature, Maths, Science – Single or Double										

= 6 ½ or 7 GCSEs + BTEC (equivalent to 4 GCSEs) or DIPLOMA (equivalent to 7 GCSEs)

Practical

*The Science Department select Triple Science students

**Ms. Meston selects students for Supported Studies and other Special Arrangement courses

Additionally, provision through a variety of alternative providers is available though these will be determined through conversations with the Head of Year and Ms Meston

www.14pluspathways.com/Institutions/bealhigh/

A Personalised Curriculum!

Academic

CORE –

Everyone does these plus –
 Religious studies (½ GCSE at the end of Year 10)
 + PSHE and P.E. without exams

OPTIONS –

Five choices can be used in a variety of ways

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Performing Arts BTEC
English Language, English Literature, Maths, Science – Single, Double or Triple*									

= 9 ½ or 10 GCSEs and BTEC (equivalent to 2 GCSEs)

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Performing Arts BTEC	Supp. Studies**
English Language, English Literature, Maths, Science – Single or Double									

= 8 ½ or 9 GCSEs and BTEC (equivalent to 2 GCSEs)

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Performing Arts BTEC	BTEC or DIPLOMA	
English Language, English Literature, Maths, Science – Single, Double or Triple*									

= 7 ½ or 8 GCSEs + BTEC (equivalent to 2 GCSEs) and BTEC (equivalent to 4 GCSEs) or DIPLOMA (equivalent to 7 GCSEs)

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Performing Arts BTEC	NVQ - College
English Language, English Literature, Maths, Science – Single, Double or Triple*									

= 8 ½ or 9 GCSEs + BTEC (equivalent to 2 GCSEs) + NVQ Level 1

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Performing Arts BTEC	Supp. Studies**	NVQ - College
English Language, English Literature, Maths, Science – Single or Double									

= 7 ½ or 8 GCSEs + BTEC (equivalent to 2 GCSEs) + NVQ Level 1

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Performing Arts BTEC	BTEC or DIPLOMA	NVQ - College	
English Language, English Literature, Maths, Science – Single, Double or Triple*									

= 6 ½ or 7 GCSEs + BTEC (equivalent to 2 GCSEs) + BTEC (equivalent to 4 GCSEs) or DIPLOMA (equivalent to 7 GCSEs)

GCSE	GCSE	GCSE	GCSE	GCSE	GCSE	Supp. Studies**	Performing Arts BTEC	BTEC or DIPLOMA	
English Language, English Literature, Maths, Science – Single, Double									

= 6 ½ or 7 GCSEs + BTEC (equivalent to 2 GCSEs) + BTEC (equivalent to 4 GCSEs) or DIPLOMA (equivalent to 7 GCSEs)

GCSE	GCSE	GCSE	GCSE	GCSE	Performing Arts BTEC	BTEC or DIPLOMA	Supp. Studies**	NVQ - College	
English Language, English Literature, Maths, Science – Single, Double									

= 5 ½ or 6 GCSEs + BTEC (equivalent to 2 GCSEs) + BTEC (equivalent to 4 GCSEs) or DIPLOMA (equivalent to 7 GCSEs)

Practical

*The Science Department select Triple Science students

**Ms. Meston selects students for Supported Studies and other Special Arrangement courses

Additionally, provision through a variety of alternative providers is available though these will be determined through conversations with the Head of Year and Ms Meston

www.14pluspathways.com/Institutions/bealhigh/

How Will We Help You?

We don't expect you to make these decisions on your own and there may be changes to make before you start the right combination of courses in September. We have planned a programme of advice and guidance to help you and your parents so that you feel confident about the options process and your final choices.

Advice and Guidance Programme 2010

<i>18th January 2010</i>	<ul style="list-style-type: none"> • <i>Letter to parents and introduction to students</i>
<i>11th January 2010</i>	<ul style="list-style-type: none"> • <i>Year 9 reports taken home</i>
<i>10th February 2010</i>	<ul style="list-style-type: none"> • <i>Year 9 Progression Evening</i> • <i>Parents introduced to Options website and website activation</i>
During this evening students and parents will have the opportunity to discuss the different qualifications and subjects with specialist teachers.	
<i>1st to 12th March 2010</i>	<ul style="list-style-type: none"> • <i>Advice and Guidance sessions (students must bring their progress file)</i>
These are for all students and are held towards the end of the Spring term. They will be held with a senior member of staff and/or your form tutor. The sessions will take place during the school day and last for about ten minutes. Parents are welcome to attend. Your progress file is essential. Work hard on it and bring it to your advice and guidance session. Students with more complicated decisions to make will be interviewed first.	
<i>19th March 2010</i>	<ul style="list-style-type: none"> • <i>Option Forms handed in to Form Tutors</i>
The deadline for the return of forms is not negotiable. Forms must be returned on time as they are used to plan the timetable and to check that all your choices are possible.	
<i>22nd April 2010</i>	<ul style="list-style-type: none"> ▪ <i>Parents' Evening</i>
This is an opportunity to discuss your choices and to find out what you need to do to guarantee success	

COURSE INFORMATION

On the following pages you will find information about each course that is taught at KS4. It is important to read all the information carefully, as each course and subject has different requirements and ways of teaching. However, there are some top tips on how to be successful at Key Stage 4, collected from students and teachers:

What the students say:

- Find out everything about the subject. Is it interesting? Will you like it? Will it suit your learning style?
- Don't choose subjects just because your friends are - you might be in a different group.
- Don't choose a subject because you like the teacher - you might not have them next year!
- Challenge yourself but be honest. You want to succeed.

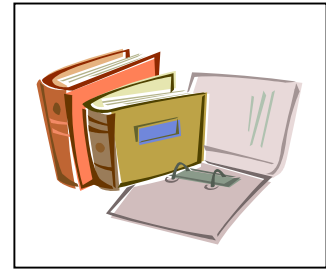
What the teachers say:

- Start organising yourself and your study time now!
- Attend all lessons and be in class on time.
- Don't pay too much attention to what you think your career will be. Tomorrow you may change your mind. Instead, think about what you enjoy doing and what you're best at.
- Meet all coursework and assignment deadlines; complete all class work and homework to your highest standard.
- Focus in lessons; make the most of every chance to learn.
- Start to take responsibility for your own learning - make wise choices, listen to advice, set yourself some targets.

Well, that's a surprise isn't it?

CORE CURRICULUM

ENGLISH LANGUAGE GCSE



AIMS

- To experience a range of writing, reading and oral activities.
- To develop a range of writing styles.
- To use standard English and variations correctly.
- To be able to analyse, compare and produce writing in all forms.
- To understand how spoken language is used in a variety of contexts.

TOPICS

- Speaking and listening tasks.
- Creative writing.
- Shakespeare play.
- Non-fiction, Media study.

SKILLS

- To communicate clearly, structure, organise, and adapt talk.
- To read with insight, follow an argument, select material, evaluate.
- To write for a range of purposes and audiences.
- To organise ideas.
- To express meaning clearly and with accuracy.
- To investigate spoken forms of English.

SPECIAL REQUIREMENTS

- Opportunities for watching performance and film versions of texts will be available. This may involve cinema or theatre visits.

ASSESSMENT

Controlled Assessment – 40%

Unit Three: Controlled Coursework	Understanding spoken and written texts and writing creatively – 8-11 hours a) extended reading – Shakespeare play b) creative writing – non-fiction texts c) spoken language study
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Speaking and Listening – 20%

Unit Two: Speaking and Listening	Three formally assessed tasks – presenting, discussing and listening and role-playing
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Examinations – 40%

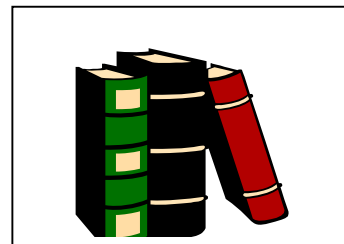
Unit of Assessment	Detail
Unit One: Terminal Examinations	Understanding and producing non-fiction texts – 2 hour exam

Students will be entered for a foundation or higher level paper:

Higher grades	A* - D
Foundation grades	C - G

CORE CURRICULUM

ENGLISH LITERATURE GCSE



AIMS

- To read, understand and respond to a range of literature texts.
- To develop an awareness of social and historical influences on literature.
- To write clearly about literature.
- To talk/explain clearly about literature.

TOPICS

- A contemporary novel, such as 'Of Mice and Men'.
- A selection of contemporary and literary heritage poems.
- A Shakespeare play.
- 20th Century Drama – a challenging play from the last 50 years e.g. 'An Inspector Calls'.
- A literary heritage novel, such as 'Frankenstein'.

SKILLS

- To respond to texts critically and in detail.
- To explain language and structure of texts.
- To explore relationships and comparisons of texts.
- To show understanding of the literary tradition.
- To understand the influence of social and historical contexts.

SPECIAL REQUIREMENTS

- Opportunities for watching performances and film versions of texts will be available. This may involve cinema or theatre visits.

ASSESSMENT

Controlled Assessment – 25%

'The Significance of Shakespeare and the English Literary Heritage' - includes Shakespeare play, classic novel.

Examinations - 75%

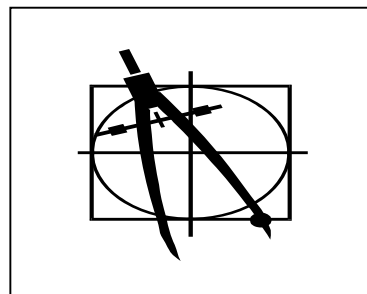
Students will be entered for a foundation or higher level paper:

Higher	Grades A*-D
Foundation	Grades C-G

Unit of Assessment	Detail
Unit One and Two: Terminal Examination	1. Exploring Modern Texts exam – 1 hour 30 mins (40%) a) modern prose or drama – 'An Inspector Calls' b) exploring cultures – 'Of Mice and Men' 2. Poetry Across Time exam - 1 hour 15, including analysis of unseen poem (35%)

CORE CURRICULUM

MATHEMATICS GCSE



AIMS

- To develop numeracy skills.
- To learn how to apply Mathematics to real life problems as functional skills.
- To access the wider curriculum requiring Mathematical skills.
- To encourage enjoyment of Mathematics.

TOPICS

- Number and Algebra.
- Shape Space and Measures.
- Data Handling.
- Use of Mathematics.

SKILLS

- To problem-solve.
- To develop logical thinking.
- To apply Mathematical methods to every day situations.
- To progress through a hierarchy of concepts.

SPECIAL REQUIREMENTS

- Students are entered for one of two tiers:

Sets	1,2,3,4,5,6 and 7	Higher	Grades A* - D
	8,9, and 10	Foundation	Grades C - G

ASSESSMENT

- Examinations - 100%

Paper 1 or 3	Non Calculator	June Year 11
Paper 2 or 4	Calculator	June Year 11

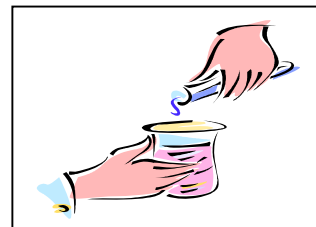
Students in sets 9 and 10 are examined using the modular system. This involves taking 2 exams in Year 10 and 2 in Year 11.

Early Entry: Students in Set 1 will be given the opportunity to sit the exam early if they perform well in Year 10.

Note: This course structure may change slightly before September, due to current changes being discussed by the examination boards.

CORE CURRICULUM

SCIENCE



Due to changes in the National Curriculum, the Science courses offered have significantly changed.

Most students will study for two Science GCSEs.

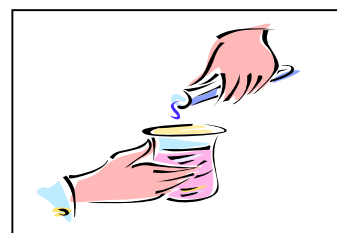
- "Science A" is taken at the end of Year 10 by all students.
- "Additional Science A" is taken at the end of Year 11 by most students.

Students who achieve a level 6 or above will be offered the opportunity to study 3 separate GCSEs in Biology, Chemistry and Physics. They will study all the units as for Science A and additional Science. In addition they will have to study an extension unit after school. Further details of this will follow later in the year.

Some students will study the BTEC Science course which provides an alternative, continuously assessed route to achieve the equivalent of Science GCSEs.

CORE CURRICULUM

SCIENCE GCSE A (Year 10)



This course is studied by all students. All exams are taken and all coursework submitted by June of Year 10

AIMS

- To acquire an understanding of scientific knowledge and the skills needed to apply this in new and changing situations.
- To develop the ability to test ideas experimentally.
- To gain numerous skills that will be beneficial in future employment.

TOPICS

- Biology - you and your genes, keeping healthy and life on earth.
- Chemistry – air quality, material choices and food matters.
- Physics – the earth in the universe, radiation and life, radioactive materials.

SKILLS

- To make informed personal decisions about issues and questions that involve Science.
- To gain scientific knowledge, leading to a better understanding of the world.
- To develop a range of practical skills.
- To develop investigatory and analytical skills.
- To develop skills in the presentation of scientific data.
- To develop a good scientific vocabulary.

SPECIAL REQUIREMENTS

Students are entered for one of two tiers:

Sets	1,2 & 3	Higher	Grades A* - D
	4 & 5	Foundation	Grades C - G

ASSESSMENT (END OF YEAR 10)

Coursework (33%) - There are 2 elements of this assessment:

1. Case Study: Students write a report balancing evidence taken from a variety of sources regarding a topical area of Science.
2. Practical Data Analysis: Students collect primary data and are then assessed on their ability to analyse and evaluate it.

Ideas in Context Paper (17%)

Students are issued with scientific articles before their exam, which they are expected to read and understand. During the exam, they are tested not only on the Science presented, but on ideas about Science.

Terminal Paper (50%)

Three 40-minute papers are taken in June of Year 10. These assess the knowledge and understanding of Biology, Chemistry and Physics.

CORE CURRICULUM

ADDITIONAL SCIENCE GCSE A (Year 11)



AIMS

- To acquire an understanding of scientific knowledge and the skills needed to apply this in new and changing situations.
- To develop the ability to test ideas experimentally.
- To gain numerous skills that will be beneficial in future employment.
- To provide the foundation required to study Science related 'A' levels.

TOPICS

- Biology - homeostasis, growth and development, and the brain and mind.
- Chemistry – chemical patterns, chemicals of the natural environment and chemical synthesis .
- Physics – explaining motion, electric circuits and the wave model of radiation.

SKILLS

- To make informed personal decisions about issues and questions that involve Science.
- To gain scientific knowledge leading to a better understanding of the world.
- To develop a range of practical skills.
- To develop investigatory and analytical skills.
- To develop skills in the presentation of scientific data.
- To develop a good scientific vocabulary.

SPECIAL REQUIREMENTS

Students are entered for one of two tiers:

Sets	1, 2 & 3	Higher	Grades A* - D
	4 & 5	Foundation	Grades C - G

ASSESSMENT (END OF YEAR 10)

Practical Investigation (33%)

Students are assessed on their ability to plan an investigation, collect primary data, present results, draw conclusions and evaluate evidence.

Ideas in Context Paper (17%)

Students are issued with scientific articles before their exam, which they are expected to read and understand. During the exam they are tested not only on the Science presented but on ideas about Science.

Terminal Paper (50%)

Three 40-minute papers are taken in June of Year 11. These assess the knowledge and understanding of Biology, Chemistry and Physics.

CORE CURRICULUM

P.S.H.E. AND CITIZENSHIP



AIMS

- To encourage the development of confidence and responsibility.
- To help students make the most of their abilities.
- To encourage the development of a healthy, safe lifestyle.
- To encourage good relationships and respect of difference.
- To create respect and understanding of their communities and to understand their rights and responsibilities as a good and active citizen.

TOPICS

- Conflict Resolution.
- Human Rights.
- Sex and Relationships.
- Work Experience.
- Post-16 Progression.
- Ethical and Moral Issues.
- Government and Politics.
- Recording Achievement.
- Stress and Pressure.
- Examination Preparation.
- Eating Disorders, Body Image, Self Worth.
- Personal Finance.
- Values.
- Social Issues (e.g. Abortion, Euthanasia, Marriage, Family).

SKILLS

- Enquiry and Research.
- Communication (written and oral, through presentations, discussion and debate).
- Participation
- Reflection
- Debating

ASSESSMENT

- Self-review and evaluation.
- Teacher observation, comment and reflection.

CORE CURRICULUM

RELIGIOUS STUDIES GCSE SHORT COURSE



AIMS

- To investigate and evaluate the contribution of religious thinking to contemporary personal and cultural life
- To continue and complete studies begun in Year 9
- To provide the opportunity to achieve an external GCSE qualification at the end of Year 10

TOPICS

A Study of Religion and Life based on Christianity and at least one Other Religion

- Rights and Responsibilities – making moral decisions, Religion and Politics, Genetic Engineering.
- Environmental and Medical Issues – moral issues concerning the environment problem, infertility treatment and transplant surgery.
- Peace and Conflict – organizations working for peace, the 'Just War Theory', bullying, family conflict and forgiveness and reconciliation.
- Crime and Punishment – Law, Justice, capital punishment.

SKILLS

- Recall, select, organise and deploy knowledge
- Show the nature, relevance and application of religion by using description, analysis and explanation
- Give a personal response to religious and moral issues arising from the study of religion
- Evaluate different responses to religious and moral issues using relevant evidence and argument
- Communicate effectively using appropriate language and terminology

SPECIAL REQUIREMENTS

You need to be

- open-minded
- keen to learn about other peoples' ideas
- enjoy a good debate
- ICT literate

ASSESSMENT

- Assessment is by one 1½ hour examination paper taken at the end of Year 10

CAREER POSSIBILITIES

- An excellent preparation for many careers - the Law, Politics, the Medical profession, the Armed Forces, Social Work, the Media, teaching etc. etc.
- An excellent preparation for understanding how people think and what they believe - essential in life as well as in every workplace

IN YEAR 11

RELIGION AND THE WORKPLACE

An examination of the impact of religious belief on

- Knowing how to do your job better
- Getting on with people who believe differently to you
- Making decisions about right and wrong
- Your 'religious rights' at work

CORE CURRICULUM

PHYSICAL EDUCATION



AIMS

- To extend the performance quality in two supporting activities of a student's choice.
- To promote a healthy lifestyle for the future.
- To support the curriculum by providing regular opportunity for physical activity.

TOPICS

Two activities selected from the following National Curriculum areas: Athletics, Fitness, Gymnastics, Trampolining, Dance, Badminton, Basketball, Cricket, Football, Netball, Tennis.

SKILLS

- To develop skills and understanding relevant to selected areas.
- To develop the ability to lead groups and officiate at games.
- To develop activity specific language.

SPECIAL REQUIREMENTS

- This is a purely practical course. Some activities may use external agencies within the locality and may require a parental contribution to the cost.
- Beal High School PE Kit – purchased from Lucilla's (Ilford)
- Beal Tracksuit
- Polo T-Shirt (grey)
- Rugby shirt – optional, recommended for outdoor wear (gum shield).
- Football boots, socks and shin-pads, if football is selected as an activity.
- Other optional items include shorts, dance trousers (3/4 length) lightweight rain jacket.

ASSESSMENT

Assessment is in the 2 selected activities. This assessment will be linked to practical performance and knowledge of the activity in accordance with the National Curriculum guidelines.

Creative & Expressive

MUSIC GCSE



The Music GCSE course is designed to combine musical imagination with practical skills and give the students the opportunity to encounter a very wide variety of musical experiences, both from a historical and a social/cultural perspective. The course consists of three elements:-

1.	Coursework	60%
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Candidates engage in:

- **Performing** (SOLO AND ENSEMBLE)
- **Composing** (for the candidate's own instrument/voice and within certain genres related to "Areas of Study 2, 3 & 4")
- **Critical appraisal/evaluation** and journal-keeping

The work is *INTERNALLY ASSESSED, EXTERNALLY MODERATED*.

2.	End of Course (Creative) Task	15%
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Techniques of melodic composition are studied and the candidates compose a piece using a choice of given stimuli within a set time frame under supervised conditions.

The work is *EXTERNALLY ASSESSED*

3.	Listening Exam	25%
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A 1½ hour written examination paper taken at the end of the course, containing questions which draw from the candidates' knowledge and skills gained in the prescribed "Areas of Study".

The work is *EXTERNALLY ASSESSED*

The whole course is underpinned by four "Areas of Study".

Area of Study 1:	"My Music"	Spotlight on my instrument
Area of Study 2:	"Shared Music"	The relationships/roles between voices and instruments, studied through: <ul style="list-style-type: none">• Accompanied song – e.g. pop ballads• Accompanied solo instrumental – jazz to classical• Ensemble music – Indian classical, gamelan, baroque and classical chamber music• Large vocal ensemble music – choral classics, African a capella music
Area of Study 3:	"Dance Music"	Candidates explore the key characteristics of a variety of social dance, drawn from: <ul style="list-style-type: none">• Waltz• Latin• Folk• Bhangra• Disco• Club Dance
Area of Study 4:	"Descriptive Music"	Candidates develop their understanding of how composers use music to express stories, pictures, emotions, action and drama through the study of: Symphonic programme music from 1820 to present day Film Music

The course can lead to obvious career opportunities in education, performing, composing, audio/visual engineering/production in the media, recording etc., or just as a means to develop skills as a basis for further study or leisure, or both.

It is a challenging but rewarding course, which is geared towards instilling a deeper understanding and appreciation of music as a vital form of communication, artistic value and enjoyment in our everyday lives.

Art & Design

ART AND DESIGN GCSE



AIMS

- To build on and extend students' experience of Art from Key Stage 3.
- To develop students' practical and critical skills.
- To encourage students to develop their own personal interests and approaches within a programme of study.

TOPICS

These vary from year to year and the final examination topic is set by the examination board. Some topics that we have used in the past are:

- Surfaces
- Structures
- Safely contained

SKILLS

- To experiment and control a range of art materials and techniques including: drawing, painting, printmaking and claywork.
- To form and develop ideas, making appropriate use of a sketchpad.
- To gather information to support the development of a piece of work.
- To produce well-composed final pieces.
- To document the development of practical work and the production of written work, showing understanding of links made with artists' work. This will take place in work journals.
- Work independently, in selecting and developing skills.

SPECIAL REQUIREMENTS

- Students will need to visit an art gallery or museum during this course.
- It is essential to study Art and Design at GCSE if a student intends to follow this as a career.

ASSESSMENT - The examination board is Edexcel.

The four assessment objectives include, generating and developing ideas through primary and contextual sources; developing and refining ideas and skills through experimentation of media; researching, recording, analysing and reviewing students' own and others' work; selecting, creating, realising and presenting personally developed outcome(s).

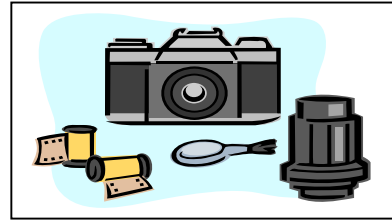
			Completed by
Paper 1	Introductory Unit	15%	12 weeks from start of term
	Unit 1 - 2D/3D practices	15%	End of Year 10
Paper 2	Unit 2 – Personal response	30%	End of Year 11
	Unit 3 Exam Boards provide students with a set theme work journal	40%	8 weeks planning 10 hours controlled assessment

This subject is most suitable for students who:

- enjoy Art and are willing to learn.
- are willing to be creative and disciplined.
- are willing to work hard to extend their practical and creative abilities, and their knowledge of Art and Artists.
- Intend to follow an Art and Design career.

Art, Design & Technology

PHOTOGRAPHY GCSE



This course is offered as part of the Art and Design syllabus with AQA.

AIMS

- To learn how to make high quality photographs.
- To understand how photographs shape our knowledge and attitudes.
- To develop creative thinking and practical problem-solving skills.
- To learn about the history of the photographic image.

TOPICS

Students will learn about photography by working through set assignments. The assignments offer varied opportunities to explore photographic genres such as:

- Landscape
- Still life
- Fashion
- Portraiture
- Documentary
- Abstraction

EXPECTATIONS OF STUDENTS

The course is demanding. Students are expected to take most of their photographs outside school at weekends, during holidays and during the evenings when there is sufficient light. Students will need to be prepared to put a lot of personal effort into finding images through independent motivation and interest. There will be tight deadlines and regular reviews of students' portfolios.

SPECIAL REQUIREMENTS

Students should have a camera – a mobile telephone camera alone is not sufficient. The camera need not be expensive but a digital camera with at least 8 mega pixel capacity is a basic requirement. Students will print most of their photographs at home or use shop facilities. We offer some printing facilities in school but this is limited.

ASSESSMENT

The course comprises two components.

- A portfolio of photographic assignments as coursework – worth 50% of the grade.
- An externally-set assignment - worth 50% of the total grade.

Questions that students should ask themselves if thinking about choosing Photography GCSE:-

- Would I enjoy giving a lot of personal time outside school to making photographs?
- Would I be prepared to commit to meeting deadlines without excuses?
- Would I look forward to exploring galleries, museums and exhibitions to expand my knowledge of photography and the visual arts in general?

Creative & Expressive

DRAMA GCSE



AIMS

- To equip students with the essential skills valued in all areas of Further Education and employment:
 - ◇ verbal/non-verbal communication
 - ◇ confidence
 - ◇ teamwork
 - ◇ evaluation
- To develop a range of dramatic skills and techniques for performance.
- To increase students' awareness and understanding of the nature of dramatic form and their ability to reflect and evaluate it.
- To give students a confidence and belief in themselves that will equip them to face the world of work and beyond.
- To respond to a range of stimuli in an original and creative style.
- To explore a range of theatrical genres and forms and gain an understanding of their historical and cultural context.

TOPICS

- Devised work from a range of stimuli and themes e.g. Growing Up, War, Prejudice.
- Characterisation.
- Evaluation of live theatre.
- Exploration and comparison of texts from different social and historical periods.
- Textual analysis and performance.

SKILLS

- Expressing ideas and opinions confidently and effectively.
- Working creatively, sensitively and in a committed way in a group.
- Communication of ideas and feelings in an imaginative and interesting way to an audience.
- Creating and sustaining a variety of roles.
- Evaluating personal work and the work of others in verbal and written forms.
- Interpreting text and structures in an original, creative form.

SPECIAL REQUIREMENTS

- Rehearsals: students need to use their own time after school and at lunch-time.
- A willingness to co-operate and work with others – this is a group not individual activity.
- Trips to the theatre in the evening will need to be attended for the written exam component.
- A willingness to support others with a mutual understanding of the impact they have on each other's work.
- Excellent Attendance – the assessment is continual and all practical work is produced in groups. Poor attendance WILL affect the work of others.

- Written – 40%**

Unit 1	Written examination – Evaluation of live professional theatre and own practical work – 1.5 hrs.	Externally assessed examination
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- Practical – 60%**

Unit 2	2 Drama Explorations Performance of a text Devised Thematic performance	Teacher-assessed practical work. Internally assessed. Externally moderated.
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This subject is most suitable for students who have:

- a serious approach to the subject.
- a co-operative and supportive attitude to others.
- a willingness to give up their own time for rehearsals.
- a confidence and enjoyment of 'performance'.
- an ability to analyse and evaluate dramatic form and presentation, both verbally and in written form. (Writing is a part of the course).

BTEC Level 2 Extended Certificate Performing Arts (Dance)



An exciting new course is being offered by the P.E. Department! This vocational award is equivalent to 2 GCSEs which requires candidates to complete units which equate to 30 credits (this will be 3 units). This course is equivalent to a single option and (unlike the other BTEC courses) will take up five hours in the two week timetable.

AIMS

This course is a specialist, work-related qualification and would be advantageous for those preparing for employment within the industry, as well as leading to specialist opportunities within post-16 education.

TOPICS

The core unit will require students 'Performing Dance', this will be in a variety of contexts and students should be willing to display practical ability. This complements the remaining units which will provide students with the opportunity to develop jazz, contemporary and musical theatre skills. This will prepare students to extend their skills at level 3, which combines Dance with Drama.

SKILLS

This course is predominantly practical but supporting, written evidence will be required, e.g. journals, performance logs, technical rehearsal notes. Hence, students will develop subject-specific language and theoretical knowledge to apply and express themselves appropriately.

ASSESSMENT

BTEC qualifications are 100% assignment-based and students are expected to have a very good attendance, in addition to the commitment required for the group-based activities/performances that the course demands.



Art & Design

ART AND DESIGN BTEC FIRST DIPLOMA (LEVEL 2)



This is a double option, which will count for four GCSEs at the end of the course. It is taught for 10 hours across the 2-week timetable. This course has a vocational approach to study and is most suited to students who prefer practical assignment-based work.

AIMS

- To relate what is learned directly to the world of work.
- To improve learning skills.
- To improve performance through practical design processes.
- To improve problem-solving skills.
- To work productively and co-operatively with others.
- To develop the skills and approaches needed in the Art and Design workplace.

TOPICS

- Drawing and Construction from direct observation i.e. primary sources.
- Studying the work of designers from the present, the past and a range of cultures.
- Vocational Unit A and Vocational Unit B – these will be 3D Design and Graphic Design.
- Development and Production of a Major Final Piece – these will be devised in consultation with teachers and students in the second year.

SKILLS

- To draw well in the ways which are used by professional designers.
- To learn the skills related to two specialist areas of design work.
- To learn how designers use the work of other designers from the past and across the world to help inspire and inform their own work.
- To learn to organise and control use of time and workspace in a safe and efficient way.
- To learn to work well with others and to extend learning skills.

SPECIAL REQUIREMENTS

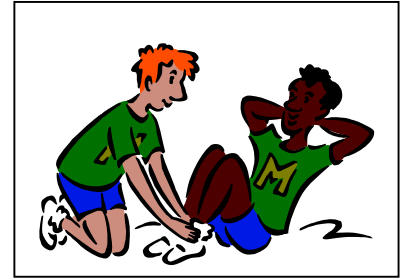
- Very good attendance and an acceptance that all aspects of each unit will need to be completed, as it is not possible to pass if pieces are missing.
- A willingness to learn and an interest in learning through practical work in these kinds of areas: Graphic Design/Textiles/3D Work/Visual ICT/Clay.
- A willingness to work in a variety of 2D and 3D ways.
- The ability to develop ways of communicating visually and orally.
- The ability to evaluate and document work.
- Students are required to have achieved a Level 5 at the end of Key Stage 3 to be able to cope with the rigorous demands of this course.

ASSESSMENT – the examination board is Edexcel.

BTEC First Diploma in Art and Design is a six-unit qualification equal to an award of four GCSEs at grade C and above. All work will be internally assessed before being externally moderated by the Examination Board. Six units will be studied over the two years and each unit will be assessed by a coursework assignment. All coursework is collected in a portfolio of evidence.

Creative & Expressive

SPORT BTEC FIRST DIPLOMA



This subject is most suitable for students who:

- have a keen interest in sport.
- have a willingness to train in their own time.
- are both practically and mentally able.
- have an interest in following a career in Sport & Recreation.

This is a double option, which will count for four GCSE's at the end of the course. It is taught for 10 hours across the 2-week timetable. This course has a vocational approach to study and is most suited to students who prefer assignment-based work.

AIMS

- To develop an understanding of the components required for effective performance and implement strategies to enhance performance
- To appreciate and apply methods for safe participation in practical activities
- To develop practical performance (including leadership opportunities).
- To prepare students for careers within the sports sector
- To promote healthy lifestyles and a sporting attitude

TOPICS

- Two core units: 'Fitness Testing and Training' (5) and 'Practical Sport' (10) - 2 activities required
- Various units to acquire the remaining 45 credits from:
 - *Anatomy & Physiology for Sport*
 - *Injury in Sport*
 - *Planning and Leading Sports Activities*
 - *Exercise and Fitness*
 - *Instructions, Development of Personal Fitness*
 - *Effects of Exercise on the Body Systems*
 - *Psychology or Nutrition for Sports Performance*
- We reserve the right to exercise our professional judgement in the students' best interest.

SKILLS

- To learn the concepts behind sporting development and produce coursework to reflect their understanding
- To apply the theory to practical situations and assume a variety of roles to illustrate this
- To develop proficiency in their practical sport performance
- Use ICT to enhance performance and understanding

ASSESSMENT

A BTEC Diploma in Sport is a 60-credit qualification equal to an award of four GCSE's at grade C or above. All work will be internally assessed before being externally moderated by the selected examination board. The selected units will be studied over the two years and each unit will be assessed by a coursework assignment. All coursework is collated to form a personal portfolio of performance.

If students are unable to present all the units, but have completed 30/15 credits (including the two mandatory units), the department may recommend entry into the BTEC Extended Certificate in Sport (equivalent to two GCSEs grade C and above) or the BTEC Certificate in Sport (equivalent to 1 GCSE grade 'C' and above) respectively.

SPECIAL REQUIREMENTS

- Excellent attendance – to lessons and extra curricular activities (participating and leading)
- A commitment to complete all aspects of each unit – it is not possible to pass with incomplete files and missing coursework.
- The purchase of the course polo T shirt from Lucilla's.

Technology

CHILD DEVELOPMENT GCSE



AIMS

- To increase knowledge and understanding of individual and human needs.
- To understand cultural and economic factors for child rearing.
- To develop skills in critical thinking and problem solving.

TOPICS

- The physical, emotional, social and intellectual development of a child.
- The family – changes in the 21st Century and the effects on child rearing.
- Care of the child.
- Development of the child – 0-5 years old.
- Pre-conception care, and development of the baby pre-birth.

SKILLS

- To recognise critical 'milestones' in child development.
- To develop skills to observe children and effectively record their physical, social, intellectual or emotional development.

ASSESSMENT

- Coursework – 40%

'Child Study' – to observe a child from 0-5 years over a period of 6 months. To record and evaluate major developments against developmental milestones.

- Examination – 40%

2 hour examination
Covers all theory from conception to 5 years of age and factors which can affect the development of a child.

- Research task – 20%

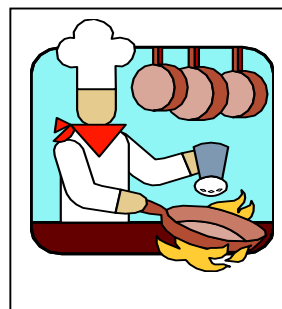
A shorter task than the child study, which covers a specific area of the subject content.

This subject is most suitable for students who:

- like working with children.
- see themselves taking an NNEB certificate in Year 12.
- would like to be able to work in a nursery or reception class in a school.
- wish to enter a caring profession: Health and Social Care.

Technology

HOSPITALITY AND CATERING GCSE



AIMS

- To develop an awareness of the Hospitality and Catering Industry.
- To develop an interest in and enjoyment of food preparation, presentation and service.
- To develop an understanding of nutrition and relevant health and safety requirements.

TOPICS

- The Hospitality and Catering Industry.
- Nutrition and menu planning.
- Food preparation, cooking, and presentation.
- Health, safety and hygiene.
- Costing and portion control.
- Customer care.
- Planning for functions and events.
- Communication and teamwork.

SKILLS

- To develop the practical skills used in food service.
- To develop sensitivity, creativity and aesthetic appreciation.
- To appreciate the necessity for health and safety.
- To develop team work and identify problems and options.

ASSESSMENT

The course is divided into 4 units with a written paper at the end of 2 units. There are also practical assignments in every unit. Assessment opportunities will be available at the end of every unit.

Unit 1	<u>Catering skills related to food preparation and service.</u> Two practical tasks	30%
Unit 2	<u>Catering, food and the customer</u> Written paper - 1¼ hours	20%
Unit 3	<u>Hospitality skills related to events and functions</u> One event-based task	30%
Unit 4	<u>Hospitality and the customer</u> Written paper - 1¼ hours	20%
This can be equivalent to 2 GCSEs		

This subject is most suitable for students who:

- enjoy cooking or planning events.
- want to work with people in Leisure, Tourism, Hotels or Restaurants
- are thinking of pursuing a career in the hospitality industry.

Technology

TEXTILES GCSE



AIMS

- To allow students to specialise in Textile Design and Making.
- To develop knowledge and understanding of the Fashion Industry.
- To understand fabric construction and how clothes are made.
- To learn how to apply surface decoration to enhance products.

TOPICS

- Product Analysis.
- Industrial Manufacturing
- Fibres and Fabrics.
- Decoration/Enhancement - Applique, Tie-dye, Printing, Batik.
- Pattern Making/Drafting.

SKILLS

- To develop skills to assemble textile products.
- To develop creative abilities to enable the design of products.
- To acquire skills in using a wide range of textile technology equipment.
- To develop skills to critically evaluate products and use in today's society.
- Throughout the course students will complete short assignments to help them develop key skills required to enable them to work independently for the coursework.

ASSESSMENT

- Coursework – 60%

This consists of a design portfolio and a 3-dimensional product, Fashion or Textiles. The use of ICT must be evident.

- Examinations - 40%

The exam paper focuses on the design process and manufacture.

This subject is most suitable for students who:

- enjoy working creatively.
- are thinking of taking Art as an option in the future.
- are interested in doing anything to do with Design, Textiles, Window dressing or working in/with the Manufacturing Industry.
- enjoy and wish to broaden their knowledge of designing and making garments.
- would enjoy a career working in the Fashion Industry.

DESIGN AND TECHNOLOGY

Resistant Materials, Graphic Products, Graphic Design



All the Design and Technology options focus on a similar area of study but differ with topics and skills appropriate to either resistant materials graphic products or graphic design. All options share the same aims and assessment procedures.

AIMS

- To allow a means of expression for students who enjoy problem-solving, creativity and innovation.
- To use a variety of means to develop ideas and produce plans.
- To combine skills, knowledge and understanding to design and make quality products.
- To illustrate the role and influence that designing and manufacture have on society.

TOPICS

- Classification and selection of materials and components.
- Preparing, processing and finishing of materials.
- Manufacturing of commercial products.
- Designing and making.
- Design and market influences.

SKILLS

- Design Development: the ability to identify and analyse needs and problems and to produce, through research, realistic designs that lead to an effective solution.
- To plan and execute the making of a product.
- To demonstrate communication through a wider variety of graphical techniques and processes and to evaluate products.
- To form and develop ideas, making appropriate use of a sketch pad.
- To gather information to support the development of work (including the assessment of clients' needs).
- To communicate clear ideas to a given audience.
- To produce well-composed final pieces.
- To gain skills in a wide range of graphical materials including CAD (computer-aided design).
- To document work and create eye-catching and unique graphical solutions

ASSESSMENT

- Coursework – 60% - no more than 40 hours
- Examinations - 40% - 1½ hours

The choice of a coursework topic is made by the student, in consultation with his/her teacher. A typical project involves identifying a need or problem, formulating a design brief and analysing the requirements of the brief. The problem is then thoroughly researched and initial ideas proposed. These, in turn, are evaluated and the chosen idea is developed into a final product solution which can be made.

A portfolio of this work is sent to the external moderator after it has been marked by the teacher, together with photographs of the actual product that the student has made. The portfolio should provide evidence that the student has used a wide range of communication techniques, including freehand graphical drawing and ICT.

The use of computer-aided design and an appreciation of computer-aided manufacturing is also required. Students must demonstrate an understanding of industrial practices and of the design and manufacture of products on a commercial scale.

Graphic Products?

Graphics is most suitable for students who enjoy drawing, illustrating and model making. The subject allows students to be creative and to develop their own design solutions to a realistic commercial problem that they set themselves.

Typical graphic media would include pencils, marker pens, CAD software, CAM machinery, modelling materials such as card, foam board, plastics or wood.

Topics for projects have previously included packaging for cosmetics, confectionary, electronic equipment or pet products, board games or advertising point of sales.

Resistant Materials?

Resistant Materials is most suitable for students who enjoy making artefacts and using tools and machines. A Resistant Materials project takes the form of a three dimensional product made from a resistant material such as wood, metal or plastic. It may be made from one material or a combination of one or more materials.

The project gives the student an opportunity to create an innovative item that can serve a useful purpose.

Topics as varied as CD/HiFi storage units, children's toys, tackle boxes and computer stations have been submitted in the past. Students are encouraged to choose a topic that reflects their interests, activities or hobbies.

Graphic Design?

Here you can build on and extend the experience of The Graphic areas of Design Technology from Key Stage 3. You will also develop practical and critical skills and be looking to develop personal interests and approaches within a programme of study. The topics do vary from year to year and the final examination topic is set by the examination board.

All of the above subjects are most suitable for students who:

- Enjoy graphics and are willing to learn.
- Are willing to be creative and disciplined.
- Are willing to work hard to extend their practical and creative abilities, and their knowledge of Graphical drawing strategies and CAD.

For any further information, please see Mr Gregory our Head of Department.

Technology

Vocational Alternatives

REDBRIDGE COLLEGE – NVQs and Young Apprenticeships



Redbridge College – Thursdays and Fridays

Young Apprenticeship – Level 2 – A* to C GCSE – 2 days per week - Hairdressing

What is it?

A Young Apprenticeship allows motivated 14-16 year olds to study for vocational qualifications in a specialist college and high-profile workplace. Students are based in school and follow the core National Curriculum subjects of English, Maths, ICT and Science but for two days each week they also work towards a Level 2 Diploma in Hairdressing (equivalent to four GCSEs at grade A*-C).

- An innovative Key Stage 4 programme for talented Year 10s progressing to Year 11.
- Learn vocational skills and get work experience alongside your GCSEs.
- Learn salon health and safety, client consultation, shampooing, cutting and styling, colouring, perming and neutralising hair.
- Work placements in salons renowned for their expertise and customer service – 50 hours work placement over 2 years.
- **Entry Requirements**
You must be working towards KS3 4a/5c in English and Maths at the end of Key Stage 3. You will be invited to attend a taster day and take part in an interview.
- **What Next?**
Post 16 Apprenticeship or a full-time vocational course at Redbridge College or employment.

Young Apprenticeship – Level 2 – A* to C GCSE – 2 days per week – Hospitality

What is it?

A Young Apprenticeship allows motivated 14-16 year olds to study for vocational qualifications in a specialist college and high-profile workplace. Students are based in school and follow the core National Curriculum subjects of English, Maths, ICT and Science but for two days each week they also work towards a Level 2 Multiskills Diploma in Hospitality (equivalent to four GCSEs at grade A*-C).

- An innovative Key Stage 4 programme for talented Year 10s progressing to Year 11.
- Learn vocational skills and get work experience alongside your GCSEs.
- Learn kitchen and restaurant health and safety, food service and food preparation.
- Work placements in restaurants renowned for their expertise and reputation for high quality food preparation, presentation and service – 50 hours work placement over 2 years.
- **Entry Requirements**
You must be working towards KS3 4a/5c in English and Maths at the end of Key Stage 3. You will be invited to attend a taster day and take part in an interview.
- **What Next?**
Post 16 Apprenticeship or a full-time vocational course at Redbridge College or employment.

For further information on the National Your Apprenticeship Programme, please go to www.apprenticeships.org.uk

Technology

Vocational Alternatives

REDBRIDGE COLLEGE – NVQs and Young Apprenticeships



Redbridge College Link – Friday afternoons

Students choosing these courses will spend one afternoon per week at Redbridge College studying for an accredited course in their chosen subject. All courses provide a Level 1 or Level 2 vocational certificate, which is equivalent to a GCSE.

Students will be taken to the college and returned to Beal by minibus or coach. A member of Beal staff will remain at the College at all times.

The other 3 lessons during the 2 week timetable will be spent in school studying for ICT Accreditation – Key Skills.

AIMS

- To provide students with experience of a work environment.
- To enable students to study for a vocationally related qualification in an area of their choice.
- To provide the opportunity to learn in an adult environment.
- To motivate and provide progression routes into post 16 courses and employment.
- To develop basic and personal skills and confidence.

COURSES AVAILABLE

Students choose to study a course from the following:-

City & Guilds of London Institute Certificate in Salon Services – Level 1

Vocational Training Certificate in Nail Treatments – Level 2

Vocational Training Certificate Unit of Accreditation in Eye Lash Tinting and Eye Brow Shaping – Level 2

Education Development International Level 1 – Hospitality (multi-skilled)

Sports Studies at Entry Level

Foundation Certificate in Personal Finance – Level 1 (Year 11 Intermediate Certificate in Personal Finance – Level 2 – one day per week)

SKILLS

The skills developed will depend on the specialist area chosen but will include:

- practical skills in the chosen area.
- working with others.
- self-evaluation to improve performance.

SPECIAL REQUIREMENTS

- a commitment to attending on a regular basis.

ASSESSMENT

Some courses will comprise a formal exam and assignments. Assessment is on the basis of competence, i.e. how well an individual can perform a task to the required standard. This is often done by observing the student doing a practical task, but may also include practical simulations, oral or written questioning, and occasionally the writing of assignments.

This subject is most suitable for students who:

- have an interest in the world of work
- have a positive and mature attitude to their work
- enjoy 'hands on' practical work
- have a good attendance record

Other courses available by negotiation with Ms M Meston, Assistant Headteacher, Inclusion

Redbridge College:	Construction	BCO Level 1	2 days per week	
	Skills for Life	NOCON Entry level	1 day per week	
	Music Technology	Level 1	2 days per week	
	Hairdressing & Beauty Diploma	Level 1/Level 2	1 day per week	
	Childcare & Health & Social Care	Level 1	2 days per week	
	Foundation Certificate in Personal Finance	Level 1 and Level 2	3 hours per week	
	ReBEP			Days by negotiation
	Extended Work Placement ASDAN			

Redbridge College 14-16 Prospectus 2010-11 available from Ms Meston in Inclusion Centre

BUSINESS GCSE



Aims

- Introduces students to issues concerning the setting up and operation of a business.
- Explores the activities of business and the reasons for success or failure.
- Understand how businesses grow and the issues that expansion raises

Topics

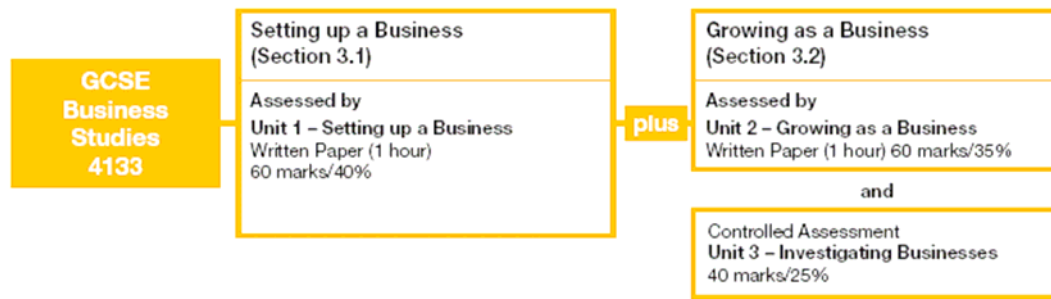
- Starting a Business
- Marketing
- Finance
- People in business
- Operations management
- The business organisation

Skills

At the end of the course students will be able to do the following

- Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.
- Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
- Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

Assessment

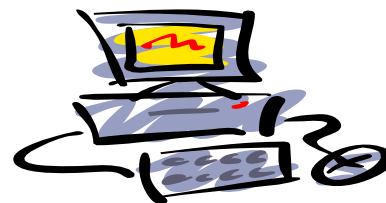


- Unit 1 is assessed at the end of year 10
- Unit 2 is assessed at the end of year 11
- Unit 3 is assessed at the beginning of year 11

The subject is most suitable for students who

- Are interested in running a successful business
- Want to learn how to be entrepreneurial
- Are interested in current events and the world around them
- Have a reasonable level of English and Maths

INFORMATION AND COMMUNICATION TECHNOLOGY GCSE (ICT)



This is a traditional single GCSE course which is examined through coursework and externally-set, written examinations. This new specification will be taught for the first time from September 2010 and has been devised to reflect new and exciting developments in ICT. Students will develop technological and information-handling skills – gathering, processing and manipulating data - to give a firm grounding in ICT. It will count as one option, and therefore will take 5 timetabled lessons.

AIMS

- To help develop key life skills in numeracy, communication and ICT.
- To encourage the use of ICT to research, acquire, manipulate and present information.
- To become effective problem-solvers through the application of ICT to real life situations.
- To understand the legal, social and economic implications of ICT.

TOPICS

- How ICT is used for work and leisure.
- The positive and negative effects of ICT on society.
- How to design and use ICT systems; including creative and programming applications.
- Hardware, software, network and mobile communication.

SKILLS

Students will:

- Learn how to use computer software correctly; (i.e. The "Office" suite)
 - Develop key skills in numeracy, communication and ICT.
 - Learn about practical design of ICT systems.
 - Learn how to be a safe and effective user of ICT.
 - Be able to identify and understand the use of computer hardware.
 - Develop problem solving skills by applying ICT to real life situations.
 - Develop skills in researching, acquiring, manipulating and presenting information.
 - Learn how to create and program applications ("Apps").
- **Special Requirements**
- It is not essential for students to own computers at home in order to be successful on this course, but the ability to access a computer outside of lessons would be very beneficial.
 - Students who do not have access to a computer at home can book the ICT resources in the Resource Centre and ICT classrooms outside of lesson times.
 - This is the best option for student in Maths Sets 1 - 4.

ASSESSMENT

The course is assessed by both coursework and written examinations.

Controlled Coursework

Year 10	• Practical applications in ICT	<i>30% of total GCSE marks</i>
	• Creative use of ICT	
Year 11	or	<i>30% of total GCSE marks</i>
	• Coding a solution	
	Total:	60%

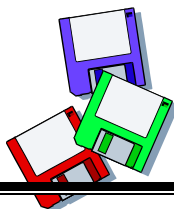
Written Theory Examinations

Year 10	•	ICT in Today's World - 1hr	<i>20% of total mark</i>
Year 11	•	ICT in Context - 1hr	<i>20% of total mark</i>
Total:			40%

This subject is most suitable for students who:

- Want to improve their ICT skills and understanding.
- Have a general interest in computers and want to learn more.
- Are thinking of studying computing to 'A' Level standard or higher.
- Have career plans involving the use of computers.
- Want to learn how to create exciting websites, presentations and documents.
- Are logical thinkers and enjoy problem-solving activities.

NB: Students should not choose both Business Studies and ICT at GCSE.



BTEC First Diploma in Business Level 2 (ICT-based)



This is a 100% coursework-based double option, which counts for four GCSEs at the end of the course. It is taught for 10 hours across the two week timetable. This course has a vocational approach to study and is best suited to students who prefer practical, assignment-based work.

AIMS

- To develop an understanding of business through assignment work.
- To enable students to apply business theory to real-life situations.
- To learn to use IT software in order to produce documents that relate to a range of business contexts.
- To learn through practical experience (i.e.: work experience and primary research).

TOPICS

To fulfil requirements of the double option (four GCSE equivalent) Diploma course, students must accumulate a total of 40 credits. These will be achieved through successful completion of a combination of the four Mandatory Units, plus Optional Units.

Mandatory Units

- **Topic 1:** Business Purposes (5 credits)
- **Topic 2:** Business Organisations (5 credits)
- **Topic 3:** Financial Forecasting in Business (5 credits)
- **Topic 4:** People in Organisations (5 credits)

SKILLS

- To research or produce work independently.
- To communicate effectively using a range of techniques.
- To work well with others.
- To use ICT in a range of applications.
- To consider and resolve problems in a variety of situations, with minimal assistance.

SPECIAL REQUIREMENTS

- Good organisational skills, self-discipline and a mature approach to working.
- Very good attendance.
- An acceptance that all aspects of each unit must be completed. It is not possible to pass this qualification if pieces of work are missing.

ASSESSMENT

All coursework is collected in a portfolio of evidence. One assignment is assessed by the Examination Board (Edexcel). The remainder are marked and moderated by the teachers.

This subject is most suitable for students who:-

- Have a genuine interest in the world of business.
- Are motivated to work independently and can effectively manage their time.
- Prefer doing practical coursework assignments to written examinations.
- Like to learn in a practical way.

BTEC FIRST DIPLOMA FOR ICT PRACTITIONERS



This is a double option, which will count for four GCSEs at the end of the course. It is taught for 10 hours across the 2-week timetable. This course has a vocational approach to study and is most suited to students who prefer practical assignment-based work. There are no externally-set examinations.

AIMS

- To provide opportunities to understand the role of ICT practitioners in an organisation.
- To help develop key life skills in an IT context.
- To develop a range of skills needed to perform successfully in working life.
- To encourage the use of ICT during research activities.

TOPICS

- Introduction to computer systems looking at the functions of software and hardware.
- Using a range of ICT software applications and evaluating their use.
- The role of information systems in organisations and the importance of security.
- Introduction to database design, development and evaluation.
- Analysing financial problems and designing suitable spreadsheet models.
- Creating and modifying graphic images to meet user need.

SKILLS

- To use computer software correctly; (i.e. word-processing, spreadsheets, desktop publishing and databases).
- To develop key skills in numeracy, communication and ICT.
- To identify and understand the use of computer hardware.
- To develop problem solving skills by applying ICT to real life situations.
- To develop skills in researching and presenting information through assignments, presentations and documentation.

SPECIAL REQUIREMENTS

- It is not essential for students to own a computer at home to be successful on this course but the ability to access a computer outside of lessons is very beneficial.
- Students who do not have access to a computer at home, can attend ICT Club support sessions or book ICT resources in the Resource Centre outside of lesson times.
- This is a practical based course, and therefore you **must** be committed to producing quality coursework assignments.
- Students choosing this course **should not** choose Business Studies GCSE.

ASSESSMENT

The course is assessed by 100% coursework assignments, over seven units.

Coursework :-

Internally assessed

Unit 1	▪ Using ICT to present information	16.6% of total marks
Unit 2	▪ Introduction to Computer Systems	16.6% of total marks
Unit 9	▪ Database Software	8.3% of total marks
Unit 10	▪ Spreadsheet Software	8.3% of total marks
Unit 12	▪ Installing Hardware Components	16.6% of total marks
Unit 13	▪ Software Installation and Upgrade	16.6% of total marks
Unit 18	▪ ICT Graphics	16.6% of total marks

There are no externally assessed written examinations or Unit tests.

Success on this course is judged as "Pass", "Merit" and "Distinction", with "Distinction*" (A*) being the best grade. To achieve a "Pass" grade you must complete all of the set assignments to a minimum level.

Choose this subject if:

- You want to improve your ICT skills and understanding.
- You prefer doing practical coursework assignments to written examinations.
- You want a double option of ICT.
- You want to learn how to correctly install computer software and hardware components.
- You enjoy problem-solving activities and working within a vocational context.

MEDIA STUDIES GCSE (Double Award)



This course attracts a large number of students every year because it makes learning interesting, challenging, creative and fun. Students will complete one GCSE in Media Studies by the end of Year 10, and will be eligible for the double award by the end of Year 11.

Year 10:

Investigating the Media: written exam, worth 40%

Understanding the Media: controlled coursework assignments worth 60%

Year 11:

Exploring Media Industries: written exam worth 40%

Responding to a Media Brief: controlled coursework assignment worth 60%

The course offers:

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- A range of assignments
- The chance to study across different media
- Opportunities to learn about real media products and industries
- Opportunities for progression to GCE Media Studies, Level 3 BTEC or Level 3 Diploma in Creative and Media

Special Requirements:

- Students will need a USB memory stick of at least 2GB
- It is expected that students will, on occasions, work after normal school hours or during lunch times to complete their practical coursework

This subject is most suitable for:

- Students who are creative
- Those who are prepared to work with technology (both Apple Mac and PC)
- Students who are able to work well with others

CREATIVE AND MEDIA DIPLOMA Level 2



What is it?

The Diploma in Creative and Media is an exciting qualification for young people who want to learn about some of the UK's most dynamic media industries.

Students of the Diploma will have the chance to participate in a variety of projects and activities which give them an insight into life in the creative and media industries. They will be able to try a range of disciplines including film, music, writing and print and specialise in the things that really interest them.

In doing so they will gain a range of transferable skills, knowledge and experience that are valued by further and higher education and by employers.

From graphic design and advertising to creative writing and computer games, the Diploma allows learners to bring their ideas to life through making, doing and performing, whilst also encouraging critical thinking and good communication skills.

It's different to GCSEs because:

- You'll get practical experience
- You learn in the classroom
- You'll find out about an area of work you're interested in

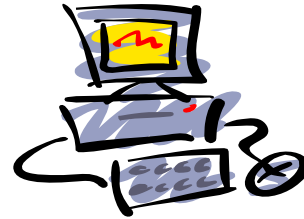
The Diploma course is made up of many parts:

- **Functional Skills:** this is the English, Maths and ICT you need for everyday life
- **Principal Learning:** This is the media part. It teaches you the main conventions of the media and how it works
- **Additional and Specialist Learning:** these are the other GCSE options you pick.
- **Personal, Learning and Thinking Skills:** this is where you learn about things like team-working, being creative, studying and organising yourself
- **Project:** this is about creating something to show what you've learnt. It can be about anything that interests you
- **Work Experience:** this is where you spend time with an employer, learning what it's like to be in the workplace

This qualification will be the equivalent to approximately 7 GCSEs.

Visit www.skillset.org/qualifications/diploma for more details.

FUNCTIONAL SKILLS ICT



Functional Skills ICT is the best option to take if you have not already chosen an "ICT based" option such as any BTEC course, GCSE Business Studies, or GCSE Media Studies. It is an essential option if you are planning to undertake the Media Diploma course. Completing this course is the best option to take to make sure you achieve an ICT-accredited grade by the end of Year 11. A Level 1 Functional Skills has a GCSE equivalent grade of D-G, with Level 2 graded at A*-C. This course has a more vocational approach to study and is most suited to students who prefer practical assignment-based work, matched with short tests. If you have already chosen GCSE Business Studies or GCSE Media Studies, you do not have to choose this option, as it will already be a part of your course.

AIMS

- To help develop key life skills in numeracy, communication and ICT.
- To encourage the use of ICT in research.
- To become effective problem solvers through the application of ICT to real life situations.

TOPICS

- Searching and selecting of information sources.
- To explore and develop IT-based solutions to problems.
- Combining and presenting data to form quality documents.
- To be safe users of ICT.

SKILLS

- Using computer software correctly, (i.e. word processing, spreadsheets, databases, desktop publishing (DTP), and web design)
- Identify and understand the use of computer hardware.
- Develop skills of researching, searching and selecting information sources.
- Develop skills using ICT to present information and documents.

Special Requirements

- It is not essential for students to own computers at home to be successful on this course, but the ability to access a computer outside of lessons can be very beneficial.
- Students that do not have access to a computer at home, can book the use of ICT resources in the Resource Centre and ICT classrooms outside lesson times.
- This is a practical based course and therefore students **must** be committed to producing coursework assignments.

ASSESSMENT

Students must pass both internal and externally assessed units to pass the course.
Internal Portfolio

Internally assessed

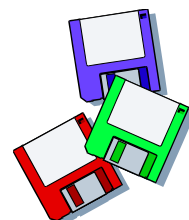
Class-set assignments

Examinations

On-line practical examination

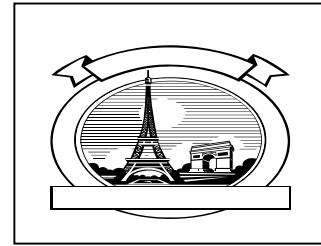
Choose this subject if you:

- Want to improve your ICT skills and understanding.
- Prefer doing practical coursework assignments to written examinations.
- Have not chosen a Business Studies, ICT or Media option.
- Want to learn how to create exciting documents.
- Enjoy problem solving activities.



Languages

FRENCH GCSE



AIMS

- To develop the four skills of listening, speaking, reading and writing.
- To expand on the topics studied at Key Stage 3.
- To develop knowledge and understanding of French grammar.
- To develop skills for language learning.
- To encourage positive attitudes to the way of life of French speaking countries.

TOPICS – FOR LISTENING AND READING

- Out and about
- Customer Services and transaction
- Personal information
- Future plans, education and work

TOPICS – FOR SPEAKING AND WRITING

- Students choose ONE of the following topics:
- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

SKILLS

- To acquire knowledge and understanding of French.
- To develop skills to learn languages.
- To develop awareness of French speaking countries.
- To develop all four language skills: listening, speaking, reading and writing.
- To build communication skills.

ASSESSMENT

The skills of listening and reading are assessed in separate examinations at the end of Year 11. Speaking and writing are assessed continuously throughout Years 10 and 11. Students are entered at either Foundation level (grades C-G) or Higher level (grades A*-G) for listening and reading. Students can be entered for different levels for each exam.

- Examinations – 40%
- Continuous assessment – 60%

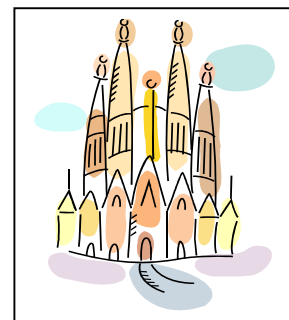
			Foundation	Higher
Unit 1	Listening	20%	30 minutes	40 minutes
Unit 2	Speaking	30%	9 minutes	12 minutes
Unit 3	Reading	20%	35 minutes	50 minutes
Unit 4	Writing	30%	Continuous assessment	

This subject is most suitable for students who:

- enjoy communicating with people and learning about people from different cultures.
- wish to find out more about the French language and French speaking countries.
- would like to work abroad.
- would like to be able to offer the skill of speaking a foreign language to a future employer.
- are considering working in business or travel.
- enjoy travelling.
- wish to study at university as a modern foreign language is now required by several of the top universities e.g. University of London now insists on at least grade B at GCSE in a modern foreign language

Languages

SPANISH GCSE



AIMS

- To develop the four skills of listening, speaking, reading and writing.
- To expand on the topics studied at Key Stage 3.
- To develop knowledge and understanding of Spanish grammar.
- To develop skills for language learning.
- To encourage positive attitudes to the way of life of Spanish speaking countries.

TOPICS – FOR LISTENING AND READING

- Out and about
- Customer Services and transaction
- Personal information
- Future plans, education and work

TOPICS – FOR SPEAKING AND WRITING

- Students choose ONE of the following topics:
- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

SKILLS

- To acquire knowledge and understanding of Spanish
- To develop skills to learn languages.
- To develop awareness of Spanish speaking countries.
- To develop all four language skills: listening, speaking, reading and writing.
- To build communication skills.

ASSESSMENT

The skills of listening and reading are assessed in separate examinations at the end of Year 11. Speaking and writing are assessed continuously throughout Years 10 and 11. Students are entered at either Foundation level (grades C-G) or Higher level (grades A*-G) for listening and reading. Students can be entered for different levels for each exam.

- Examinations – 40%
- Continuous assessment – 60%

			Foundation	Higher
Unit 1	Listening	20%	30 minutes	40 minutes
Unit 2	Speaking	30%	9 minutes	12 minutes
Unit 3	Reading	20%	35 minutes	50 minutes
Unit 4	Writing	30%		

This subject is most suitable for students who:

- enjoy communicating with people and learning about people from different cultures.
- wish to find out more about the Spanish language and Spanish speaking countries.
- would like to work abroad.
- would like to be able to offer the skill of speaking a foreign language to a future employer.
- are considering working in business or travel.
- enjoy travelling.
- wish to study at university as a modern foreign language is now required by several of the top universities eg. University of London now insists on at least grade B at GCSE in a modern foreign language

Humanities

ECONOMICS GCSE



Aims

- To equip students with the basic tools of the economist to help them understand their place in and contribution to the local, national and global economy as consumers, workers and citizens.
- To be able to investigate a range of contemporary issues, analysing the evidence from different perspectives so as to make reasoned judgements and informed decisions.

Topics

In Year 10, you will cover the following topics:

- **Money** – understanding the personal lifecycle, making decisions, choosing to spend, choosing to save, choosing to borrow money and managing your money.
- **Work** – understanding the purpose and nature of work, understanding the reward for work and understanding the consequences of unemployment.
- **The National and Global Economy** – understanding international trade, exchange rates, the power of the consumer, understanding the impact of the global economy on work.

In Year 11, you will cover the following topics:

- **Managing the economy** – economic objectives of the government, the economy at work, the role of the European Union (EU).
- **Current economic issues** – two topics will be chosen from this section each year for candidates to study in depth. One topic will be based on local, UK or EU issues and the other will relate to the global economy.

Skills

At the end of the course students will be able to do the following

- Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.
- Apply skills, knowledge and understanding in a variety of contexts.
- Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.

Assessment



- Unit 11 is assessed at the end of year 10
- Unit 12 is assessed at the end of year 11

Entry Requirement

To do GCSE Economics, you must be:

- In Mathematics set 6 and above

The subject is most suitable for students who

- Who are reasonably competent in English as you will be expected to read around the subject.
- Interested in current affairs
- Want to tackle problems related to the economy, business, society and the environment.
- Are ready to debate issues.

Humanities

RELIGIOUS STUDIES GCSE



AIMS

- To acquire knowledge and develop understanding of the beliefs, values and traditions of two religions.
- To consider the influence of the beliefs, values and traditions associated with two religions.
- To consider religious and other responses to moral issues.
- To identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life.

TOPICS in YEAR 10

- **Religion and Society** - Topics in this half of the Course have been started in Year 9 and will be completed in Year 10 Core RS lessons
- **Religion and Life** – to be completed in Year 10 Option lessons
- **Believing in God**
- The Philosophy of Religion, investigating why—or why not—people believe in God
- **Matters of Life and Death**
- Why is human life so special? The “soul” and life after death, abortion and euthanasia
- **Marriage and the Family**
- Sex, Marriage, and bringing up a family—and divorce or not as the case may be!
- **Religion and Community Cohesion**
- Sexism, Racism, and relationships between religions

ASSESSMENT

- Examinations – Two 1½ hour examinations **taken at the end of Year 10**

50%	Religion and Life
50%	Religion and Society (as in Core Component)

TOPICS in YEAR 11

The GCSE course will have been completed at the end of Year 10, so a choice of courses is offered:

AS RELIGIOUS STUDIES will be available to those who have achieved C grade or above at GCSE and are likely to gain a similar grade in English.

Unit 1: **Foundations**

- **Philosophy of Religion** - a study of philosophical arguments about the existence of God and of selected problems in the philosophy of religion:
- **Ethics** - a study of ethical concepts and ethical dilemmas

Unit 2: Investigations – Medical Ethics - assessed by one piece of coursework with a recommended length of 1,500-2,000 words.

Further study in the Sixth Form will enable suitable students to complete one full A level before applying to University, and four A levels as a matter of course. Post A Level study in Religious Studies can also be offered in Year 13 to successful candidates.

ASSESSMENT

- Examinations – Two examinations **taken at the end of Year 11, or in Year 12 if continuing with RS at A Level**

50%	Foundations (3 questions, 1 hour 45 minutes)
50%	Investigations (1 question, 1 hour 30 minutes)

GCSE and VOCATIONAL RE will be offered to students who need to re-sit their GCSE examination to achieve C grade or higher and a course investigating the relevance of religion to the world of work will also be offered.

SKILLS

- To recall, select, organise and deploy knowledge of the specified content.
- To show the nature, relevance and application of religion by using description, analysis and explanation.
- To give a personal response to religious and moral issues arising from the study of religion.
- To evaluate different responses to religious, moral, philosophical and ethical issues, using relevant evidence and argument.
- To communicate effectively using appropriate language and terminology.

SPECIAL REQUIREMENTS

You need to be

- good at English
- open-minded
- keen to learn about other peoples' ideas
- enjoy a good debate
- ICT literate

CAREER POSSIBILITIES

- An excellent preparation for many careers - the Law, Politics, the Medical profession, the Armed Forces, Social Work, the Media, teaching etc. etc.
- An excellent preparation for understanding how people think and what they believe - essential in life as well as in every workplace

Humanities

GEOGRAPHY GCSE



AIMS

- To stimulate students' interest in Geography, develop a sense of place and an appreciation of the environment.
- To acquire knowledge and understanding of a range of places, environments and geographical patterns.
- To develop an understanding of global citizenship.
- To appreciate that Geography is dynamic and constantly changing.
- To develop skills in map work, theory, numeracy and those involved in geographical enquiry.

The Geography department began teaching the Edexcel 'A' Geography Modular GCSE in September 2009. This consists of 4 units each worth 25%. 3 units are assessed by a one-hour examination, whilst the 4th unit is the controlled assessment.

Unit 1	<i>Geographical Skills and Challenges – Examined June Year 11</i> Some of this is taught throughout the course and some in the spring term of Year 11.
Unit 2	<i>The Natural Environment – Examined January Year 11</i> Taught in the first term of Year 10 and reviewed/revised in November/December of Year 11
Unit 3	<i>The Human Environment – Examined January Year 11</i> Taught in the spring term of Year 10
Unit 4	<i>Investigating Geography – Examined June Year 11</i> Controlled assessment task This is produced under controlled conditions in class in September/October of Year 11. It follows the field visit to Somerset in July. As a consequence, it is 100% essential that all students considering Geography as an option are able to attend the residential visit in July of Year 10.

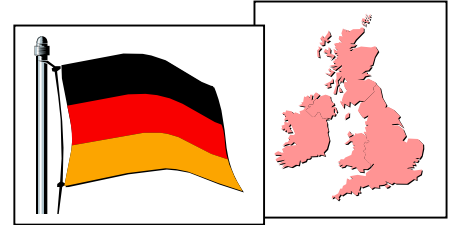
Each module is given a UMS grade out of 100, so the final grade is awarded on a total of 400. Students will start Year 11 knowing their UMS score (out of 100) for Unit 3. They can decide if they wish to re-take this module in June of Year 11. Students are taught in mixed ability groups of no more than 22 students.

This subject is most suitable for students who:

- like to find out about the world and places around them.
- watch the news and find this interesting.
- enjoy visiting places.
- find maps interesting.
- would like to make a difference to their world.
- like to ask questions about places and the world in general.
- are interested in natural hazards.
- are intrigued by changes in our cities.
- take an interest in the environment.

Humanities

HISTORY GCSE



AIMS

- To understand the world in which we live.
- To understand the role of the past in shaping the present.
- To develop a greater understanding of the diversity of cultures and how they developed.
- To develop the ability to challenge the accuracy of written information.

SKILLS

- Using and evaluating historical evidence.
- Creating coherent explanations.
- Understanding bias.
- Problem solving.

The History department offers two GCSE courses, which differ in the topics that are taught and in the way that students are assessed.

The History 'B' consists of 25% coursework and 75% assessment through examination at the end of Year 11, testing knowledge, skills and understanding.

History 'V' is an applied course where students submit a portfolio of assignments counting for 75% of the final grade. There is only 1 examination, which is completed by the end of Year 10.

OCR J417 – History 'B' Modern World

TOPICS

- A British depth study (how Britain changed from 1945–70)
- International relations in the 20th Century.
- Germany from 1919-1945.
- Coursework based upon significance, representations and interpretations

ASSESSMENT

- Coursework – 25%

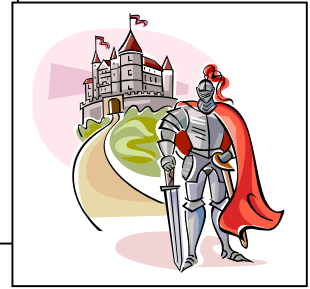
Two pieces of coursework

- Examination – 75%

Paper 1	International Relations in the 20th Century/Germany
Paper 2	Britain 1945-70

Humanities

HISTORY GCSE



OCR 1938 – History 'V'

TOPICS

- The historical significance of September 11th 2001.
- Medieval Kingship
- Local History – City of London Cemetery.
- Multi media in History

ASSESSMENT

- Coursework and Teacher assessed – **75%**

Unit 2	Teacher assessed module
Unit 5	Teacher assessed module
Unit 7	Coursework module

- Examination – **25%**

Unit 1	4 hours plan, preparation and write-up – controlled examination
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The following sections apply to **both** GCSE History courses:-

SPECIAL REQUIREMENTS

- Voluntary educational visits normally during holidays to Berlin and a site visit in Year 11 to City of London Cemetery for History 'V' students.

This subject is most suitable for students who:

- are well motivated, have an interest in the past and a desire to learn more.
- are prepared to challenge ideas and analyse a variety of difficult sources.
- have a firm grasp of English language.
- are able to plan and maintain a personal folder, using ICT.

Humanities

SOCIOLOGY GCSE



AIMS

- To develop an understanding of the nature and significance of individual and social differences in our own and other societies.
- To acquire, select and handle information, to analyse critically its nature and source and to base judgements and arguments on evidence.
- To reflect on personal experience of the social world in which we live and acquire knowledge and develop skills which enable informed roles within the community to be played.

SUMMARY OF CONTENT/TOPICS

Sociology is made up of three mandatory, externally-assessed units:

- **Unit 1: Sociology Basics 25%**
This unit is made up of **two** sections. Section A encourages candidates to develop a critical understanding of sociological evidence and research processes and includes knowledge of the main methods and strategies of sociological research. Section B introduces the basic key concepts in Sociology and starts to introduce the links between the individual and society.
- **Unit 2: Socialisation, Culture and Identity 50%**
This unit offers a choice of substantive topics through which the themes of culture, socialisation, power and control are developed. Three topics studied from:
 - Families
 - Education
 - Mass Media
 - Work
 - Crime and Deviance and Youth
- **Unit 3: Applying Sociological Research Techniques: 25%**
A critical awareness of the nature of sociological research, understanding and evidence will be developed through this unit via the inclusion of pre-released case studies.

SKILLS

- To demonstrate knowledge and understanding of the above social issues, including the consequences and causes of inequality.
- To interpret information presented in different forms and evaluate its relevance and accuracy.
- To use information to examine issues and construct and evaluate arguments and conclusions.
- To organise and communicate students' knowledge and understanding in different and creative ways and reach judgements based on evidence.

ASSESSMENT

- 3 written examinations

Paper 1	1 hour	25%
Paper 2	1.5 hours	50%
Paper 3	1 hour	25%

This subject is most suitable for students who:

- are able to organise and present information, ideas and arguments clearly and logically.
- can think independently.
- enjoy writing essays.
- have an interest in news and current issues.
- enjoy debating and balancing opposing views.

ASDAN Personal and Social Development (PSD)



This course is open to students based in CLD. It is a 2-year course which has the option to be extended into the 6th form. This course is a nationally accredited 'Foundation Tier Qualification' and is offered at Entry level 1, 2 or 3.

AIMS

- To take part in life skills.
- To develop practical skills in a real-life environment
- To produce a portfolio of evidence for moderation.

TOPICS

There are a wide variety of topics. Staff select appropriate units to study. An example of units covered:

- Work skills
- Health and Safety
- Leisure time
- Healthy living
- Money
- Parenting skills
- Personal safety

ASSESSMENT

Students are assessed at the end of Year 11. They submit a portfolio of selected evidence that meets the criteria for each unit. The portfolio is sent to the external moderators at ASDAN.

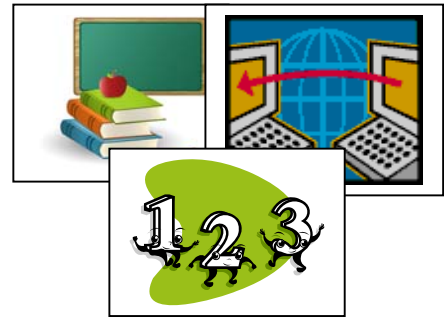
The assessment format is as follows:

Award	(1 – 12 credits)
Certificate	(13 – 36)
Diploma	(36+)

When the student transfers to college, they bank their credits and can carry them over to another course of the same level.

For further information regarding this course www.ASDAN.org.uk

Edexcel Adult Literacy, Numeracy & ICT (ALAN)



This course is open to students based in CLD. The ALAN courses are part of the nationally accredited 'Foundation Tier' and are offered at Entry level 1, 2 or 3. The courses are designed to teach the functional skills of literacy, numeracy and ICT.

AIMS

- To ensure students achieve a nationally recognised qualification in Maths, ICT and English.
- To develop students' life skills in the practical application of Maths, ICT and English.

THE COURSE

The courses cover the following areas in each subject:

- English: speaking and listening, writing and reading.
- Maths: number, shape and handling.
- ICT: awaiting final syllabus from Edexcel.

A proportion of the time is spent doing practice exam papers.

ASSESSMENT

Students sit an exam paper in all 3 areas of the subject. They must achieve a minimum of 80% in each exam paper to be awarded the Entry Certificate: pass, merit or distinction.

For further information on this course: www.edexcel.com