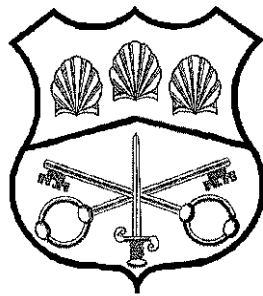


CANON PALMER CATHOLIC SCHOOL



JANUARY 2010

**OPTIONS
FOR GCSE AND OTHER
COURSES IN
YEARS 10 AND 11**

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CHOOSING YOUR GCSE OPTIONS

Dear Parents and Students

This booklet is to help you choose subjects for Years 10 and 11 that will result in GCSE qualifications.

There are some subjects you must continue to study and others you will be able to choose. Your choices will be from some subjects you currently study and some will be new to you.

It is extremely important that you discuss your plans with your teachers, parents and guardians. They will be able to advise you about subjects based on their knowledge of your individual strengths and the suitability of the course for you.

Once you have chosen your option subjects we will try to give you all your first choices. However, this is not always possible if numbers opting for a subject are too large or too small.

We hope that you choose your options carefully and that doing so will lead to further success in the Upper School.

The following dates should be noted:

Wednesday 27th January 2010 – Options Booklet issued - Option Sheets issued – a sample is enclosed at the back of this booklet. Special Options Assembly.

Wednesday 3rd February 2010 – Year 9 parents evening.

Wednesday 10th February 2010 – Option Sheets returned to **Bede Office**.

NB: The allocation of students to subjects will begin **Monday 22nd February 2010**. Failure to return the Option Sheet may reduce your child's chances of getting the desired subject choices.

Mr C Brigden
Curriculum Director

Mr R Slack
Curriculum Manager

Mr P Downey
Lower School Senior Tutor

EDUCATION AT KEY STAGE 4

A good education at Key Stage 4 is a balanced one. Education is the process by which individuals become confident, competent, socially responsible members of the community.

Educational provision should be concerned with meeting the needs of each participant; it should provide an enjoyable, wide ranging and supportive experience to help pupils to develop:

- enquiring minds;
- appreciation of the range of knowledge and how to gain access to it;
- appreciation of their needs as individuals and how to relate to, and support, the needs of others;
- appreciation of the total society in which they live and how they might contribute to and develop that society through their life and work;
- ability to make sensible choices from the range of opportunities later to be available to them.

The programme to which young people are entitled should ensure development for all in the following areas:

- moral and spiritual education
- communication and language
- mathematics
- science
- technology
- creative and expressive arts
- humanities
- recreation and physical education

The curriculum for Year 10 covers all the above in accordance with the National Curriculum.

Many GCSE subjects require students to submit regular coursework assignments which form part of the final assessment. Students and parents should be aware of the type and amount of work required by each course when choosing options. The results of recent tests and comments on the subject report should be taken into account when considering your child's potential in each subject. To be realistic now will help him/her to have a reasonable chance of success at the end of the eleventh year.

In order to make the most appropriate choice every student will be offered opportunities for guidance by Form Tutors, the Head of Year and consultation with subject staff. There will also be an Options Assembly shortly to give your child information about certain options, followed by a Parents Evening which parents and students can attend. Information about this will be issued later. This extremely important decision should not be made without discussion between you and your child.

Some points to consider when making choices:

- Don't**
- do what your friends do
 - choose a subject because you like/dislike the teacher (you may not get the same teacher)
- Do**
- ask teachers and parents
 - ask other students who are doing certain subjects you are interested in
 - if you know what career you would like to follow, check what subjects would benefit this.

CORE CURRICULUM

Some subjects are compulsory. You must study RE, English, Maths and Science. You will also study PE and Citizenship as non-examined subjects, as these give a balance of skills.

RE	1 subject	
English	2 subjects for most (English Language and Literature)	
Maths	1 subject	
Science	Dual certification -	Additional Science GCSE Applied Science Separate Science - (Biology, Chemistry & Physics)

OPTIONS

From the list of option subjects you will be allowed to choose **four** subjects.

Art	Catering (Technology)	Health & Social Care
Drama	Graphics (Technology)	French
Geography	Resistant Materials (Technology)	Media Studies
Statistics	Building Crafts (Technology)	Music
Separate Sciences	PE	History
Business Studies or Business Communication Systems		
Information & Communication Technology		

ENGLISH

HEAD OF DEPARTMENT Mrs S Gidlow

Deputy Head of Department Dr C Ranger

Teacher in charge of GCSE Dr C Ranger

Members of the Department

Mr T Bunce

Mr F O'Connor

Mrs S Boulton

Mrs N John-Oloni

Ms S Wrightman

Mrs C Aye

Miss B Gorman

Ms D Obiorah

Miss K McLean

GCSE ENGLISH LANGUAGE

Examination Board: AQA

Throughout the course pupils will be given the opportunities to develop their skills in Speaking and Listening, Reading and Writing.

Scheme of Assessment

Unit 1: Written examination: 40% of assessment
Understanding and producing non-fiction texts

Unit 2: Controlled Assessment: 20% of assessment
Speaking and Listening

Unit 3: Controlled Assessment: 40% of assessment
Understanding spoken and written texts and writing creatively

ENGLISH

GCSE ENGLISH LITERATURE

Examination Board: AQA

Throughout the course, pupils will be given the opportunity to read, understand and respond to a wide range of types of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study.

Scheme of Assessment

Unit 1: Written examination: 40% of assessment
Exploring modern texts

Either

Unit 2: Written examination: 35% of assessment
Poetry across time

Unit 3: Controlled assessment: 25% of assessment
The significance of Shakespeare and the English literacy heritage

Or

Unit 4: Written examination: 35% of assessment
Approaching Shakespeare and the English literacy heritage

Unit 5: Controlled assessment: 25% of assessment
Exploring poetry

MATHEMATICS

HEAD OF DEPARTMENT

Ms M Chohan

Members of the Department

Mrs P Evans

Mr J Scott

Mr D Bhakar

Ms R Gorshia

Mr A Peel

Mr P Welch

Ms Subratty

Mr H Raj

Ms Smith

MATHEMATICS All pupils to sit this examination

Examination Board:

EDEXCEL (1387)

The National Curriculum has shifted the emphasis of the subject matter more towards the application of methods with the intention that this should lead to greater understanding of Mathematics and a more confident use of the subject in everyday life.

The department is staffed by experienced, energetic and dedicated teachers and they are committed to helping all pupils enjoy Mathematics and achieve their full potential. Consequently results in external examinations have always been excellent.

There are two tiers of entry for GCSE Mathematics (first examined in Summer 2008). The foundation tier will cover grades E to C and the higher tier will cover grades D to A *, for most students this exam will be taken at the end of Year 11 and will consist of two papers, a non calculator paper and a calculator paper. Some students who take the foundation paper will initially follow a modular course, this leads to the same qualification, the only difference being that there will be assessments completed throughout the two years.

For the most able there may be the possibility of studying a free standing Maths qualification (FSMQ) called Additional Maths in parallel to their GCSE Higher Course in Year 11. This FSMQ is designed to stretch our gifted mathematicians and provide an excellent grounding for A level Maths.

We also offer GCSE Statistics as an Option; this is a popular choice and compliments the GCSE Maths course very well.

SCIENCE

HEAD OF DEPARTMENT **Mr G Dimond**

Members of the Department

Miss L Ahmed	Mr N Idris
Ms C Osuji	Ms S Mazid
Mr D Bensted	Ms Sokhal
Ms U Ahmed	Mr R Slack
Miss V Mitchell	Mrs J Waterhouse
Mr N Ogbonna	Mr Shoghikaran
Ms W Muse	

Examination Board: OCR

The Twenty First Century Science suite from OCR:

It aims to enhance candidates' scientific literacy', leading to better engagement with science. The course is designed to enable candidates to:

- recognise the impact of Science and technology on everyday life;
- make informed personal decisions about issues and questions that involve science;
- understand and reflect on the information included in (or omitted from) media reports and other sources of information.

At Key Stage 4 in science we offer three routes. We select pupils for each course depending on their learning style, their organisational skills and their science interest.

All pupils follow the equivalent of at least 2 GCSE's over the 2 years

1. GCSE Science (Core) and GCSE Additional Science
2. GCSE Applied Science (Double award)
3. GCSE Biology, GCSE Chemistry and GCSE Physics

GCSE Science (Core) emphasises scientific literacy, the knowledge and understanding which candidates need to engage, as informed citizens, with science based issues. This qualification uses contemporary, relevant contexts of interest to candidates, which can be approached through a range of teaching and learning activities.

Exam	67%
Practical Data Analysis	(13.3%)
Case Study	(20%)

SCIENCE

GCSE Additional Science

This is a concept-led course developed to meet the needs of candidates seeking a deeper understanding of basic scientific ideas. The course focuses on scientific explanations and models, and gives candidates an insight into how scientists develop scientific understanding of ourselves and the world we inhabit.

Exam 67%
Practical Investigation 33%

Optional Separate Sciences

To study this students use their Core Science time and one of their options

GCSE Biology A

GCSE Chemistry A

GCSE Physics A

each of which provides an opportunity for further developing an understanding of science explanations, how science works and the study of elements of applied science, with particular relevance to professional scientists.

Exam 67%
Practical Investigation 33%

Applied Science (Double Award)

The GCSE in Applied Science (Double Award) has been designed to provide a range of teaching, learning and assessment styles to motivate candidates to achieve the best they can and to empower them to take charge of their own learning and development. Assessment is designed to give credit for what candidates can do as well as what they know.

- 1 Developing Scientific Skills - 33 $\frac{1}{3}$ % portfolio
- 2 Science for the Needs of Society 1 hour 33 $\frac{1}{3}$ % external exam
- 3 Science at Work - 33 $\frac{1}{3}$ % portfolio

CITIZENSHIP

HEAD OF CITIZENSHIP

Mr A Chan

Members of the Department
Ms A Bartlett

All pupils study a wide range of topics, taught on a carousel arrangement, in one period per week over the two years.

At the moment there is no public exam qualification offered though we are looking into the possibility of some pupils being entered for GCSE in Citizenship.

Citizenship modules currently include the following:

- Work Experience & Work Related Learning
- Career Planning
- Enterprise Skills
- Community & Citizenship (includes Crime, Laws & Voting)
- Communication Skills
- Beliefs & Values
- Health & Fitness
- Independent Living
- The Environment

In completing these modules pupils should develop a wide range of key skills that will benefit them in their studies and in most aspects of their future lives.

OPTION

SUBJECTS

ART

HEAD OF ART

Ms B Idan

Members of the Department
Ms S O'Rourke
Ms R Hatton

Examination Board:

EDEXCEL

The unendorsed course will enable students to explore a range of two or three dimensional approaches to their studies eg: Painting and drawing, Printmaking and Textiles

Specification The course is comprised of two units:

Unit 1: Personal portfolio 60%
This includes practical outcomes and supporting studies

Unit 2: Externally set assignment 40%
10 hour timed set task

The course followed is intended to meet the needs of all pupils as well as those intending to work in art as a career. Students are expected to resource the content of their learning so they will have to be committed to spending some spare time photographing and researching visual materials outside school.

BUSINESS

BUSINESS STUDIES GCSE BUSINESS AND COMMUNICATION SYSTEMS GCSE

HEAD OF DEPARTMENT	Mr S Moss	Members of the Department
		Mr N Oranu
		Mr P Downey
		Mrs J Wise
		Mrs Goggin

Examining Board:	AQA	
Method of Assessment:	Two x 1 hour examinations plus a controlled assessment	40% + 35% 25%

GCSE BUSINESS STUDIES

The course is divided up into three units. Unit 1 [setting up in business], looks at the issues involved in setting up a business, such as finance, objectives, business plans, legal structures, people, market research, its operations and location. Unit 2 [growing as a business], looks at the issues involved with business growth, such as its legal structure, how its product and pricing strategies can be changed, how finance can be used to support expansion and how people can be motivated within the workplace. Unit 3 [investigating business] involves pupils investigating a real business based on an AQA Assessment Task and then under controlled conditions, writing up their research and planning.

BUSINESS and COMMUNICATION

Examining Board:	AQA	
Method of Assessment:	Three External Examinations	
ICT Systems in Business	Written Paper of 1 hour	40%
Using ICT in Business	Computer Based Examination of 1½ hours	35%
Investigating ICT in Business	Practical Controlled Assessment	25%

BUSINESS AND COMMUNICATION SYSTEMS GCSE

'ICT Systems in Business' (written paper) looks at how ICT communication systems contribute to business success. 'Using ICT in Business' (Computer based examination) involves students using and developing a range of software applications, namely web site design, graphics and spreadsheets. 'Investigating ICT in Business' involves the assessment of the subject content in the 'Using ICT in Business' unit. Students will sit the 'Investigating ICT in Business' assessment under controlled conditions.

DRAMA

HEAD OF DRAMA

Ms K Downie

Examination Board:

EDEXCEL

Do you enjoy exploring 'Real' Issues?

Would you like to compare stories from different cultures and traditions?

Do you enjoy analysing your own performance and that of other students ?? understand how and why you have used different drama techniques?

Do you have a passion for lighting, sound or costume design?

If you have answered 'Yes' to most of or all of the above then GCSE Drama is for you.

Course Outline

The course follows the Edexcel Drama GCSE Syllabus.

In Year 10 you will be taught a range of drama techniques and you will be shown how to 'Capture' your work in written form. You will explore a variety of themes and ranging from the 1950's Boycott of the buses in Montgomery, Alabama to how people are affected by 'natural' or 'man made' disasters. You will look at contemporary scripts and focus on teenage issues and explore characterisation using drama techniques.

Assessment:

Unit 1	Consists of two pieces of written coursework	60%
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Coursework 1 focuses on 'Conflict' World War 1 and 11
Coursework 2 focuses on a studied script e.g. 'Blood Brothers' or 'Punch and Judy'.

Unit 2	Final Performance	40%
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You will perform a piece of Drama to a visiting Examiner.

If you decide to follow the path of a lighting, sound or design, you will complete Unit 1 as outlined above and in addition to providing lights, sound or design.

For one of the performances, you will complete an additional piece of coursework and have an individual interview with the visiting examiner.

GEOGRAPHY

HEAD OF GEOGRAPHY

Ms D Draper

Members of the Department

Miss J Conway

Mr J Allitt

Examination Board:

AQA

Syllabus B

WHY SHOULD YOU CHOOSE GEOGRAPHY?

‘ What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climates, nothing about other countries or cultures’.

Are you interested in studying geography further? You should be, because geography tackles the big issues:

- environmental responsibility
- our global interdependence
- cultural understanding and tolerance
- commerce, trade and industry

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes.

If you enjoy studying geography – carry on studying it!

The transferable skills which geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Geographers can:

- Make a concise report
- Handle data
- Ask questions and find answers
- Make decisions about an issue
- Analyse material
- Organise themselves
- Think creatively and independently

Geographers are:

- Good communicators
- Spatially aware
- Socially, economically and environmentally aware
- Problem solvers
- Analyse material
- Good team players
- Computer literate
- Well rounded, flexible thinkers

GEOGRAPHY

The course explores the world we live in through the following themes:

Unit 1 – Managing Places in the 21st Century

External exam 1hr 25% of the total marks (students required to answer either section A or B)

Section A – The Coastal Environment

Section B – The Urban Environment

Unit 2 – The Hostile World

External exam 1hr 25% of the total marks (students required to answer either section A or B)

Section A – Living with Natural hazards

Section B – The challenge of Extreme environments

Unit 3 – Investigating the Shrinking World

External exam 1hr 25% of the total marks (students required to answer either section A or B)

Section A – Investigating the Globalisation of Industry

Section B – Investigating Global Tourism

Unit 4 – Controlled Assessment

Assessment 1 – Local investigation including fieldwork (15%)

Assessment 2 – Geographical issue investigation (10%)

HEALTH & SOCIAL CARE

HEAD OF DEPARTMENT **Ms J Betts**

Members of the Department
Mrs S O’Keeffe
Mrs A Bartlett

Examination Board

EdExcel

This GCSE which will be of interest to any pupil considering further study or training in the broad area of the Health and Social Care sector. The course provides progression through Key Stage 4 to form the basis for entry to advanced studies in Health and Social Care and subjects such as Psychology, Sociology, Physical Education and Applied Science.

Curriculum Content and Assessment

The course consists of two compulsory units of study. One of these units are assessed internally by producing portfolios and the second is assessed externally with a written examination. Both units carry the same weighting.

<p>Unit1: <i>Health, Social Care and Early Years Provision</i> The range of care needs; types of services and how people obtain them; work roles and skills of those working in the sector; values underpinning care work.</p> <p>Unit 2: <i>Understanding Personal Development and Relationships</i> Stages and patterns of human growth and development; factors affecting human growth and development; development of self-concept and personal relationships; major life changes; the role of relationships in personal development.</p>	<p>Controlled Assessment An investigation into how service providers in the local area meet the needs of different individuals.</p> <p>External Assessment A single untiered examination lasting 1½ hours consisting of both short and longer answer questions.</p>
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HISTORY

HEAD OF HISTORY

Mr A Chan

Members of the Department
Mrs M Parker
Mr J Lawlor

Examination Board:

OCR
Syllabus 1937

WHY SHOULD YOU CHOOSE HISTORY?

Other subjects you study in school help you to cope with adult life - only History explains **why things are the way they are**.

The skills we will be teaching you will be useful in many kinds of job. The skills of **asking questions, evaluating and handling data** are important to many jobs. The emphasis in History on **communicating results, examining evidence and dealing with people** is the kind of experience needed in many areas: managerial, law, diplomacy, business, administration and clerical.

WHAT WILL YOU BE STUDYING?

We study the Modern World.

Paper 1	2 hours	45%	International Relations 1919-1939 USA 1919-1941
			5 day visit to Berlin / Poland
Paper 2	1½ hours	30%	Britain 1905 - 1918

Coursework **25%**

Candidates must complete ONE task based on a taught course from one of the following four options (tba):

The Role of the Individual in History
A Thematic Study in 20th Century History
A Modern World Study
A Study in Depth

The task will not be based on content that will be examined in any other module. The task is issued by the examination board and will change every year. Candidates will have eight hours to complete the task in a controlled environment.

ADVANTAGES

History does not have different level papers. Everyone does the same paper and has the chance to get an 'A'

ICT - Certificate in Digital Applications (CiDA)

HEAD OF ICT

Mr S Moss

Members of the Department

Mr A Waterhouse

Mr A Monaf

Mr M Halfyard

Examination Board:

Edexcel

The CiDA course comprises of 2 units and is equivalent to 2 GCSE's. Each CiDA unit is equivalent to one GCSE in terms of size and worth. There are no formal written examinations. Pupils complete substantial projects and showcase their achievements in an e-portfolio using two of the Units below.

Unit 1 - Using ICT – Compulsory

This unit provides pupils with the knowledge and skills they need to design and produce publications for print and screen that are fit for audience and purpose. This unit involves the use of spreadsheets and databases.

Plus one unit from the options below

Unit 2 – Multimedia

This unit provides pupils with the knowledge and skills they need to design and produce effective multimedia products. Digital inputs are used to create evidence for pupil e-portfolio's, e.g. video, camera, photos.

Unit 3 – Graphics

This unit provides pupils with the knowledge and skills they need to design and produce effective graphic products that communicate successfully onscreen and in print. Pupils will use images and bitmap tools to manipulate images.

Unit 4 - ICT in Enterprise

This unit gives pupils the opportunity to tackle a practical enterprise activity. Working in a team, they put their DiDA skills to work to help them. Pupils will produce promotional materials and web based design outcomes for their enterprise activity.

Unit 5 - Games Authoring

It aims to provide pupils with the knowledge and skills they need to design and produce interactive computer games. This will involve actual development of a game from design to final game.

ICT - Diploma in Digital Applications (DiDA)

HEAD OF ICT

Mr S Moss

Members of the Department

Mr A Waterhouse

Mr A Monaf

Mr M Halfyard

Examination Board:

Edexcel

The DiDA course comprises of 4 units and is equivalent to 4 GCSE's. Each DiDA unit is equivalent to a GCSE in terms of size and worth. There are no formal written examinations. Pupils complete substantial projects and showcase their achievements in an e-portfolio using four of the Units below. The course will run over two option blocks.

Unit 1 - Using ICT

This unit provides pupils with the knowledge and skills they need to design and produce publications for print and screen that are fit for audience and purpose. This unit involves the use of spreadsheets and databases.

Unit 2 - Multimedia

This unit provides pupils with the knowledge and skills they need to design and produce effective multimedia products. Digital inputs are used to create evidence for pupil e-portfolio's, e.g. video, camera, photos.

Unit 3 - Graphics

This unit provides pupils with the knowledge and skills they need to design and produce effective graphic products that communicate successfully onscreen and in print. Pupils will use images and bitmap tools to manipulate images.

Unit 4 - ICT in Enterprise

This unit gives pupils the opportunity to tackle a practical enterprise activity. Working in a team, they put their DiDA skills to work to help them. Pupils will produce promotional materials and web based design outcomes for their enterprise activity.

Unit 5 - Games Authoring

It aims to provide pupils with the knowledge and skills they need to design and produce interactive computer games. This will involve actual development of a game from design to final game.

MEDIA STUDIES

LEAD TEACHER

Ms S Wrightman

Members of the Department
Mrs S Boulton
Ms B Gorman

Examination Board:

AQA

Curriculum Content and Assessment

Understanding the Media

Coursework

60% of marks

There are three assignments: an introductory assignment, a cross-media assignment, a practical production with an evaluation.

Investigating the Media

Examination

40% of marks

There is a one and a half hour externally assessed examination

The mass media play an increasingly important role in contemporary society, providing us with information and entertainment. The media also play an important part in shaping attitudes and social values. This course is designed to enable pupils to develop a critical understanding of the role of mass media in society.

This GCSE specification in Media Studies will enable learners to:

- develop enquiry, critical thinking and decision making skills through consideration of issues that are important, real and relevant to them and to the world in which they live
- develop their appreciation and critical understanding of the media and its role in their daily lives
- develop their practical skills through opportunities for personal engagement and creativity
- understand how to use the key media concepts to analyse media products and their various contexts.

Learners study a range of media taken from the following:

- print and electronic publishing including newspapers, comics, magazines.
- moving image: television including genre study, franchises and scheduling.

MEDIA STUDIES

- film, covering features, shorts, trailers, production, distribution and exhibition as well as genre study
- video including promotional, training and corporate
- radio including commercial, network, public broadcasting, community
- web-based technologies/New Media including internet, web design, social networking, weblogs, vblogs, podcasts, gaming
- advertising and marketing – including advertisements in print publications, on radio, on television, in the cinema, film trailers, billboards
- popular music – including Artistes & Repertoire (A&R), promotion, marketing
- news – including television, newspapers, internet, radio.

MODERN LANGUAGES : FRENCH

HEAD OF DEPARTMENT

Ms N Lourenco

Members of the Department

Mrs L Hughes

Ms N Lourenco

Ms M Benzidane

Examination Board:

AQA

The Importance of Learning a Modern Language

Now that more companies and industries are becoming involved in trade with Europe, it is increasingly important in any job or career to have a basic knowledge of another European language. Tomorrow's scientists, engineers, businessmen and women will need to speak foreign languages to deal effectively with colleagues and customers overseas. In general, promotion prospects will obviously be greater, as will the possibility of travel. French can be successfully combined with any other subjects.

Method of Assessment

The candidates will be assessed in each of the four skill areas of listening, speaking, reading, and writing at a Foundation or Higher Tier according to the candidates standard of ability at the time of taking the examination. The emphasis is on recognising and rewarding the positive achievements of pupils of all abilities. The assessment procedure endeavours to award grades for what the pupils know, understand and can do with the foreign language.

The Course

The GCSE courses in Modern Languages continue to develop grammar and vocabulary but with a major emphasis on oral work. Its main aims are to develop the ability to use the foreign language effectively for purposes of practical communication. By the time the pupils take the examination, they should be able to hold a conversation about themselves and their interests. Students should also be able to take part in role-playing situations such as they might encounter on a visit to France, to understand the authentic written and spoken language required in a variety of circumstances as well as narrate events and write a letter or a report etc., in the foreign language.

MUSIC

HEAD OF MUSIC

Mrs C Mayer

Members of the Department
Mrs J Bergin-McCarthy
Ms T Howard

Examination Board:

EDEXCEL
Syllabus 1426

The course is very much a practical one and it involves the development of three kinds of musical skill: Composing, Listening and Performing. These are called Components.

Who might take Music for GCSE

The most important thing is that you enjoy music and that you like listening to different sorts of music. Also, it's important that you are able to read music and find the idea of creating your own music exciting. Think about it - you probably listen to music a lot on TV, or on your i-pod etc. Why not learn to understand it better - it plays an important part in your life and will do for much of your life.

THE COURSE

All three components relate to four areas of study.

Area of Study 1: Western classical music 1600 – 1899.

Area of Study 2: Music in the 20th Century

Area of Study 3: Popular music in Context

Area of Study 4: World Music

COMPONENTS

Unit 1 – Performing (30%)

This involves performing on your own and with other people. You will have plenty of practice at this and by the end of the course you will not worry about playing in front of an examiner! For the examination you would have to prepare and play or sing two or three pieces. Don't worry if you are not a brilliant instrumentalist - there is plenty of scope for everyone. You will need to be having lessons with your instrumental or singing teacher regularly. The more experienced you are by the time of the exam the higher your mark might be. Many of you have developed skills on the keyboard in lessons this year. So long as you are keen this can be enough. Performing accounts for 30% of your GCSE. You will be required to perform individually and as part of an ensemble, taking part in concerts arranged in school or in events you take part in outside school.

MUSIC

Unit 2 – Composition (30%)

Throughout the course we will compose pieces based on all the Areas of Study. We will guide and help you develop your pieces and all the equipment will be available for you to use. You will also be taught how to use the music software programmes in order to produce your music on the computer. Your compositions account for 30% of your GCSE, and you will be required to submit your two best compositions.

Unit 3 – Listening and Appraising (40%)

We will listen to a wide range of music taken from the Areas of Study. The exam board assign some set works for us to study and the written exam itself is based on these set works (pieces). The exam is 1hr 30mins long and consists of
Section A – (Questions based on the set works) and,
Section B – (a more in depth question based on a chosen set work(s)).

PHYSICAL EDUCATION

HEAD OF PE

HEAD OF GCSE/BOYS PE

Ms K Pearce

Mr A Goksel

Members of the Department

Mr H Farrelly

Mr J Sullivan

Mrs J Brigden

Ms C Oklejewycz

PHYSICAL EDUCATION - OPTIONAL

Examination Board:

EDEXCEL

Physical Education GCSE is an option available to Year 10 students *in addition* to the Physical Education programme which is compulsory for all students. It is a two year course involving 60% practical assessment and 40% theoretical assessment. Practical activities are assessed continuously during the course and in a two-day practical examination in the spring term of Year 2, when an external moderator visits the school. The assessment of students' theoretical knowledge takes place through a final 1 ½ hour examination at the end of Year 11 which is assessed externally. Initially, equal amounts of lesson time are spent on theoretical and practical work. One lesson is spent on practical activities and one lesson is spent in a classroom covering theory work.

Theory

Students considering this course should be aware that theory work is a substantial part of the course and all topic areas are compulsory. Theory work consists of the following two sections:

- Healthy, Active Lifestyles
- Your Healthy, Active Body

Within these sections a number of topics are covered including: Benefits and influences of Participation, Exercise, Fitness & Training, Anatomy & Physiology and Diet & Health. Students will be tested at the end of each topic area with end of unit class tests.

Practical Activities

Practical assessment is carried out during the lessons and full efforts will be required throughout the whole course. Candidates will undertake a range of practical activities, offering four activities for assessment. They will be required to show advanced skills within the context of the activity and demonstrate their abilities in challenging situations.

12% of the practical course will consist of students undertaking an Analysis of Performance in one of their selected activities. Students will undertake a Personal Exercise Plan, which will enhance their knowledge and understanding of the impact that exercise and physical activity has upon health and fitness.

PHYSICAL EDUCATION

The Analysis of Performance section will include -

- Rules, regulations and terminology
- Observation and analysis of performance
- Planning strategies, tactics and practices
- Planning a Personal Exercise Programme (PEP)
- Evaluating Performance

This will be assessed through oral questions and answers. Students will also complete a written project to compliment their assessment.

Homework is an important part of the course and will be set each week and all candidates will be expected to complete homework on time and keep their PE books neat and organised.

Due to the practical nature of the course it is highly advisable that pupils represent the school teams or take part in clubs or teams outside the school before considering PE as a GCSE option.

Students who take Physical Education GCSE find the course enjoyable and rewarding but it is certainly not for those students looking for an easy option!

Excellent GCSE examination results are always achieved.

STATISTICS

**IN CHARGE OF
STATISTICS**

Mrs P Evans

Examination Board:	AQA	
Assessed by:	External Main Examination	(75%)
	One piece of coursework	
	One controlled exam	- (25%)
	based on coursework	

Who might take Statistics for GCSE?

As it assumes a good mathematical knowledge, this should appeal to those students in the top four sets for Mathematics. The extension of mathematics into topics of distribution and probability for statistics, will allow those students to understand and work towards the Higher Statistics GCSE paper.

Advantages

Many of our students will wish to go onto further studies at school and Higher Education, where the use of statistics is routinely applied to many different subjects: Science, Medicine, Chemistry, Engineering, Geography, Business Studies, Accounting - and many more.

The Course

It requires the study of probability and statistical methods and concepts. Students have to communicate effectively an awareness of the power and limitations of data, methods and concepts – especially in the one, extended, piece of coursework. The normal distribution is introduced and other measures such as Spearman's Rank are also included. The two year course will challenge and extend the able students. The department's commitment to high standards has resulted in excellent results for many years.

TECHNOLOGY

HEAD OF DEPARTMENT

Miss C Noah

Members of the Department

Mr M Morris

Mr J Newbury

RESISTANT MATERIALS

What do I need to know, or be able to do, before taking this course?

Throughout Key Stage 3 you will have produced a wide range of exciting projects in Design and Technology, including textiles, food, and RM. If you particularly enjoyed the creative design side of design and technology then you now have the opportunity to specialise in one of those subject areas and follow a two-year course in GCSE RM.

What will I learn?

GCSE RM covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms. As well as learning hand skills, you will use a range of industrial processes to shape and form materials into functioning products. Over the course of two years you will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to RM and invaluable transferable skills such as problem solving and time management.

Do you enjoy:

Thinking creatively?

Problem solving?

Designing products of the future?

Making models?

Testing your ideas?

If you have ticked any of the boxes above, then this GCSE RM course is the ideal subject for you.

How will I be assessed?

GCSE RM consists of two units:

Unit 1

Creative Design and Make Activities

Coursework

60%

Unit 2

Knowledge and Understanding of RM Technology

Examination

40%

You will have the option of completing your coursework unit in two different ways:

- through a combined design and make activity where you design a product and then make a model of it OR
- through separate design and make activities where you design one product and make another.

The examination will be based on a structured exam paper which your teacher will be able to guide you through. Everything that you need to learn for this unit is set out in the specification so your teacher will know exactly how to prepare you for the exam.

Each of these units can be re-taken once. This means that if you don't achieve the mark you wanted, then you can have another go!

TECHNOLOGY

GRAPHICS

What do I need to know, or be able to do, before taking this course?

Throughout Key Stage 3 you will have produced a wide range of exciting projects in Design and Technology, including graphics, textiles, food, and RM. If you particularly enjoyed the creative design side of design and technology then you now have the opportunity to specialise in one of those subject areas and follow a two-year course in GCSE Graphic Products.

What will I learn?

GCSE Graphic Products covers a wide range of products including, packaging, point-of-sale display, interior and garden design and 3D product (concept) design.

Over the course of two years you will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to graphic products and invaluable transferable skills such as problem solving and time management.

Do you enjoy:

Thinking creatively?

Problem solving?

Designing products of the future?

Making models?

Testing your ideas?

If you have ticked any of the boxes above, then this GCSE Graphic Products course is the ideal subject for you.

How will I be assessed?

GCSE Graphic Products consists of two units:

Unit 1

Creative Design and Make Activities

Coursework

60%

Unit 2

Knowledge and Understanding of Graphic Products

Examination

40%

You will have the option of completing your coursework unit in two different ways:

- through a combined design and make activity where you design a product and then make a model of it OR
- through separate design and make activities where you design one product and make another.

The examination will be based on a structured exam paper which your teacher will be able to guide you through. Everything that you need to learn for this unit is set out in the specification so your teacher will know exactly how to prepare you for the exam.

Each of these units can be re-taken once. This means that if you don't achieve the mark you wanted, then you can have another go!

CATERING (FOOD)

Assessment

Internal assessment (60%)

- 2 practical (cooking) assessments which take part in a lesson:-
 - 1 in Year 10 (20%)
 - 1 in Year 11 (40%)
- Each cook to have supportive written work:
“What Chosen” : “How to Make” : “What Taste Like”.

Theory 40%

One 2-hour exam.

During the course

Pupils will have opportunities to:-

- Extend and apply their skills and knowledge of the catering industry within a variety of contexts.
- Extend their design and technological capability in order to meet human needs and opportunities.
- Develop their critical thinking and manage a range of resources in order to develop products, which are suited to the needs of individuals of the catering industry.
- Research the structure of the catering, food and beverage industry and the management of resources to the needs of prospective clients in a multicultural society.
- Develop their awareness of relevant mandatory and other necessary health and safety requirements.
- Increase their knowledge of nutrition, cost effective catering and the importance of the consumer's situation.
- Work both individually and as members of a team.
- Develop their enjoyment of food presentation and service.

Topics of study may include: -

- Vegetarian; Chinese; Indian; Italian; Thai dishes
- Picnic / party food / Ice cream
- Bread
- Food for children
- Diabetics
- Breakfasts; Lunches; Dinners; Snacks; Desserts

If a pupil wishes he/she can as well as undertaking the GCSE Catering course, also have the opportunity to pass the ‘basic food hygiene certificate’. This is extremely beneficial to anyone working in a catering environment.

TECHNOLOGY

BUILDING CRAFT OCCUPATIONS (Level 1 qualification)

TEACHER

Mr M Morris

This is a school programme run in partnership with Redbridge College. Pupils will study modules that count towards the City & Guilds / CITB¹ Foundation Certificate in Building Craft Occupations (BCO). The successful completion of several modules will be required to gain the BCO certificate. **This may require study outside school hours.** All practical sessions take place at Redbridge College.

70% of the course is “hands-on”. Pupils need to be prepared to work hard physically. Mature and responsible behaviour is essential because of Health and Safety regulations. There are limited places on this course. Please see Mr Morris if you are interested.

What will I study?

- Painting and decorating
- Bricklaying
- Carpentry / joinery / fixtures and fittings
- Tiling
- Health & Safety and Communications skills

How will I be taught?

Most classes will be practical but some classroom-based work (30%) will also be needed. Pupils must understand that writing number work and industrial knowledge are just as important as “hands-on” skills.

How will I be assessed?

Most assessment is based on practical work. This means that pupils pass that part of the course when he or she has become *competent*. Instructors will provide advice and guidance. Pupils will also need to complete log-books showing their progress. There will be written tests and pupils will create a portfolio of evidence.

Future Education and Employment

Many people enjoy construction courses for the experience alone. For those who want to progress in the industry, apprenticeships and college courses are available. The main opportunities are in craft occupations. Future careers in other aspects of construction, civil engineering and architecture may also open up after further study.

How can I do well in this subject?

Pupils need to be prepared to work hard and behave in a mature and responsible manner. Pupils will enjoy the course if they accept that it is not all “hands-on” and that class-based work and tests are necessary. Some activities may also be outside during the winter. This is part of working in the construction industry.

¹ Construction Industry Training Board

YEAR 9 OPTIONS 2010

From the list of option subjects you will be allowed to choose **four** subjects. **One** subject from block A and **four** subjects from block B

Block A – Choose at least one subject

<input type="checkbox"/> Business Studies	<input type="checkbox"/> Business & Communication Systems
<input type="checkbox"/> Information Technology CIDA	<input type="checkbox"/> Information Technology DIDA

Block B – Choose four subjects. Please number 1-4 in order of preference (preference 4 is a reserve)

<input type="checkbox"/> Art	<input type="checkbox"/> Building Crafts
<input type="checkbox"/> Drama	<input type="checkbox"/> French
<input type="checkbox"/> Geography	<input type="checkbox"/> Health & Social Care
<input type="checkbox"/> History	<input type="checkbox"/> Media Studies
<input type="checkbox"/> Music	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Separate Sciences	<input type="checkbox"/> Statistics
<input type="checkbox"/> Technology Catering	<input type="checkbox"/> Technology Graphics
<input type="checkbox"/> Technology Resistant Materials	

Forbidden combinations

1. **Business Studies with Business Communications**
2. **Business Communications with Information Technology**

TO BE RETURNED BY WEDNESDAY 10th FEBRUARY 2010 TO BEDE OFFICE

NAME: **FORM:** 9

PARENT'S SIGNATURE:
[Person with parental responsibility]

DATE: _____