



LONGHILL

HIGH SCHOOL

Year 11
Curriculum Guide
2019 - 2020

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Curriculum Design & Target Grades

The following times are spent on each subject in year 9 per fortnight

| | |
|-----------------|-----------|
| Maths | 9 hours |
| English | 9 hours |
| Science | 10 hours |
| RE | 1 hour |
| PSHE | 1 hour |
| PE | 4 hours |
| Option Subjects | 4 x hours |

Students are set for English, Maths & Science.

Students are taught in different classes in PE, RE & PSHE.

From the SAT results achieved at primary school, students are set a **target grade** for each subject. These are aspirational grades which every student should aim for. Students are then assessed on the grade they are forecast to achieve. These are called the **forecast grades**.

The school report compares their forecast grades with their target grades using one of the following comments.

- Above target
- On Target
- Below Target

If students reach their target grade their GCSE results would be above the national average.

The grades for most subjects represent the 9-1 GCSE grades, with 9 being the highest. Below is how other subjects such as BTECs that do not use the 9-1 grading system are scored.

| Attainment point values | 9 -1 GCSE Grades | Creative iMedia Performing Arts Music Construction Engineering Health & Social Care Sports Studies | Child Care |
|-------------------------|------------------|--|------------|
| 9 | 9 | | |
| 8.5 | | D*2 | |
| 8 | 8 | | |
| 7 | 7 | D2 | A* |
| 6.25 | | | A |
| 6 | 6 | | |
| 5.5 | | M2 | B |
| 5 | 5 | | |
| 4.75 | | | C |
| 4 | 4 | P2 | D |
| 3 | 3 | | |
| 2 | 2 | | |
| 1.25 | | P1 | |
| 1 | 1 | | |

English Language

| | |
|--------------------------|--|
| Course Organiser | Mr J Bliss, Head of English |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 100% Exam |
| | Additional speaking and listening assessment (not included in final grade) |
| Special Equipment | None |
| Trips | None |
| Progression | AS and A2 English Literature and Language courses are available at 6th form college. Required for most further education courses. Careers in writing, publishing, editing, journalism, teaching. Most sought subject by employers. |

Course details

The English Language course (8700) in Years 10 and 11 prepares students to:

- read a wide range of texts, fluently and with good understanding.
- read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly, punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

Examination

Each of the 2 examinations will assess reading and writing skills equally and lasts 1 hour 45 minutes

Paper 1: Explorations in creative reading and writing. (50% of GCSE)

Preparation for this exam will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

Paper 2: Writers' viewpoints and perspectives (50% of GCSE)

Preparation for this exam will focus on high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

Speaking and listening (non-exam assessment)

Students will learn to give formal presentations and develop verbal skills in class activities and discussions.

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 4 |
| Performing / presenting | | 3 |
| Extended reading / writing | | 5 |
| Practical | | 0 |

| Notes |
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English Literature

| | |
|--------------------------|---|
| Course Organiser | Mr J Bliss, Head of English |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 100% Exam |
| Special Equipment | None |
| Trips | Theatre trips as available |
| Progression | AS and A2 English Literature and Language courses are available at 6th form college. Highly regarded for most further education courses. Careers in writing, publishing, editing, journalism, teaching. |

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| Course details |
| The English Literature course (8702) in Years 10 and 11 will include each of the following: <ul style="list-style-type: none">• Shakespeare play• 19th Century novel• Modern drama and prose• Poetry |
| Paper 1: Modern texts and poetry (60% of GCSE) 2hrs 15 minutes exam |
| <ul style="list-style-type: none">• Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.• Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.• Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. |
| Paper 2: Shakespeare and the 19th- century novel (40% of GCSE) 1hr 45 minutes exam |
| <ul style="list-style-type: none">• Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.• The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. |

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 4 |
| Performing / presenting | | 3 |
| Extended reading / writing | | 5 |
| Practical | | 0 |

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| Notes |
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Mathematics

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|--------------------------|--|
| Course Organiser | Mr P Ous – Head of Mathematics |
| Awarding Body | Edexcel |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 100% Exam |
| Special Equipment | Calculator and a geometry set |
| Trips | None |
| Progression | A-level mathematics, statistics, engineering and physics. Maths is needed as a basic skill for many careers. At advanced levels, it is essential for becoming a mathematician, accountant, auditor, actuary, engineer, and scientist. |

Course details

The Mathematics course in Years 10 and 11 aims to prepare students to solve problems using mathematical procedures and concepts, to apply their knowledge in different contexts and to reason and communicate effectively in the six areas of the new curriculum (first examined in 2017):

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Students take a linear mathematics course, which means they will sit three examinations (two calculator papers and one non-calculator paper) at the end of the course. They will be entered for either the foundation or higher tier examination. The higher tier offers levels 4 to 9; the foundation tier covers levels 1 to 5 (level 4/5 is approximately equivalent to a grade C in the old curriculum). The tier of entry is dependent on an individual student's progress throughout the course.

Students are assessed on three assessment objectives (AO). The approximate weighting of the questions for each objective in the exams are in brackets:

AO1 Use and apply standard techniques (40% higher; 50% foundation)

AO2 Reason, interpret and communicate mathematically (30% higher; 25% foundation)

AO3 Solve problems within mathematics and in other contexts (30% higher; 25% foundation)

The new curriculum is more challenging than the previous one, and includes introducing students to concepts that they would have previously met at A-level. It should prove challenging to even the highest attaining student. However, the department will continue to offer courses that extend students beyond GCSE if appropriate, such as the AQA Further Maths GCSE and the OCR Additional Maths course (equivalent to A-level standard).

Key skills and qualities required:

- Fluency in using mathematical procedures, facts and formulas.
- Ability to reason and communicate mathematically (including in writing).
- Resilience when solving problems that require more than one step to find a solution.

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 3 |
| Performing / presenting | | 2 |
| Extended reading / writing | | 1 |
| Practical | | 2 |

| Notes |
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GCSE Combined Science (double award)

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|--------------------------|--|
| Course Organiser | Mr D Dean – Head of Science |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 2x GCSEs |
| Assessment | 100% Exam |
| Special Equipment | None |
| Trips | None |
| Progression | A level Biology, Chemistry, Physics, Geology, Human Biology, Applied Science |

Course details

Double science provides a good basic science education for students who may want to study A-levels later but wants to keep their options open. You will gain a single double award qualification in GCSE combined science.

Double science is a minimum requirement for the EBacc or for anyone who wants to follow a science at A-Level.

Double science concentrates on the science that you need to understand the news, politics and important decisions about staying healthy and safe.

You will have 2 separate teachers for science and you will have to do some revision at home to do well in this course.

Practical Work

There are 21 practical tasks that will be assessed in the exam. You will need to carry out these experiments, keep a record of your results and explain what these results show.

Exam

In year 11 you will take 6 exams.

Key skills and qualities required

- An interest in science
- A creative approach to problem solving
- A reasonable mathematical ability
- An ability to study independently
- A good memory of key facts
- An ability to plan a logical sequence

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 2 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 3 |
| Practical | | 4 |

Notes

Core PE (Non-examined)

| | |
|--------------------------|--|
| Course Organiser | Mr C Fallick – Head of Physical Education |
| Awarding Body | None |
| Qualification | N/A |
| Level of Entry | N/A |
| GCSE Equivalent | N/A |
| Assessment | None |
| Special Equipment | PE Kit |
| Trips | Use of local facilities for recreational sporting activities, for example bowling. |
| Progression | |

Course details

All students are expected to participate in core PE as part of their curriculum. PE allows students to develop transferable skills such as teamwork, communication and organisation. It is also essential to support students understanding of how to lead a healthy active lifestyle. Students will select a pathway group that best suits their ability. Students will then focus on developing skills and tactics through physically demanding units.

Students will learn how to:

- use and develop a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse and evaluate their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

How will I be assessed?

Students will be assessed practically in a wide variety of activities

Is there anything else I need to know?

There will be opportunities for students to develop their leadership skills by being part of the Leadership Academy. Students involved in the academy have the opportunities to attend leadership courses in a variety of physical activities and first aid courses, as well as organising and running sports festivals for local schools. Students will be expected to engage in theory lessons about health and general wellbeing.

All students will be able to access a variety of extracurricular activities both at lunch and after school. This will allow for all students to participate in competitive sport outside of the curriculum. Extracurricular activities range from football, hockey, athletics, rounders, cricket, golf, leadership, softball, handball and dodgeball. These are only a few of those on offer, please see the PE section of the school website for a more detailed overview of the type of activities we offer.

| | |
|-----------------------------------|------------------------|
| Areas are scored 1-5 | 1 = min 5 = max |
| Group work | 3 |
| Performing / presenting | 3 |
| Extended reading / writing | 3 |
| Practical | 3 |

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| Notes |
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Art & Design - Fine Art

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|--------------------------|--|
| Course Organiser | Mr G lozzi – Head of Art |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 60% Coursework 40% Exam |
| Special Equipment | None |
| Trips | Tate Modern, Fabrica, Saatchi Gallery |
| Progression | AS & A Level Art and Design, Vocational and University degrees in Fine Art, Photography, Graphic Design, Fashion Design, Product Design, Interior Design, Ceramics, Animation, Architecture or Art History Artist, Photographer, Graphic Designer, Fashion Designer, Interior Designer, Textile Designer, Animator, Architect, Illustrator, Product Designer, Curatorial and other gallery-related work |

Course details

This course is designed for all students who are interested in Art. Skills that have been learned at Key Stage 3 will be developed further to cope with the demands of GCSE Art and Design. GCSE Art and Design is not aimed simply at students considering a career in Art and Design. The grade you achieve can help you to go onto the career path of choice at Further and Higher Education.

Over the following four terms you will be expected to complete two major projects that will account for 60% of the final mark. A sketchbook is kept throughout the course and this will help you to demonstrate your ability to develop both your practical and theoretical skills. During the course you will be given the opportunity to develop your ability in the following areas: Drawing, painting, collage, printmaking, sculpture and 3D work, ceramics, digital photography, digital image manipulation, animation, and video. You will also be expected to make research into the work of other Artists and Designers.

During the Spring Term of Year 11 you will be expected to prepare for and sit a 10 hour controlled test. This will account for 40% of the final mark. Once this has been completed you will be expected to mount your work in preparation for final marking. A selection of your examination portfolio will be exhibited during the Summer Term. The Art department will mark your work and then the Awarding Body will moderate a sample of the coursework.

Project 1 - The Self / Still Life (2 and 3 dimensional media)

Project 2 - Landscape and Environment (2 and 3 dimensional media)

Project 3 - Trial GCSE Examination

Key skills and qualities required

- Basic level of literacy and numeracy skills
- Ability to think creatively
- An interest in Visual Art
- Being prepared to learn new technical skills and to take advice
- Ability to be flexible in your attitude to coursework

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 2 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 2 |
| Practical | | 5 |

Notes

Business Studies

| | |
|--------------------------|---|
| Course Organiser | Mr G Iozzi |
| Awarding Body | Edexcel |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 25% Controlled Assessment 75% Exam |
| Special Equipment | None |
| Trips | Visits to the two department nominated businesses. |
| Progression | A Level and Degree Level studies There are many Level 3 Business Studies and Economics, courses some of which are a natural progression from this course, others allow you to specialise in one particular area like Marketing or Finance. |

Course details

This course allows students to develop and apply their business knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts

There will be changes made to this course. The course is currently being redeveloped by the exam board.

However, the first year of teaching will focus on an Introduction to Business, with topics including:

- Business Enterprise
- Product Life Cycle
- Ownership
- Aims and Objectives
- SWOT Analysis
- Business Finance

Key skills and qualities required

- Unit two is an examined unit looking at financial analysis of a company's performance. Students taking this option **must** be confident with numbers to be successful.
- Confident with the use of numbers.
- Confident in being able to write extended pieces of work for submission as coursework.
- An interest in current affairs – such as politics, foreign policy or economics
- Some IT skills primarily in word processing, spread sheets and graphs

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 2 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 5 |
| Practical | | 2 |

| Notes |
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Care for Children

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|--------------------------|--|
| Course Organiser | Ms C Essex |
| Awarding Body | CACHE |
| Qualification | Level 1 Certificate in Caring for Children (Year 10) Level 2 Award in Child Development and Care (Year 11 if appropriate) |
| Level of Entry | Level 2 and/or Level 1 |
| GCSE Equivalent | Level 1 – 1 GCSEs grade 1 - 2 Level 2 – 1 GCSE grade 9 - 4 |
| Assessment | Evidence Portfolio Multiple Choice Exam |
| Special Equipment | None |
| Progression | Child Care Apprenticeship Level 2 CACHE in Child Care and Education Level 2 NVQ in Children and Young People's Workforce |

Course details

The course covers human growth and development, personal development, play activities and healthy eating. The course is designed to be hands on and offers many practical opportunities. Students will be expected to gather an evidence portfolio during their course as well as completing short assignments.

When they leave school they can progress onto an apprenticeship.

Key skills and qualities required

- An interest in child welfare
- Good communications skills
- The ability to be independent and responsible

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 5 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 3 |
| Practical | | 5 |

Notes

Computer Science

| | |
|--------------------------|---|
| Course Organiser | Mr C Marks-Billson – Head of Computing |
| Awarding Body | OCR |
| Qualification | Computer Science |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | Written Exam 01 – Computer systems 40% of the qualification Written Exam 02 – Computational thinking, algorithms & programming 40% of the qualification Programming Project – 20% of the qualification |
| Special Equipment | Access to a Raspberry Pi or another computer outside of school would be beneficial although not essential. Computer Science courses: Most colleges require students to hold a qualification in Computing. Many colleges in the area run Computer Science A-levels. |
| Progression | IT Industry: Software development or system administration career paths. |

Course details

The course covers various aspects of computing, from computer hardware, software and the representation of data through to binary logic, programming and the use of algorithms to solve problems. The social, environmental and legal aspects of computing are also covered. Students will gain an in-depth knowledge of computer systems and will learn to apply creative and technical skills, knowledge and understanding of computing. It is important to note that while programming forms a large part of this course, students will also require an in-depth knowledge of the theoretical side of computing.

In year 9 students will be introduced to the core concepts of computer science –

- Languages, machines, and computation
- Data and representation
- Communication and coordination
- Abstraction and design
- The wider context of computing

The course is assessed through two written exams and a 20 hour controlled assessment programming task. The three sections of work are as follows:

- **Computer systems - exam**
Question paper includes short answer questions and essay type questions. The topics are: Systems architecture; memory; storage; networks; system security; system software; ethical, legal, cultural & environmental concerns.
- **Computational thinking, algorithms & programming - exam**
Algorithms; programming techniques; computational logic; translators and facilities of languages; data representation.
- **Programming project – controlled assessment**
Programming task that enables candidates to design, develop and test a solution to a problem. Assessed on techniques; analysis; design; development; testing, evaluation and conclusions.

Key skills and qualities required

- A clear and demonstrable aptitude for mathematics and Computing.
- Good level of literacy, analytical skills and an interest in logical problem solving.
- Ability to independently research problems and provide complex solutions.
- Attention to detail, patience and tenacity.

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 1 |
| Performing / presenting | | 2 |
| Extended reading / writing | | 5 |
| Practical | | 4 |

| Notes |
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Creative iMedia

| | |
|--------------------------|--|
| Course Organiser | Mr C Marks-Billson – Head of Computing |
| Awarding Body | OCR |
| Qualification | Cambridge Nationals Certificate in Creative iMedia |
| Level of Entry | Pass, Merit, Distinction, Distinction* |
| GCSE Equivalent | 1 GCSE |
| Assessment | Pre-production skills – exam (mandatory unit) - 25% Creating digital graphics – controlled assessment (mandatory unit) - 25% Creating a multi-page website - controlled assessment - 25% Developing digital games - controlled assessment - 25% |
| Special Equipment | None |
| Progression | This qualification would lead on to a wide range of possible future studies including: GCE in Media, ICT. Cambridge Technical (Level 3) IT, Media |
| Course Organiser | Mr C Marks-Billson – Head of Computing |
| Awarding Body | OCR |

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| <p>Course details</p> <p>The Certificate in Creative iMedia is focused on developing skills used in digital media production. These can include digital graphics, web development, video, audio and animation. This is an ideal subject for students who want to develop hands-on proficiency in digital graphics, web design and basic digital game design as well as the core skill of pre-production. Students in Year 9 will develop skills in the core areas of pre-production, digital graphics, web design & coding and basic games development.</p> <p>R081 Pre-production skills – written exam</p> <p>This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. It will help students understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents. Knowledge and understanding gained in this unit will be transferable to the three controlled assessments that constitute the remainder of the course.</p> <p>R082 Creating digital graphics – controlled assessment</p> <p>Students will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. They will develop their skills with a range of graphics software and understand different format requirements for print, web and multimedia. On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.</p> <p>R085 Creating a multipage website – controlled assessment</p> <p>Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms. This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.</p> <p>R092: Developing digital games – controlled assessment</p> <p>This unit will enable learners to understand the basics of creating digital games and their environments. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game. They will be able to plan, create, edit and test the digital game with a client or focus group, identifying any areas for improvement.</p> <p>Key skills and qualities required</p> <ul style="list-style-type: none"> • A good level of confidence as a user of creative computer software • Logical thinking skills • Creativity • Good time management and planning skills |
|--|

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 1 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 3 |
| Practical | | 5 |

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| Notes |
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Dance

| | |
|--------------------------|---|
| Course Organiser | Mrs Perring, 2ic of PE and Dance |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | Assessment takes place via internally marked and externally moderated coursework and a 1 ½ hour written exam. Exam questions are based on students' own practice in performance and choreography and the GCSE Dance set works. Marks are awarded for: <ul style="list-style-type: none"> • Performance- 30% • Choreography – 30% • Appreciation – 40% |
| Special Equipment | Black T-Shirt (plain or the school dance top - £12.10 from Cashier's Office) Black tracksuit bottoms or black leggings Longhill Dance Hoodie optional (£15.60 from the Cashier's Office- please note that no other hoodie or jumper will be allowed) |
| Trips | All students will be given the opportunity to attend a school trip to see a professional dance performance in Brighton. |
| Progression | A Level Dance, Performing Arts BTEC, BA Hons Dance Degree Professional Dancer, Choreographer, Dance Teacher |

Course details

This course allows candidates to develop knowledge of a wide range of Dance based skills including:

- Using movement to express ideas and concepts
- Developing and applying performance skills
- Appreciating professional works
- Exploring contemporary dance techniques.

Candidates will study a range of dance works including those from a professional repertoire, as well as creating dances that are performed and presented to others. It caters for all students who enjoy dancing and performing.

Students are assessed throughout the course in three main areas:

- Performance - the study of technical and expressive dance skills and factors that influence the achievement of high quality dance
- Choreography - the process of creating choreography
- Appreciation - the study of historical and social context of dance and the analysis and interpretation of performance

Key skills and qualities required

- A genuine interest in all types of dance and willingness to learn new styles
- Ability to learn movement in time with music
- Prepared to perform and be videoed in front of others, on your own or in groups.
- Prepared to give time out of school for rehearsing in preparation for examined performances.

Areas are scored 1-5

1 = min 5 = max

| | |
|-----------------------------------|---|
| Group Work | 5 |
| Performing / presenting | 5 |
| Extended reading / writing | 3 |
| Practical | 5 |

Notes

Design & Technology

| | |
|--------------------------|---|
| Course Organiser | Mr C Gibbs - Head of Technology |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 50% Controlled Assessment 50% Exam |
| Special Equipment | Drawing equipment – a full list will be provided at the start of Year 9 |
| Trips | None |
| Progression | A Level Product design, 3D Design degree Careers in design/making, carpentry, Joinery, engineering and model making. |

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| <p>Course details</p> <p>In this GCSE students will use a full range of resistant and compliant materials, such as wood, metal, card, textiles and plastic to design and make one-off prototypes. These prototypes will take influences from design movements and designers and be client focussed. Students are taught skills and knowledge relating to the fabricating, joining and finishing of materials as well as developing their skills of the research and design process. Year 9 will be focused on developing practical skill through broad range of products.</p> <p>Controlled Assessment</p> <p>Students choose from a set a number of tasks and follow the design process to design and make a product. The product will be made full scale and the student can choose to specialise in a material such as wood, metal, plastic, textile (fabric) or choose to combine materials. Students may also include electronics or computer systems.</p> <p>During year 10 the task is completed under controlled conditions and should take approximately 45 hours to complete. This assessed work is worth 50 % of the overall GCSE.</p> <p>Exam</p> <p>The written exam is 2 hours in length and worth 50% of the overall GCSE. Students have to answer all questions but have received pre released materials to set a theme and focus their revision prior to the exam. The Spec has not yet been published, however, previous areas covered in the written exam are;</p> <ul style="list-style-type: none"> • Materials and components. • Design and Market influences. • Sustainability of design. • Processes and manufacturing including joining techniques and systems and control. • Health & Safety. • Designers and 20th Century design movements. <p>Key skills and qualities required</p> <ul style="list-style-type: none"> • An interest in making functional and usable items /products. • A logical and independent approach to solving a wide variety of problems. • Some artistic ability and an ability to visualise 3D items from 2D images. • The ability to pay close attention to detail and to work safely in a workshop environment. |
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| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 2 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 3 |
| Practical | | 5 |

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| <p>Notes</p> <p>This is the Technology option with the highest level of hands on workshop experience.</p> |
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Food Preparation and Nutrition

| | |
|--------------------------|---|
| Course Organiser | Mr C Gibbs |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 50% Controlled Assessment 50% Exam |
| Special Equipment | Ingredients will need to be purchased approximately once a fortnight. |
| Trips | None |
| Progression | Catering/ Catering College, Food Technology A level, Professional Chef. |

Course details

The Governments new Food GCSE will have a greater focus on food science and nutrition with students studying the units below.

Food preparation skills

Food, nutrition and health. Food science. Food safety. Food choice. Food provenance

Food preparation and cooking techniques

Controlled Assessment

Students produce a 1500-2000 words written report with photographs documenting the development of a range of practical dishes.

The task is completed under controlled conditions and should take is worth 50 % of the overall GCSE.

Exam

The written exam is 1.45 hours in length and worth 50% of the overall GCSE. Students have to answer all questions, but have received pre released materials to set a theme and focus their revision prior to the exam. The exam will include several questions with extended writing responses. Areas covered in the written exam are;

- Function of ingredients.
- Design and Market influences.
- The social and moral implications of food.
- Processes and manufacturing of food.
- Health & Safety.

Key skills and qualities required

- An interest in cooking.
- A good grounding in English and written communication for planning and evaluation.
- The ability to work independently.
- The ability to pay close attention to detail and to work safely in a Food Technology environment.

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 2 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 5 |
| Practical | | 3 |

Notes

Although there are practical element students must have good level of literacy and a good level of scientific knowledge.

Geography

| | |
|--------------------------|---|
| Course Organiser | Mrs H Seaby – Head of Geography |
| Awarding Body | WJEC |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 100% Exam |
| Special Equipment | None |
| Trips | Learners will be given the opportunity to develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment (for example a coastal study and an urban study). |
| Progression | A Level and Degree Level studies Environmental work, journalism, teaching, travel, leisure, tourism, architecture, town planning, law, archaeology, engineering, out- door pursuits, graphic design, farming |

The Geography syllabus has an issue-based investigative approach and is taught through 3 main units with human and physical themes.

Component 1: Changing Physical and Human Landscapes

Written examination: 1 hour 30 minutes - 35% of qualification

- Landscapes and Physical Processes
- Rural-urban Links.
- Tectonic Landscapes and Hazards or Coastal Hazards and their Management

Component 2: Environmental and Development Issues

Written examination: 1 hour 30 minutes - 35% of qualification

- Weather, Climate and Ecosystems
- Development and Resource Issues
- Social Development Issues or Environmental Challenges

Component 3: Applied Fieldwork Enquiry

Written examination: 1 hour 30 minutes - 30% of qualification

In contrast to previous years, there is no longer a Controlled Assessment. Instead students will sit an exam which tests their Fieldwork Knowledge. This paper will be divided into 3 sections and students will complete fieldwork activities in preparation.

- Part A - assesses approaches to fieldwork methodology, representation and analysis.
- Part B - assesses how fieldwork enquiry may be used to investigate geography's conceptual frameworks.
- Part C - assesses the application of broad geographical concepts to a wider UK context and the ability to make and justify a decision.

Emphasis is placed on giving students the opportunity to discover how geographical ideas and concepts can be applied to real issues and problems, thus making students realise the relevance of the work they undertake.

Key skills and qualities required

A genuine interest in the world around us in both the physical environment and different countries and cultures

- A basic level of literacy
- IT skills such as the ability to make graphs, spreadsheets and basic word processing
- Willingness to carry out research and relate classroom ideas to events from a local, national and global scale

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 4 |
| Performing / presenting | | 3 |
| Extended reading / writing | | 3 |
| Practical | | 3 |

| Notes |
|-------|
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Health and Social Care

| | |
|--------------------------|--|
| Course Organiser | Ms C Essex |
| Awarding Body | Edexcel |
| Qualification | BTEC First Award |
| Level of Entry | Level 1 and level 2 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 75% Coursework 25% Examination |
| Special Equipment | None |
| Trips | Work experience visits to nurseries and care homes |
| Progression | Level 3 Health and Social care qualifications. Apprenticeships Teaching, medical or social care professions |

Course details

This is a vocationally related course suitable for students with an interest in the Health and Social Care sectors, whether it be health services, young children, vulnerable people or the elderly. Students should be interested in health and personal and social development. The course provides an introduction to some of the key themes within the industry, enabling students to develop and apply their knowledge of the sector while also developing a range of relevant theoretical and practical skills.

The course is divided into 4 units, 1 is assessed by an exam and worth 25%, the other 3 are internally assessed, together worth 75%

Unit 1 (Exam) – Human Lifespan Development (25%)

- Explore human growth and development across life stages
- Investigate factors that affect human growth and development and how they are interrelated.

Unit 2 (Coursework) – Health and Social Care Values (25%)

- Explore the care values that are currently used in health and social care
- Investigate ways of helping individuals who use health and social care services so their needs are met.

Unit 3 (coursework) – Effective Communication in Health and Social Care (25%)

- Investigate different forms of communication and how to communicate effectively in health and social care
- Investigate barriers to communication in health and social care

Unit 4 (coursework) – Promoting Health and Wellbeing (25%)

- Explore the purpose, types and benefits of health promotion
- Investigate how health risks can be addressed through health promotion.

Key skills and qualities required

- An interest in the health and care of people
- The ability to take responsibility for personal learning (although structured guidance will be given)
- The ability to cooperate with others
- A caring and considerate nature

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 2 |
| Performing / presenting | | 2 |
| Extended reading / writing | | 4 |
| Practical | | 3 |

Notes

History

| | |
|--------------------------|---|
| Course Organiser | Mr J Wilson |
| Awarding Body | Edexcel |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 100% Exam. (3 papers in total) |
| Special Equipment | None |
| Trips | The Imperial War Museum, London. Ypres Salient, France and Belgium. |
| Progression | AS/A2 Level and Degree Level Studies. Law, Local Government, Teaching, Museums, Galleries, Journalism, Media, Politics |

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| <p>Course details</p> <p>The History GCSE follows on from the work students have undertaken in Year 8 History lessons. Students will realise how an understanding of the past can help us understand the future. The course develops student's abilities to think independently; to argue from different perspectives; to understand concepts such as bias and reliability; to develop enhanced literacy abilities as well as develop a greater understanding of how our world today is influenced by past events.</p> <p>History can give people skills that many employers want such as research abilities; strong literacy skills; independent thinking and an ability to think critically. As a respected and established highly academic subject it is a useful and often necessary subject for many careers such as Law where the ability to understand multiple viewpoints and reach a judgement upon them, is highly valued.</p> <p>A variety of methods are used throughout the course including fieldwork, source work, role play, visits, the media and ICT. Students are also given the opportunity to visit two museums and a visit to the WW1 Battlefields sites in France and Belgium to enhance their knowledge.</p> <p>Much of the emphasis in this course is placed on written work. Homework is set regularly and forms an essential part of the coursework.</p> <p>Students study <u>4 topics</u> that are examined in <u>3 papers</u> that will be spread over the 3 Year GCSE.</p> <p>Paper 1 - Thematic Study and Historic Environment: Crime and punishment in Britain, c1000-present <i>and</i> Whitechapel, c1870-c1900: crime, policing and the inner city</p> <p>Paper 2 - Period Study American West c.1836-1895 - British Depth Study Anglo Saxon and Norman England c. 1060-1088.</p> <p>Paper 3 - Modern Depth Study Weimar and Nazi Germany, 1918-1939.</p> <p>Key skills and qualities required</p> <ul style="list-style-type: none"> • An interest in and enthusiasm for learning about past events and the world around us (past and present). • Strong Literacy skills – History GCSE is very heavily writing and reading based, so having strong literacy skills is essential to success with the GCSE (the course now awards marks for students having good Spelling, Punctuation and Grammar). • An interest in looking at both sides of an event / story and the ability to form one's own opinion. <p>Please note- History GCSE does not have a Foundation / Lower paper. There is one paper for all students irrespective of ability.</p> |
|--|

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 2 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 5 |
| Practical | | 1 |

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| Notes |
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Horticulture

| | |
|--------------------------|---|
| Course Organiser | Ms F Barton – Head of Horticulture |
| Awarding Body | Edexcel |
| Qualification | BTEC Level 2 Certificate |
| Level of Entry | Level 2 |
| GCSE Equivalent | 9 - 4 |
| Assessment | Evidence Portfolio |
| Special Equipment | Alternative protective clothing for all practical lessons and steel toe-capped boots. |
| Trips | Garden centres, local areas of horticultural interest |
| Progression | Level 2/3 Diplomas and further education in Horticulture Careers in most land-based activities |

Course details

The BTEC Firsts in Horticulture have been developed to provide entry into the plant production and gardening industry.

The school has raised beds where there is also a polytunnel for indoor work. There are large sheds here also to store equipment used by the group. Students must wear alternative protective clothing including steel toe-cap boots. Kit is kept in lockers located in one of the sheds. Students will be expected to contribute to improving the school environment by planting and maintaining planters, borders, the orchard and patio areas.

This course will provide experience and knowledge for those who might follow a career

| | | |
|----------------------------|--------------|--|
| Working in a garden centre | Farming | Working for a Council parks and gardens department |
| Working in a DIY store | Gamekeeping | Small Holding |
| As a gardener | Forestry | Premises management |
| Grounds keeping | Fencing | Hard Landscaping |
| Landscape gardening | Horticulture | |

Lantra, the Sector Skills Council for the environmental and land-based industries, has identified knowledge, understanding and technical skills that employers will need from learners entering the sector in the coming years and these are included in the development of units that make up these qualifications.

The aims of the course are

- To acquire skills in the area of Horticulture to include such skills as growing vegetables, flowers and herbs and to enable independence in the garden
- To understand the whole allotment process
- To give the opportunity of gaining a qualification in a practical based course
- To help students feel a sense of achievement through a subject that does not involve high academic ability
- To encourage students to appreciate the relationship between animal and plant life and to develop a respect for the natural environment

They have to show they have knowledge and understanding and they will have to give evidence of this to demonstrate their competence. Students also have got to show that they can perform tasks practically. These may be assessed through the completion of assignments.

Key skills and qualities required

- A genuine interest in gardening
- Be prepared for physical work outside in all weathers
- Basic literacy skills
- Basic IT skills

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 3 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 1 |
| Practical | | 5 |

Notes

Media Studies

| | |
|--------------------------|--|
| Course Organiser | Mr J Bliss |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 40% Exam 60% Coursework |
| Special Equipment | None |
| Trips | None |
| Progression | Progression to AS and A2 and vocational Media Studies courses are available at 6th form college. Journalism, filmmaking, publishing, advertising and other media-related careers. |

Course details

This course is designed for all students who are interested in the media, which plays an increasingly important role in our society. It involves studying television, film, radio, popular music, newspapers, magazines, comics, and advertising.

The GCSE Media Studies specification is designed to enable students to develop a critical understanding of the mass media. The course aims to give students an understanding of the media industry and its audience, as well as the ways in which issues are represented or misrepresented and how information is shared. Theoretical understanding is closely related to the development of practical skills as students investigate media processes and techniques

- **Coursework 60%**
There are three pieces of coursework. The first two of these will comprise an analytical essay of 750 – 1000 words as well as the research, planning and creation of relevant practical work. These may include the analysis of part of a newspaper or magazine, a DVD or a music video, the trailer for a film, an advertising campaign for a product, the representation of gender or nationality in television advertisements or programmes, the exploration of the techniques used in the promotion of a band, or a storyline for a newly launched comic. The third and most heavily weighted piece of coursework involves the creation of a more fully realised media text that students will construct from scratch and see through to completion. Assignments might include the creation of a music video, stop motion Lego animation, the trailer for a horror film, a cross platform advertising campaign, the production of a magazine or web site or a section from a radio show.
- **Examination 40%**
The tasks will be based on a prescribed topic where students receive materials in advance. Examples of the topics in recent years have included television crime drama, the music press, tabloid newspapers, action adventure films, the marketing of video games, and science-fiction films.

Key skills and qualities required

- A keen interest in the media
- Ability to look at media texts with a critical eye
- Ability to be creative, organised and practical
- A sound level of literacy
- Ability to work in a group and to think independently
- Competent when using IT

| Areas are scored 1-5 | 1 = min | 5 = max |
|-----------------------------------|---------|---------|
| Group work | | 4 |
| Performing / presenting | | 3 |
| Extended reading / writing | | 5 |
| Practical | | 4 |

Notes

Modern Languages - French or Spanish

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|--------------------------|---|
| Course Organiser | Ms P Stallard – Head of Modern Foreign Languages |
| Awarding Body | Edexcel |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 25% Listening 25% Speaking 25% Reading 25% Writing |
| Special Equipment | None |
| Trips | Trips to France and Spain |
| Progression | Progression to AS and A2 available at 6th form college. The E-Bacc qualification requires a modern language at GCSE. Many university courses require Modern Languages. Translating and Interpreting, Travel & Tourism, ICT, Media, Hospitality, Retail, Public Services, Environmental Studies, Banking, Football, Law. |

Course details

The Modern Language courses aim to develop students' ability to understand and communicate effectively in the target language, to encourage students to acquire language-learning skills and to understand language in its cultural context. It also aims to equip students with the necessary qualifications to compete in an increasingly multicultural world where language skills are vital, as numerous professions now require a level of language expertise.

The GCSE course has a strong vocational focus. The content is divided into four broad topic areas which apply across all four skills

- Out and About: visitor information, weather, local amenities, accommodation public transport, directions
- Customer Service and Transaction: cafes and restaurants, shops, dealing with problems
- Personal Information: general interests, leisure activities, family and friends, lifestyles
- Future plans, education and work: basic language of the Internet, simple job advertisements, job application and CV, school and college, work and work experience

The four skills - listening, speaking, reading and writing - are tested in the target language as well as translation skills and a knowledge of the country's culture.

- Unit 1: Listening (25%) - Externally Assessed
This unit draws on vocabulary from across the four common topic areas
- Unit 2: Speaking (25%) - Externally Assessed
This exam will now be taken at the end of Year 11.
- Unit 3: Reading (25%) - Externally Assessed
This unit draws on vocabulary from across the four common topic areas
- Unit 4: Writing (25%) - Externally Assessed
This exam will now be taken at the end of Year 11.

Key skills and qualities required

- A genuine interest in other cultures and languages
- A good memory and a willingness to work hard
- An ability to extract information and meaning from texts and recording
- An interest in developing the language in a work context

Your choice of language should be determined by whether you studied French or Spanish in Y7.

Students will not be allowed to swap languages to study a new language at GCSE

| Areas are scored 1-5 | 1 = min | 5 = max |
|-----------------------------------|---------|---------|
| Group work | | 4 |
| Performing / presenting | | 3 |
| Extended reading / writing | | 4 |
| Practical | | 4 |

| Notes |
|-------|
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Music BTEC

| | |
|--------------------------|---|
| Course Organiser | Mrs J Fenwick |
| Awarding Body | Edexcel |
| Qualification | BTEC First Award |
| Level of Entry | Level 1 or level 2 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 75% Coursework |
| Special Equipment | It would be helpful if students had access to instruments to complete coursework tasks for homework |
| Trips | |
| Progression | Access to Music, courses at BIMM It is less appropriate than GCSE if students wish to study A Level in music Careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills. |

Course details

The BTEC First Award in Music is a brand new qualification for September 2013. It will be equivalent to 1 GCSE.

As with the older BTEC qualification, this is a vocational course which tends to focus on 'real life' musical situations and helps to develop the skills needed to succeed in a Music industry environment.

The course is made up of the four following different units which are each worth 25% of the total qualification.

1. The Music Industry
2. Managing a Music Product (Concert/ CD Production etc)
3. Introducing Music Composition
4. Introducing Music Performance

Unit one focusses on the Music industry as a whole rather than being limited to just performers or DJs. This unit will be assessed by a final 1 Hour exam in the summer of Year 11.

The other units are studied through a range of different projects during the course which will allow students to build a portfolio of evidence to show that they have progressed and reached the required standards in each of the areas needed. This work is marked by teachers at school and then checked by the exam board to make sure that everybody receives the grades that they are entitled to.

During the course, students will learn to work independently in a rehearsal setting to improve their performances. They will also have access to Music technology for composition and other ICT facilities for research into the Music Industry.

All students will need to perform and present to an audience during the course.

Key skills and qualities required

- A keen interest in at least one style of music and a willingness to study new styles of music
- It is a benefit to already be learning a musical instrument, but this is not compulsory
- If students do not wish to play a musical instrument then they must be happy to use music technology fully

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 5 |
| Performing / presenting | | 4 |
| Extended reading / writing | | 3 |
| Practical | | 4 |

Notes

Performing Arts

| | |
|--------------------------|--|
| Course Organiser | Mrs J Fenwick – Head of Performing Arts |
| Awarding Body | Edexcel |
| Qualification | BTEC First Award |
| Level of Entry | Level 2 |
| GCSE Equivalent | 1 GCSE |
| Assessment | Ongoing Coursework and Practical examinations |
| Special Equipment | None |
| Trips | Possible Theatre/Concert trips |
| Progression | AS/A Level in Drama, Vocational A Level in Performing Arts. Careers in the Performing Arts industry, entertainment or any job which involves communication and expressive skills. Also Level 2 Arts qualifications such as GCSE or BTEC. This course is the same course that is offered to students at the prestigious Brit School in London. |

Course details

The BTEC First Award in Performing Arts will help students to develop their performance skills through a variety of different projects. The course is mostly practical and during the two years, students will build up a portfolio of evidence that will be put forward for the final grade.

The course is tailored

Examination

- There is no final exam in this course, but there will be a number of assessed performances.

Coursework

Students have to complete 2 core units:

The core units are

- Individual Showcase- this unit involves students creating an application letter and 2 audition pieces which they will perform on their own to an audience.
- Preparation, Performance and Production- the students will be working in groups to create a piece of Drama for performance. They must organise the performance as an event which they will have complete control of, including advertising, ticket sales and backstage responsibilities.

There is also a specialist unit which will focus on specific performance skills:

- Acting Skills- They will be taught how to use their vocal and movement skills and showcase these in performance.

Key skills and qualities required

- An interest in at least one area of the Performing Arts
- Be able to confidently perform a solo piece in front of an audience
- Being willing to work as a team/ group
- Being open to new ideas

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 3 |
| Performing / presenting | | 3 |
| Extended reading / writing | | 2 |
| Practical | | 4 |

Notes

PE GCSE

| | |
|--------------------------|---|
| Course Organiser | Mr C Fallick – Head of Physical Education |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | 1 GCSE |
| Assessment | 60% Examination 30% Practical Assessment 10% Controlled Assessment |
| Special Equipment | PE Kit – Should be playing sport outside of school. |
| Trips | Sussex schools football tournament |
| Progression | AS/A2 Level PE, Sport courses run by colleges, BTEC & NVQ level 3 - Physiotherapy and Biology Careers in the Sports and Leisure Industry |

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|--|------------------------------|---|---|
| Course details | | | |
| This GCSE course is open to all students, but individuals may be required to discuss with PE staff their reasons for selecting GCSE Physical Education as one of their options. Students will be assessed through 2 written examinations focusing on components 1 & 2. They account for 60% of the total marks available. | | | |
| Components 1 & 2 include the following areas of study: | | | |
| <input type="checkbox"/> Anatomy & Physiology <input type="checkbox"/> Physical training <input type="checkbox"/> Health, fitness & well-being <input type="checkbox"/> Sport psychology | | | |
| Practical Skills Examination | | | |
| Students are assessed in 3 practical activities from a set list. This accounts for 30% of the total marks. They must include a team activity, an individual activity and the third activity from either group. | | | |
| Team Activities | | Individual Activities | |
| Association football | Cricket Field hockey Netball | Rugby union Table tennis (doubles) | Tennis (doubles) Volleyball |
| Badminton (doubles) | | Boxing Athletics (one event) | Dance Golf Gymnastics |
| Basketball | | Equestrian Skiing/Snowboarding Swimming | Table Tennis (singles) Tennis (singles) |
| | | Badminton (singles) | |
| It will not be possible to run all the activities listed above. The activities covered will depend upon the group and staffing. Students will be required to produce a piece of coursework which requires them to apply their understanding of principles and methods of training. This accounts for 10% of the total mark | | | |
| Key skills and qualities required | | | |
| <ul style="list-style-type: none"> • Have an excellent record of attendance and participation. • Show positive commitment and always work to the best of your ability. • Participate fully in the extra-curricular programme. • Demonstrate a good level of written communication. • Study Science at GCSE level. • Have a passion for sport and physical activity | | | |

| | |
|-----------------------------------|------------------------|
| Areas are scored 1-5 | 1 = min 5 = max |
| Group work | 2 |
| Performing / presenting | 5 |
| Extended reading / writing | 4 |
| Practical | 5 |

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| Notes |
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PSHE

| | |
|-------------------------|---|
| Course Organiser | Mr Garling |
| Assessment | Unlike other subjects there are no exams in PSHE or end of key stage attainment targets. The subject does have a content base which is listed below, but emphasis is placed on developing personal qualities, self-awareness, attitudes and values and analytical skills. PSHE is taught by a dedicated team of experienced teachers. |

Aims & Objectives:

Personal, Social and Health Education (PSHE) promotes pupils' personal, social & emotional development, as well as their health and well being. PSHE provides the knowledge, skills & attributes students need to lead a healthy, safe, responsible & fulfilled lives.

Course Details:

Domestic abuse and Healthy relationships

Careers

- The Year Ahead
- Personal Skills and Qualities
- Job Skills and Qualities (choice of 2 lessons here –see lesson plans)
- Pathways – application forms to colleges/apprenticeships
- Work Life Balance

Sex and Relationships

- Consent
- Contraception recap
- STI recap
- Access to services
- Chlamydia screening
- Testicle/cancer
- Condom demonstration
- Relationships
- Pregnancy testing
- Abortion
- Parenting

Drugs

- Groupings of drugs – Stimulants/depressants/ hallucinogens, classes, medicinal/recreational
- Alcohol
- Tobacco
- Ecstasy
- Ketamine
- Novel psychoactive substances (legal highs)
- Polydrug use

Sport BTEC

| | |
|--------------------------|---|
| Course Organiser | Mr C Fallick – Head of Head of Physical Education |
| Awarding Body | Edexcel |
| Qualification | BTEC First Award |
| Level of Entry | Level 2 (9 - 4) |
| GCSE Equivalent | 1 GCSE |
| Assessment | 75% Coursework 25% Online examination |
| Special Equipment | None |
| Trips | None |
| Progression | AS/A2 PE, BTEC Level 3 Sport BTEC Careers in the Sports & Leisure Industry |

Course details

The BTEC in Sport has a particular vocational focus. It is a nationally accredited course where students follow core modules in sport, covering a range of topics from the sporting industry, to topics on sporting roles and responsibilities. They also work on further modules that are offered as choices to them to complete the course

There is now an external exam worth 25% at the end of the course; the whole award is based around completing coursework and participating in, playing and performing in a range of sports.

BTEC grades are different to GCSE; if you pass you can be awarded three possible marks, a pass, a merit or a distinction. Students must gain marks in every module to pass the course

The main difference between BTEC and GCSE PE is that GCSE PE is aimed at more academic students who work well in sporting situations as well as the classroom environment. The BTEC focuses on the practical side of sport and is aimed at pupils who work more effectively outside the classroom. However, there is classroom-based work to be completed and it is a large commitment and requires continuous hard work

Key skills and qualities required

- The ability to demonstrate skills, techniques and tactics within a range of sports
- Have a genuine interest in a range of sports
- Have basic skills in literacy, numeracy and ICT
- A willingness to coach/teach others in selected sports
- Be prepared to work hard on research projects
- Be prepared to work physically hard

| | |
|-----------------------------------|------------------------|
| Areas are scored 1-5 | 1 = min 5 = max |
| Group work | 2 |
| Performing / presenting | 1 |
| Extended reading / writing | 4 |
| Practical | 5 |

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| Notes |
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Triple Science

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|--------------------------|--|
| Course Organiser | Mr P Doe – Head of Science |
| Awarding Body | AQA |
| Qualification | GCSE |
| Level of Entry | 9 - 1 |
| GCSE Equivalent | GCSE Biology, GCSE Physics, GCSE Chemistry (3xGCSE) |
| Assessment | 100% Exam |
| Special Equipment | None |
| Trips | None |
| Progression | A level Biology, Chemistry, Physics, Geology, Human Biology, Applied Science |

Course details

Triple science combines an option block with the science from core subjects to allow students to study a full GCSE in Biology, Chemistry and Physics.

It is for people who enjoy understanding science and expect to study it at college or anyone who wants to follow a science based career such as engineering, medicine or become a vet.

If you have you ever wondered what caused the big bang, why the moon doesn't crash into the earth, why there are only 109 elements, what atoms are made of, how life evolved, how medicines are discovered and tested or what $E=mc^2$ really means, then Triple science might be the course for you. You will study some of the most interesting and strange questions that have puzzled scientists for hundreds of years.

You will have 3 separate teachers for science and you will have to work hard but you will be in a class who all really want to learn about science. You will have to do extensive revision at home to do well in this course.

Practical Work

There are 28 practical tasks that will be assessed in the exam. You will need to carry out these experiments, keep a record of your results and explain what these results show.

Exam

In year 11 you will take 6 exams.

Key skills and qualities required

- An interest and enthusiasm in science
- A creative approach to problem solving
- An imagination that can picture invisible phenomenon
- A reasonable mathematical ability
- An ability to study independently
- A good memory of key facts
- An ability to plan a logical sequence

| Areas are scored 1-5 | 1 = min | 5 = max |
|----------------------------|---------|---------|
| Group work | | 2 |
| Performing / presenting | | 1 |
| Extended reading / writing | | 4 |
| Practical | | 4 |

Notes