

# Fulford School

## KEY STAGE 4 SUBJECT CHOICES



**2022-24**

## INTRODUCTION

This booklet is to help you, together with your parents and teachers, to plan your courses for the next important stage in your education. Please read it carefully and discuss it with your parents at home. In school, your subject teachers will advise you and there will be a programme of careers advice to support you in this process. Some of the courses are new to you. You will be given more information about these during form time, Personal Development lessons and assemblies. Your Form Tutor will also give you the chance to discuss your choices. It is very important that you find out all you need to know before you make your final choice.

## KEY DATES

Monday 13 <sup>th</sup> December - Friday 14 <sup>th</sup> January	Careers and options advice programme run through PD lessons
w/c Monday 17 <sup>th</sup> January	Year 9 Options Assembly Year 9 Information Evening Year 9 Taster Lessons delivered within usual lessons
Friday 21 <sup>st</sup> January	Year 9 mid-year report sent home
Wednesday 2 <sup>nd</sup> February	Year 9 parents' evening (H half)
Monday 7 <sup>th</sup> February	Year 9 parents' evening (E half)
Wednesday 9 <sup>th</sup> February	Year 9 free choice options forms home
By Friday 18 <sup>th</sup> February	Year 9 free choice options forms returned
Wednesday 2 <sup>nd</sup> March	Year 9 final options forms home – blocked
Wednesday 9 <sup>th</sup> March	Year 9 final options form returned

If at any point you or your parents wish to discuss your option choices with Mr Gatenby (Head of Year) or Mr Rosie (Associate Headteacher), please do not hesitate to get in contact.

## COURSE CONTENT AND ASSESSMENT

The information in this booklet is correct at the time of printing.

## AVAILABILITY OF CHOSEN COURSES

We try very hard to accommodate every student's choice of subjects. **We can, however, only run a course if there is funding, there are places available, there is sufficient demand and we have the resources to sustain these choices.**

## KEY STAGE 4 CURRICULUM YEAR 10 2022-23

<b>CORE CURRICULUM : All students must study these subjects at Key Stage 4</b>	
English Language	Physical Education
English Literature	Personal Development
Mathematics	Religious Education (short course half GCSE)
Science	

**OPTION SUBJECTS: Students must choose four of these**

Students should choose at least **two** of Geography, History, French or Spanish  
We **strongly recommend** that you take **at least one Modern Foreign Language** (French or Spanish) and **at least one Humanity** (Geography or History).  
Students can choose to study the Full Course RE as one of their option choices. If they choose this option this replaces the short course RE qualification.

### SUBJECT CHOICES

**THE TABLE ON PAGE 5 IS FOR YOUR REFERENCE. YOU WILL BE GIVEN A SEPARATE COPY OF THE TABLE BY YOUR FORM TUTOR ON WEDNESDAY 9<sup>TH</sup> FEBRUARY, ON WHICH YOU WILL BE ASKED TO COMPLETE YOUR "FREE CHOICE" OPTIONS.**

#### **Guidance Notes:**

1. In order to maintain breadth and balance, we **very strongly recommend** that students take **at least one Modern Foreign Language** (French or Spanish) and **at least one Humanity** (Geography or History). Please note that a small number of the top universities currently have a language GCSE as an entrance requirement and this may become more widespread in future years.
2. You may choose **only one DT subject**. Please note that due to limits on group size in DT there may be limited capacity in these subject areas.
3. If you wish to do so, you **can** choose both French and Spanish.
4. You should **not** choose both GCSE Business and Enterprise BTEC (Level 2).
5. You should **not** choose both GCSE Physical Education and Sport (Level 2).
6. If there is a chance that you might wish to study a subject at A-Level then you should choose it for GCSE.
7. Discuss your choices fully with your parents, subject teachers, Form Tutor, Head of Year or senior staff. Think carefully about your options because they may have an important bearing on future career choices you will make at 16 and beyond. **Not** choosing certain subjects at this stage may have a serious effect on later university or career choices.
8. Think about what would be your reserve subject if you were unable to take one of your four main options. If there are problems with any of your choices you may be asked about your reserve subject but you **do not** need to put it on your form.
9. We try very hard to accommodate every student's choice of subjects. However, we can run a course only if there is sufficient demand from students, if there are places available and if we have the resources to support the group. If there is a problem with one of your choices we will discuss other options with you.

10. Please note that we will use the “free choice” draft options in order to create four timetable blocks which allow the greatest possible number of students to choose their first choice combination of subjects (see Key Dates on page 2).

## **QUALIFICATIONS AVAILABLE**

### **GCSE: The General Certificate of Secondary Education:**

In most subjects you follow a GCSE syllabus. All of your GCSE subjects will be graded on a grade 9-1 scale. Some of the GCSE courses contain a coursework element called NEA (Non examined assessment).

### **Level 2 Qualifications in Creative IMedia, Enterprise, Health & Social Care, Sport and Engineering:**

These courses are the equivalent of a GCSE course and are assessed through grades ranging from Distinction\* (currently equivalent to 8/9 at GCSE) through to Pass (currently equivalent to 4/5 at GCSE). These courses are assessed through a combination of coursework and examinations.

### **Level 1 Certificate in WorkSkills (Taught as Part of the Foundation Learning Programme Option):**

The outcomes in this course are broadly the equivalent to current grade 3 to 1 at GCSE.

Further details on all the courses we offer in Year 10 are included later in this booklet.



Surname \_\_\_\_\_ Forename \_\_\_\_\_ Form \_\_\_\_\_

These are just preliminary choices but we will use this information to build the timetable blocks from which you will be asked to make your firm choices in March.

**Option Subjects**

- **Pick 4 subjects in total.**
- We **very strongly recommend** that you take **at least one Modern Foreign Language** (French or Spanish) and **at least one Humanity** (Geography or History). Please indicate your preferred choice for these below.
- **Do not** pick more than one DT subject.
- **Do not** pick both GCSE Business and Enterprise (Level 2)
- **Do not** pick both GCSE Physical Education and Sport (Level 2)

Course	Pick one of these
French	
Spanish	

Course	Pick one of these
Geography	
History	

Course	Pick from these for your remaining choices
Art and Design	
Business	
Design Technology Subjects (Choose no more than one):	
1. Graphic Products	
2. Resistant Materials	
3. Textile Technology	
Computer Science	
Creative iMedia (Level 2)	
Drama	
Engineering (Level 2)	
Enterprise (Level 2)	
French	
Food Preparation and Nutrition	
Geography	
Health & Social Care (Level 2)	
History	
Music	
Physical Education	
RE - Full Course	
Spanish	
Sport (Level 2)	
Foundation Learning Programme (Level 1)	



## **ART & DESIGN GCSE**

**Mr T Rigg**

### **Aims**

Creative industries make up a huge percentage of the actual jobs available in the UK today. Art GCSE is relevant to a broad range of career paths and could be the first step towards working in the creative sector. Whether you are interested in being an architect, interior designer, artist, gallery curator, set designer, working in advertising or web design Art GCSE can boost a variety of skills that are highly attractive to employers. Even if you plan a different career path, people who think creatively are in high demand in all employment sectors.

We will train your artistic skills and help you to develop your own personal style. We aim to inspire you with exciting contemporary artists and craftspeople and have developed themes and projects to work from that provide great starting points for you to develop your own work. You will learn skills in photography, stencil, lino print, mono print, painting, drawing and sketchbook production, all skills which are relevant to the modern and evolving creative world.

### **Type of Work**

GCSE Art and Design provides a unique working environment, which is thoroughly appreciated by the students who take the subject. The course covers a range of activities, media, techniques and in-depth assignments. You will have the opportunity to experiment with different media in order to explore your strengths and preferences. The main aim is to develop your own personal ideas and to refine your art and design skills, in order to build a comprehensive portfolio of work for your GCSE qualification. We will guide you through the assessment objectives and requirements very closely at first, but will expect you to become increasingly independent and follow your own ideas as the course progresses. In addition to your timetabled lessons, students are welcome to use the art rooms most lunchtimes and some sessions after school.

### **How will I be Assessed?**

The course is divided into two components;

**Component One:** The Personal Portfolio (coursework) is worth 60% of the GCSE. Students work from the induction starting point of 'Natural Forms' in Year 10 and learn skills in Lino printing, stencilling, drawing, painting, mono printing, photography, research skills and annotation skills. Towards the end of Year 10 and into Year 11 students complete their 'Major Project' putting into practise the skills they have learnt in a personalised and independent way. These broad themes provide starting points which can be developed and personalised as students' work progresses. Work from all these projects can be submitted for GCSE accreditation at the end of Year 11 but we are selective in our submissions to showcase the student's best work.

**Component Two:** The Externally Set Assignment is worth 40%. The theme is externally set by the exam board and is always very broad and open to wide interpretation. You will have 12 weeks of preparation time to produce a sketchbook of supporting work and then you will then have a total of 10 hours (over 2 days and subsequent lesson time) to complete the final piece(s), in controlled conditions. There is no written exam in this subject.

Your KS3 work will provide you with an excellent foundation for GCSE Art. You do not have to be sensational at drawing to succeed on this course; being creative and enjoying the processes we teach will enable you to achieve. Whether you like drawing, painting, sculpting or printing you can further your skills here. Keep an open mind, be willing to experiment, take advice, work hard and be ambitious.



## **BUSINESS GCSE**

**Mr G Maloy**

### **What is GCSE Business?**

GCSE Business is a qualification that allows you to study a new and interesting subject, developing a broad understanding of how successful businesses operate in an increasingly competitive and globalised world. Of particular importance is gaining an appreciation of how organisations continually adapt and respond to an ever changing and dynamic business environment in order to continually flourish. As well as the study of the main functional areas of marketing, operations, human resources and finance, the increasingly important role of technology and business ethics is also covered. A large proportion of GCSE students go on to study Business at A Level and university and this course gives an excellent foundation to study the subject to a higher level.

### **Aims**

The aim of the course is to develop your understanding of how real life businesses operate. This will include learning about:

- The skills needed to set up a business – e.g. enterprise and people management skills.
- How entrepreneurs identify a business opportunity, through the development of the necessary marketing and financial skills required to start up a business. Many of the themes touched on the TV programme 'Dragons' Den' are covered.
- How businesses expand and put in place the strategies needed to operate successfully – e.g. the motivation of staff so a business can achieve its objectives.
- How businesses are affected by factors out of their immediate control and how they react to changes such as competition, new government policies and globalisation. Contemporary issues such as the rise of ethical behaviour are also covered. For example, would you stop buying a product if you knew it had been produced by child labour in the Far East?

### **Type of Work**

As this is a brand new subject, the course will initially build on the general knowledge of business you may already have. Examples include how businesses market their products including the use of brand names and social media to raise awareness of a business with the ultimate aim of increasing sales. There are a variety of ways in which you will learn. There will be written work in class, but you may be asked to work as part of a team to research ideas and present them to others in class. There will also be opportunities to visit businesses, and guest speakers will be invited into the school.

### **How will I be Assessed?**

Emphasis is placed on the development of examination skills. As well as testing knowledge of the curriculum, students will be expected to be able to apply this knowledge to case study material as well as being able to discuss the pros and cons of business behaviour. Development of discussion and evaluative skills where you have justify answers is a major part of the course.

There are two written exams that are taken at the end of Year 11:

Paper 1	Influences of operations and HRM (Human Resource Management) on business activity	<ul style="list-style-type: none"> <li>• 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of the GCSE</li> </ul>
Unit 2	Influences of marketing and finance on business activity	<ul style="list-style-type: none"> <li>• 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of the GCSE</li> </ul>

For each paper, the following question structure applies:

- Section A has multiple choice questions and short answer questions worth 20 marks
- Section B has one case study/data response stimuli with questions worth approximately 35 marks
- Section C has one case study/data response stimuli with questions worth approximately 35 marks



## COMPUTER SCIENCE GCSE

**Mr P Dring**

After Maths and English, Computer Science is the subject that is most highly recommended to open up the widest choice of careers / further study. Computer Science enables you to excel at problem solving and analytical thinking as well as writing, debugging and testing code. There is currently a significant shortage of men and women with computer science skills in the UK. This skills shortage is predicted to increase by the time you will leave school, so there has never been a better time to study computer science.

Computer Science does not include any graphic design, production or multimedia skills: that is all in Creative iMedia. For example, someone interested in game design may choose iMedia to learn how to create the sound and graphics for a game alongside Computer Science to learn how to write the code that makes it all work.

### Aims

The science of computing is at the heart of industry, jobs, entertainment and nearly everything that touches our lives. The aim of this course is to give students an in-depth understanding of how computer technology works and a look at what goes on “behind the screens”. As part of this, students will learn how to write, run, debug and test Python code yet the course will primarily help learners develop critical thinking and analytical problem solving skills. The importance of computing in our lives cannot be understated and the study of computer science empowers you to create the technology of the future rather than just use it like everyone else.

The course is intended for students who are looking for more depth of understanding than just using office software tools and is a key stepping stone towards a career in Science, Technology Engineering or Maths as well as the creative technology industries or a future in business.

## Types of Work

Computing aims to encourage you to be inspired, motivated and challenged. This GCSE should enable you to:

- Develop confidence designing, programming, debugging and testing code to solve a problem.
- Develop your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply knowledge, technical skills and understanding of the use of algorithms in computer programs to solve problems.
- Use your knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about its use, and aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and understanding of computing in a range of contexts.
- Evaluate the effectiveness of computer programs / solutions and the impact of and issues related to the use of computer technology in society.

Computing is an analytical subject and enjoyed by logical thinkers and students confident in Maths. It is not just for computer fans, it is an EBacc subject, a science and encourages creativity and problem solving skills which will be beneficial throughout your life. Computer Science is not an easy option but the resilience and hard work that it requires make it hugely satisfying as you learn how to apply your software development skills with increasing levels of expertise and confidence. Students who enjoy solving problems and understanding how technology works will love this course.

## How will I be assessed?

The assessment for this course is 50% written exam (theory) and 50% on screen exam (Python programming)



## CREATIVE iMEDIA (LEVEL 2)

Mr P Dring

Creative iMedia is about understanding how to use digital technology to create media products that look and sound amazing. Virtually every job you will apply for will want you to have skills using computer systems to create high quality digital media. If you enjoy creating multimedia content (videos, graphics, desktop publishing, animations) then this is the right course for you.

Studying a computing qualification is a helpful part of a balanced education, since computing provides core skills that help in most other subjects. Creative iMedia equips you to design, create, publish and evaluate multimedia solutions in a fun, engaging and hands-on way. It is a creative, artistic subject where you will develop skills through multiple large ongoing coursework projects. Creative iMedia does not contain any programming, software development or understanding of how computers work: that is all in Computer Science.

## **Aims**

The aim of this course is to develop relevant workplace skills and techniques in the specific area of creating media content. This is a practical course, which aims to reflect the demands of industry. It is designed very much to be learner led and to encourage your creativity.

This course will build your practical skills in areas such as digital graphics, comic book design, and multimedia. You will get the opportunity to learn how to use professional, industry standard software, such as Photoshop.

The course is intended for pupils who are passionate about creative media, and is an ideal companion or alternative to traditional artistic subjects. You will learn how ideas are turned into plans and then developed into professional quality media products. Attitude and effort are far more important to success than previous understanding or ability.

## **Types of Work**

The aim of the course is that, where possible, you will learn in a hands-on way. All of your iMedia lessons will take place in a computer room and you will have access to digital cameras scanners, microphones and other equipment when the course requires them.

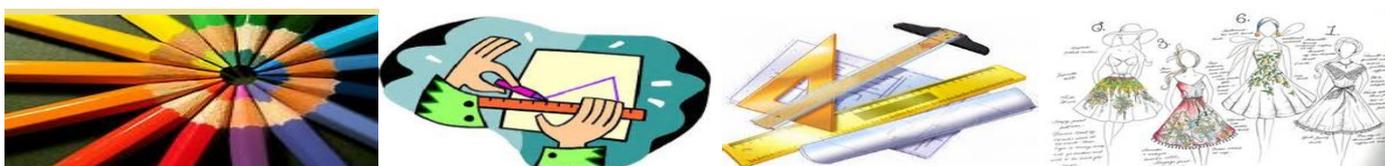
You will spend some of your time learning relevant theoretical knowledge that will help you in your work. For example: looking at how cameras work, understanding design concepts, learning about graphics files and exploring the rules of photography. You will then be able to put the theory into practice with practical projects such as creating a comic book, a DVD cover and 2d / 3d character design.

Students should be aware of the continuous coursework nature of this subject and the long term motivation and organisation that is necessary to meet the frequent deadlines and ultimately gain success.

## **How will I be assessed?**

The assessment of this course will consist of a written exam and three coursework projects. The coursework is based around client briefs and is intended to reflect the professional design process, from initial plans through to a review of the work completed.

Students who are full of creative ideas and want to be able to turn them into professional quality media products will love this course.



## **DESIGN AND TECHNOLOGY GCSE**

**Mr D Allen**

The Design and Technology course is truly a subject for the modern world. With the media informing us that there is a 'skills gap' in the job market for problem solving and creative thinkers, you will have the opportunity to prepare yourself to fill this gap. Good design has the ability to change the world and you can be part of that process. As a student you will develop your skills as innovative, creative designers with an awareness of new and emerging technologies.

You will need to have resilience and a creative mind set to iteratively identify and develop unique solutions to real life problems and to apply technical knowledge in your understanding of how products are created and the associated industrial, environmental and moral issues related to them.

Creative industries are a major element of the UK economy and design technology courses are recognised as a route into this important field. For students wishing to progress into an engineering discipline at a higher academic level we are affiliated with the Arkwright scholarship scheme where annually, if selected, students are offered sponsorship while studying at A level and beyond.

Once you have successfully completed the GCSE you have the option to progress your studies in both DT Product Design and Fashion & Textiles at A level. Students in the past have then gone on to study a creative/engineering-based courses at a higher level. Alternatively, students have progressed into an apprenticeship role.

Coursework can be specialised depending on your individual preferences. These are categorised as:

### **Graphics**

Design and Technology with a **Graphics** specialism focuses essentially upon design, modelling and prototype production through a wide range of mixed media. Through digital and practical methods, students are taught to communicate their ideas through a range of drawing styles used in industry. Students who have previously specialised in Graphics have moved into a variety of career paths, including; Graphic Design, Animation, Architecture, Interior Design, Engineering, Product Design, Digital Web Design, Advertising, Marketing and Corporate Branding.

The course encourages students to become proficient at communicating original concepts. They also develop the skill of critically and creatively analysing the work of others and recognising teamwork as an essential tool to product development in a global economy. Potential projects include merchandising for such as film and retail, modelling for packaging, paper engineering, interior design, site plan study and corporate identity and branding.

Students are taught the art of virtual prototyping on software packages like Photoshop, Illustrator and Google sketch-up and practical modelling using CNC machines such as the laser cutter and 3D printer. They develop an understanding of how typography and language can persuade, promote and inspire as well as and how resources are used wisely and how environmental considerations can impact global issues.

### **Resistant Materials**

Design and Technology with a **Resistant Materials** specialism focuses on learning how to design and make products from more resistant materials such as wood, polymers and metals. You will investigate how and why different products are made to be useful or desirable objects for different groups of people. Through this understanding you will learn to develop your own products, practising existing skills and developing new abilities. You will develop designing skills in using 2D and 3D computer modelling software (such as 2D Design, Google Sketchup and Autodesk fusion 360) to create prototypes and final outcomes as well as developing a range of different drawing styles.

Potential projects include aluminium casting which involves students having to make their own 'pattern' to then cast from and using the laser cutter to develop slot together projects with the potential to make them marketable.

Students who have previously specialised in Resistant Materials have moved into a variety of career paths including A Levels in Product Design, leading to a variety of courses such as engineering, design, and architecture as well as students who have taken on practical-based apprenticeships such as joinery.

### **Textiles**

Design and Technology with a **Textiles** specialism is an exciting course for creative and innovative individuals or students wanting to build and develop these skills. We offer the opportunity to learn and apply a wide range of decorative techniques such as dyeing, printing, batik, applique, felt making, and free machine embroidery. Students work with a variety of fabrics whilst learning fabric manipulation and construction techniques. Throughout the course, pupils build upon their skills by accessing a range of technology within the department; this includes the sewing machines, the laser cutter, the overlocker and the CAD CAM

machines. During the course you will have the opportunity to design and make a range of different fashion and textile products and will learn how to design in a variety of media. Communication of designs and fashion illustration techniques are intended to support students' personal styles; working to their individual strengths and ideas.

The first year is very experimental and we encourage you to combine decorative techniques in a supportive environment. Practical activities are linked to the theoretical aspect of the course where you will also learn about fashion history, design movements; looking at the products of designers past and present, manufacturing processes, retail company profiles and environmental issues. There is also an opportunity for a research trip to London visiting current fashion exhibitions. Past exhibitions include Mary Quant, Dior and Liberty for retail research.

Students who have previously specialised in Textiles have become fashion designers, studied costume design, or moved into fashion advertising, marketing, buying, merchandising or apprenticeships. Other destinations could be performance sportswear, technical textiles, interior design, fashion photography and fashion journalism. Careers in this field often lead to research trips abroad. This is an ideal subject to study alongside Business Studies, Art, Science, Maths and English.

### **How will I be Assessed?**

- 50% exam - This is an examined unit which covers all of the knowledge of Design and Technology developed over the 2 years of study.
- 50% NEA Coursework project based on a context set by the examination board.

Any of the three courses would suit students who are keen to design original concepts and who enjoy designing and making prototypes in response to issues, needs, problems and opportunities and are interested in new technologies and work alongside professionals able to encourage them to realise their ideas.



### **DRAMA GCSE**

**Mrs C Windrum**

Do you like learning actively? Do you enjoy working with others? Do you want to develop your ability to communicate, interpret and evaluate? If the answer is yes then this varied course is for you!

In this subject, students develop critical thinking skills and become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, GCSE Drama provides a solid foundation for further Drama studies and work in the creative industries, developing interpersonal skills and students' abilities to present themselves well. Universities and employers really value confident students who are able to work with a range of people and take a lead on tasks. Even if you are not wanting to pursue a career in the Arts, Drama GCSE is invaluable as you will develop transferable skills that will benefit you in school and beyond.

### **Aims**

The course aims to encourage and develop your ability to work imaginatively and creatively, to co-operate with others and to communicate effectively. You will be inspired to develop your interest in and your understanding of Drama and Theatre. The course seeks to help you become more aware of yourself, and be more sensitive and responsive to others through practical and creative activities.

## **Type of Work**

Throughout the course you will take part in a wide range of practical Drama activities including improvisation, scripted work, and devised work, as well as working as a director and a designer.

You will also have the opportunity to explore:

- Knowledge and understanding of style, genre and social context
- Performance techniques – interpretation, improvisation, voice, physicality, stage relationships with others
- Design skills – interpretation, visual and design impacts and the use of scenic devices
- Technical abilities – lighting, sound, technology and appropriate equipment
- Collaboration and communication skills to develop enquiring and reflective minds
- Independent thinking and working.

You will be asked to analyse and review your own Drama work, as well as that of others, in discussion and in writing. In order to get the best out of the course you should enjoy working with others in a co-operative, positive way, and should be prepared to approach new ideas with an open mind. If you enjoy Drama lessons at present, that is a good start. It is a good choice for anyone who enjoys a mixture of practical and theoretical work.

## **How will I be Assessed?**

### **Component One:**

Understanding Drama Written exam: 1 hour and 45 minutes (40% of GCSE)

### **What is assessed:**

Knowledge and understanding of drama and theatre

Study of one set play

Analysis and evaluation of the work of live theatre makers by reviewing a live performance you have seen

### **How it is assessed:**

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play chosen (46 marks)

Section C: one question (from a choice) on the work of theatre makers in a single live theatre production you have seen (30 marks)

### **Component Two:**

Devising drama (Practical, 40% of GCSE)

This component is marked by teachers and moderated by AQA

### **What is assessed:**

Process of creating drama

Performance of devised drama (students may contribute as performer or designer)

Analysis and evaluation of own work in a devising log

### **How it is assessed:**

Devising log (60 marks)

Devised performance (20 marks)

### **Component Three:**

Texts in Practice (Practical, 20% of GCSE)

This component is marked by AQA

**What is assessed:**

Performance of two extracts from one play (students may contribute as performer or designer)

**How it is assessed:**

Performance of extract 1 and 2 (both worth 20 marks)

**What Must I be Prepared to do for this Course?**

- Perform in front of an audience
- Work with different people
- Attend Theatre trips after school
- Be able to work independently and in a group

**ENGINEERING (LEVEL 2)****Mr D Allen**

This engineering course has been designed to give learners the opportunity to gain a broad understanding and knowledge of the engineering sector. The core units establish and build the essential knowledge and practical skills that are valued in the engineering sector.

**What Will I Study?**

You will explore a range of engineering sectors, the role of design in engineering and how these integrate together to solve real-life problems. Through product investigations you will explore the types of materials, components and processes used to make products including practical activities in reproducing and testing products. Similar to the GCSE in DT you will need to develop your design skills in responding to a brief based on real life problems which will require you to develop an engineering-based product.

**How will I be Assessed?**

Components 1 and 2 are equally weighted and total 60% of this course. These units are project based and require students to be highly organised and self-motivated. There will be projects to complete throughout the course that require students to work independently to research, record and reflect before reporting their findings.

Component 3 (the remaining 40%) is an externally assessed written exam where you will need to respond to a brief analysing and developing a proposal for a prototype product.

Final grading for this level 2 BTEC will range in four tiers from Pass to Distinction\*

Achievement at Level 2 provides a suitable foundation for further study within the sector at Level 3 including A level Design and Technology-Product Design or progression onto an apprenticeship.

**How Will it Help me in the Future?**

Engineering generates more than 27% of the UK's GDP and supports a total of 14.5 million jobs (approximately 55% of the UK workforce – Engineering UK) within its many varied sectors. Employers value

employees who are able to communicate effectively both verbally and using electronic communication methods. This qualification provides opportunities for learners to develop their communication skills as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.

Throughout this course learners will develop a range of skills, including research and independent-learning skills, communication and teamwork skills and presentation skills.



## **ENTERPRISE (LEVEL 2)**

**Mr G Maloy**

### **What is BTEC Tech award in Enterprise?**

The BTEC Tech Award in Enterprise is a qualification that encourages you to develop the practical skills that will be of great benefit in the world of work. You will be asked to develop and implement many of the vital entrepreneurial strategies that would enable you to set up and ultimately run a successful business in the future. Planning, marketing and financial skills are all covered to allow you to gain a broad understanding of the way business enterprises operate in the modern world.

### **Aims**

The aim of the course is to encourage you to develop practical skills such as market research, planning, promotional and financial skills that will be of use when you enter the world of work or run your own business. Rather than simply learning about topics in the classroom, the emphasis will also be on developing the skills that will allow you to be successful in the world of enterprise. You would be expected to:

- Develop key skills that provide aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communicating and problem solving
- Gain knowledge that underpins the effective use of skills such as the features and characteristics of enterprise and entrepreneurs and the internal and external factors that can affect the performance of enterprise
- Develop attitudes and ways of working that are considered most important for enterprise including monitoring and reflecting on performance of an enterprise idea and use of own skills

### **Type of Work**

There are two coursework components and one external test component. The coursework components are each worth 30% of total marks and the examined component 40%. In your coursework, you will learn the theory of enterprise, and then be asked to apply your knowledge. The first component of work involves the investigation of a range of local business enterprises where you will be finding out about the skills and qualities that are required to run a successful business and the factors that can affect its success. The second follows on from this and centres on you selecting a business idea you feel would be successful in the local area and justifying why it would work, through, for example, the market research information and costings you have found. The last component is a 2 hour examination, centred on a case study with a number of questions set that test your understanding of the promotional and financial skills required to run an enterprise. This examination can be retaken once if required.

Component	Description of assessment
<b>1 Exploring Enterprises</b>	<b>30% of total marks: Coursework</b>
<b>2 Planning for &amp; Pitching and Enterprise Activity</b>	<b>30% of total marks: Coursework</b>
<b>3 Promotion and Finance for Business</b>	<b>40% of total marks: Externally set 2 hour examination – can be retaken once only</b>

### **Assessment**

60% of total marks are gained via coursework components and 40% through the external test. Awarded grades range from Level 1 pass to Level 2 Distinction\* and are dependent on the grades you have been awarded throughout the course.



### **FOOD PREPARATION AND NUTRITION GCSE**

**Mr D Allen**

This is an exciting and practical-based course for those who enjoy a 'hands on' approach to the making of food products as well as investigating the wider aspects of food preparation and nutrition. Written topics give students the opportunity to follow independent study as well as to develop an understanding of key areas within food, nutrition and health. It will give you valuable and key life skills enabling you to cook and make informed choices about what and how well you eat.

### **What Will I Study?**

You will study different areas of food preparation and nutrition with emphasis upon the development of food preparation skills, nutrition and health. It will also include food safety, science and choice within the context of an ethical and morally sound environment.

### **How will I be Assessed?**

- 50% Exam
- 50% non-examined assessments – made up of one food investigation and one 3 hour food preparation practical task.
- All assessments will take place in Year 11.
- Non-examined assessment task 1 – Food Science Investigation
- 10 Hours = 15% of GCSE Mark
- Non-examined assessment task 2 – Food preparation assessment
- 20 Hours including a 3 hour practical assessment = 35% of GCSE Mark
- Written examination (1hr 45 minutes) = 50% of GCSE Mark

### **What Must I be Prepared to do for this Course?**

- Buy and bring practical ingredients once a week – sometimes for set food products and others your own choice based on current topics.

- Be able to work independently and in a group on a food science investigation tasks.
- Be able to work independently on set tasks and meet deadlines.

### **How Will it Help me in the Future?**

Food technology is one of the growing industries. In fact over 20% of the top 100 British companies are in food manufacturing.

Some examples of careers in food are: Dietician, Nutritionist, Food Sales and Promotion, Food Wholesaler, Purchaser, Product Developer, Consumer Technologist (Sensory Analysis and Product Tasting), Chef, Baker, Caterer, Food Journalist or Critic, Environmental Health Officer, Health and Safety Inspector or Food Service Management.



## **FOUNDATION LEARNING PROGRAMME (LEVEL 1)**

**Mrs A Mehta**

### **What We Offer**

Over the course students will:

- Develop literacy and numeracy skills that will be transferable to their other GCSE subjects
- Learn about what happens in the workplace
- Develop skills which are valuable for future employment.

### **Aims**

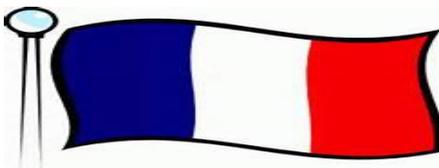
On the Foundation Learning Programme students will work towards the Edexcel BTEC Level 1 Certificate in WorkSkills. Through the BTEC WorkSkills qualification students will complete units on functional literacy and numeracy skills needed for the work place as well as other units which all relate to knowledge and skills required for the world of work. This is a practical course that will give students the opportunity to:

- Engage in learning that is relevant to them and their interests. It will provide opportunities to develop skills and techniques that are essential for the work place.
- Achieve a nationally recognised Level 1 vocationally-related qualification.
- Progress to related general and/or vocational Level 2 qualifications at local colleges or sixth forms.

### **How will I be Assessed?**

The **BTEC Level 1 Certificate in WorkSkills** is internally assessed so there is no end of course exam. To gain the qualification students will need to complete accredited units and build up a portfolio of evidence that demonstrate they have met the assessment criteria. Some topics covered in the course include:

- Managing your own money
- Solving work related problems
- Searching for a job
- Applying for a job
- Interview skills
- Using a CV and covering letter
- Working in a team



## FRENCH GCSE

Mr A Kennedy

Want to stand out from the crowd, increase your brain capacity and have a better memory too? Keep calm and continue to study French!

Languages work well alongside all subjects and can open many doors for you in the future. Imagine 6 months studying Engineering at a university in Grenoble, working for the tourist board in Paris, doing a ski season in the Alps, a gap year doing voluntary work in French speaking countries in Africa – French GCSE will be a stepping stone towards this being a reality.

The ability to communicate is an important life skill whatever path you take and this is the foundation of learning a modern foreign language. Studying GCSE French can lead you on to learning other languages and is highly valuable to business and industry in Great Britain. A qualification in French is highly regarded in the academic world and, at a time when there is an acute shortage of people who speak a second language, enhances your employment prospects. Learning another language is also an insight into another culture: its music, art, film, literature and ways of thinking.

### Types of Work

You will develop further the skills of listening, speaking, reading and writing so that you can better understand the French language and can understand and express ideas and opinions clearly and in detail. You will do grammar work, vocabulary learning and be expected to undertake work from memory. In class you will work in pairs, groups and on your own when working with texts, doing listening tasks or producing longer more detailed responses to questions.

### How will I be Assessed?

The French GCSE is examined across four skill areas; listening, reading, speaking and writing. All four will be examined at the end of Year 11 and pupils can be entered for either Foundation or Higher tier.

<b>Paper 1</b>	<b>Listening:</b> Multiple choice, True / False / Not mentioned, gap fills and short written responses in French and English for both tiers	<b>Foundation:</b> 35 mins <b>Higher:</b> 45 mins 25% of the GCSE
<b>Paper 2</b>	<b>Speaking:</b> A role-play, A photo card and General Conversation for both tiers.	<b>Preparation time:</b> 12 mins <b>Foundation:</b> 7-9 mins <b>Higher:</b> 10-12 mins 25 % of the GCSE
<b>Paper 3</b>	<b>Reading:</b> Multiple choice, True / False / Not mentioned, gap fills and short written responses in French and English. Also a short translation from French to English for both tiers	<b>Foundation:</b> 45 mins <b>Higher:</b> 1 hour 25 % of the GCSE
<b>Paper 4</b>	<b>Writing:</b> <u>Foundation</u> – Photo Card, 40-word task, 90-word task and 5 English to French translation sentences <u>Higher</u> – 90-word task, 150-word task and a short paragraph to translate into French.	<b>Foundation:</b> 1 hour <b>Higher:</b> 1 hour 15 25 % of the GCSE



**GEOGRAPHY GCSE**

**Mr P Hickling**

**Aims**

The GCSE Geography course is an exciting and popular course which builds upon the knowledge, understanding and skills established during Key Stage 3. Geography is all around us and students enjoy investigating relevant issues that can be seen and heard every day. A large proportion of GCSE students go on to study Geography at A Level and university. Students will develop transferable skills that enhance their job opportunities, for example the ability to analyse information, to use evidence to form arguments and to evaluate issues from different points of view and to collaborate together in a team. Students will study both physical and human Geography themes and they will investigate the links between them. Students will explore questions such as:

- Why are the effects of earthquakes often worse in low income countries?
- Why do people live in areas at risk from volcanic eruptions?
- What are the damaging effects of hurricanes and are they becoming more frequent?
- How will people be affected by more extreme weather in the UK?
- How have different coastal and river landscapes been formed?
- Why do megacities exist and how might they change in the future?
- How can cities be managed so that they are sustainable and eco-friendly?
- How can people’s quality of life in poorer countries be improved?
- What are the different options for using resources more sustainably?

**How will I be Assessed?**

There are three written exams that are sat at the end of Year 11.

Unit 1	Physical environment (natural hazards, the living world & UK physical landscapes)	1 hour 30 minutes 35% of the GCSE
Unit 2	Human environment (urban issues, changing economic world & resources)	1 hour 30 minutes 35% of the GCSE
Unit 3	Geographical applications (Section A: students get a resource booklet two months before the exam to research and prepare answers. Section B: fieldwork – students will answer questions about their fieldwork studies)	1 hour 15 minutes 30% of the GCSE

For all of the exams, there will be a combination of multiple choice questions, short answers and extended answers. The GCSE Geography course is suitable for students of all abilities and the lesson activities are modified to ensure that they are appropriate. All students will be entered for the same exams – there are no higher / foundation tiers.

**Types of Work**

Geography is taught in a lively, interactive and interesting way where teachers give the students the opportunity to learn using a wide variety of resources, for example the Internet, photographs, maps,

newspaper articles and other information sources. Students will be expected to use these resources to investigate the causes, effects and responses of the issues that are being studied.

Students enjoy finding out about actual places and events and showing their findings through written work, diagrams and presentations.

Students are expected to carry out both physical and human fieldwork. The physical fieldwork will involve investigating how a river near Malham changes downstream and the human fieldwork will involve exploring change in an urban area. In recent years, 46 students were selected to go on a five night fieldtrip to Sicily to explore the volcanic landscapes of Mount Etna and Stromboli and to visit other tourist sites, this reinforced their learning and was an inspiring experience for the students. It is hoped that a residential fieldtrip will continue to be on offer for future years.



## **HEALTH AND SOCIAL CARE (LEVEL 2)**

Health and Social Care is an exciting, relevant course which actively engages students to develop a critical and analytical approach to problem solving within the sectors of health, social care and early years. Students will carry out planning, investigation and research and apply their skills to a particular sector within the care provision. They will gain an understanding of care applied to practice and experience the work of a range of care practitioners.

### **Health and Social Care Professions**

The NHS is one of the largest employers in the world, with over 1.3 million staff. The NHS offers a huge range of exciting and challenging opportunities, with more than 300 different careers for individuals with a wide range of interests, skills and qualifications, including: Midwife, Paramedic, Adult Nursing, Children's Nursing, Occupational Therapy, Physiotherapy Social Worker, Working with Children, Young People and Families Speech and Language Therapy

### **Aims**

- The opportunity to gain a broad understanding and knowledge of the health and social care sector.
- The opportunity to develop a range of personal skills and techniques which are essential for successful performance in working life.
- Support progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

## What will I learn?

<b>Component 1</b>	<b>Human Lifespan Development</b>	<b>Internally assessed Authorised assignment brief</b>
<b>Component 2</b>	<b>Health and Social Care Services and Values</b>	<b>Internally assessed Authorised assignment brief</b>
<b>Component 3</b>	<b>Health and Wellbeing</b>	<b>Externally assessed Builds on Components 1 &amp; 2 Authorised assignment brief</b>

### **Component 1: Human Lifespan Development (internal assessment)**

In this component, you will study how people grow and develop over the course of their life, from infancy to old age. This includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

#### **How will I be Assessed?**

You will be asked to research a person (e.g. a well-known individual) and then write a report to illustrate how people change over different life stages.

### **Component 2: Health and Social Care Services and Values (internal assessment)**

At some point in your life you will need health care. It is likely that you have already had an appointment with a doctor. You might know someone who needs social care. This is different from health care, although both types of care are very closely linked. People who need social care are not always ill – they may be unable to do everyday activities like getting dressed or feeding themselves, or need help with their day-to-day lives. Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. This component will give you an understanding of health and social care services and will help you develop skills in applying care values.

#### **How will I be Assessed?**

You will be asked to conduct your own research into the health and social care services available in your area and then apply these to a case study.

You will be given the opportunity to demonstrate care values in one or more simulated or real situations and review your own performance.

### **Component 3: Health and Wellbeing (External assessment)**

In this component, you will look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological (functions of the body) and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

#### **How will I be Assessed?**

You will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2. A task worth 60 marks will be completed under supervised conditions.



## HISTORY GCSE

Miss T Bowen

*“Historians are dangerous people, they are capable of changing everything!” Nikita Khrushchev*

People think that only Historians and History Teachers need History and History skills but they are wrong! The study of people is at the heart of History – their feelings, attitudes, prejudices and motivation. This understanding is very useful for receptionists, hairdressers and beauticians, to teachers, the Health Service, Social Work and Personnel. History teaches interviewing and enquiry skills, which are useful skills for a TV researcher, investigative reporter, market researcher, or uniformed services. Historians know how to read documents, ignore irrelevancies, separate propaganda from the truth, and circumstantial from hard evidence useful for careers in law, administration and politics. History requires extended, logical, reasoned debate in writing, leading to jobs in the Civil Service, Law and Journalism. Historical knowledge can lead to jobs such as, Artists, Architects, Designers, Librarians, Archaeologists, Archivists and Tourist Guides. Historical concepts such as ‘cause and consequence’ and ‘change and continuity’ are essential in any job which requires analysis and strategy – which includes jobs such as the Army, Teaching, Advertising, Medicine, Banking and Accountancy.

The study of History teaches information handling, communicating ideas, flexibility and tolerance – skills now regarded as essential in Industry. Historians solve problems and evaluate solutions, often by doing problem-solving group-work; skills essential in management in Industry and the Public Services, and in research and development teams in Science and Engineering.

### Aims

To allow you to study a British and Non-British period in depth, a wider world study, and a thematic study. To develop your skills in handling, analysis, problem solving, evaluation and interpretation. In addition we will improve your debating skills and your ability to discuss complex issues, communicating your ideas with confidence.

### How Will You be Taught?

You will be taught in a range of innovative and interesting ways. We aim to bring the topics we study to life through discussion, debate, drama and presentation work. If you like to argue and debate then we are the subject for you. No two lessons will ever be the same.

### How will I be Assessed?

#### **Paper 1: Understanding the modern world**

- **Written exam: 2 hours**
- **50% of GCSE**
- Section A: Period Study: America, 1920-1973
  - 1920's: Boom time, consumer society, prohibition, gangsters, KKK, immigration
  - 1930's: Wall St Crash, Depression, The New Deal, impact of the 2<sup>nd</sup> World War
  - Post- war America: the American Dream, McCarthyism, Rock & Roll, racial tension, Civil Rights Movement.

- **6 Compulsory questions**
- Section B: Wider world depth study: Conflict and tension between East and west. 1945-72
  - The causes of the Cold War: Yalta and Potsdam, The Iron Curtain,
  - The development of the Cold War: NATO and the Warsaw Pact, Hungarian Rising.
  - The Transformation of the Cold War: : Berlin Wall, Cuba, Czechoslovakia
  - **4 Compulsory questions**

## Paper 2: Shaping the nation

- **Written exam: 2 hours**
- **50% of GCSE**
- Section A: Thematic study: Power and the people. 1215-20<sup>th</sup> Century
  - Challenging authority: Magna Carta, the Peasants' Revolt, Civil War, and American Revolution.
  - Reform & reformers: Great Reformers, Chartism, workers movements.
  - Equality and Rights: Women's rights, workers' rights, minority rights.
  - **4 Compulsory questions**
- Section B: British Depth Study: Norman England, 1066-1100
  - The Norman-conquest and control: Battles of Stamford Bridge and Hastings, the Harrying of the North
  - Life under the Normans: Feudal system, Domesday Book
  - The Norman Church: church and monasteries.
  - The historic environment: Study of a specific site: could be a castle, cathedral, abbey.
  - **4 Compulsory questions**

*"Only a good for nothing is not interested in his past." Sigmund Freud*



## MUSIC GCSE

**Miss H Durham**

Do you love to play music? Do you write your own music, or would like to learn more about writing your own music? Do you listen to a lot of music in your own time by a range of different people? Studying Music GCSE allows you to develop as a performer on any instrument or using your voice. You will compose your own music in different styles and will be able to build on the work you have completed throughout Key Stage 3, listening to and analysing a range of different music from around the world and from different times. Music allows you to express yourself, to be creative and to develop a knowledge of new and exciting styles that you may have never heard before. With support from the Music department staff and our team of visiting instrumental and vocal teachers you will develop new skills, explore new ideas and be able to write about music in an academic style, as well as playing it. *This is an exciting, enjoyable, and valuable GCSE that can help you to develop a range of transferable skills across all of your other subjects and beyond.*

## Aims

GCSE Music provides an opportunity to gain a deeper understanding of widely ranging musical styles. You will be encouraged to use your practical skills in order to investigate musical genres, techniques and concepts, in addition to making recordings for your coursework, performing as a soloist and part of an ensemble. The Music that you will listen to and study is drawn from a varied spectrum, including film music, pop music, classical styles, musical theatre and fusion music from around the world. The study of these styles

will help you to develop your own composing style, and the ability to analyse music. The aim of the course is to develop a mature and well-balanced understanding of music, preparing you as a well-rounded musician who can perform and compose to a confident standard.

### **Type of Work**

**Composition** can be for all types of instruments and voice. You will learn how to write down your ideas in different styles and explore computer software to record your work.

**Performance:** You will perform two pieces on an instrument of your own choice – one solo and one as part of an ensemble. Any instrument or voice may be used. Performances will need to be of around Grade 3 standard as a minimum. You do not need to be this standard when beginning the course; this is the standard expected by the start of Year 11.

Preparation for the **Listening** paper will involve learning about, and responding to, a wide variety of styles of music with Set Works ranging from Classical to Popular and Musical Theatre. There is a requirement for students to read and write staff notation and respond to unfamiliar music in the exam – you will be given help with this if you need it!

### **Syllabus**

1. Composition (30%): 2 pieces, approximately 2 minutes each.
2. Performance (30%): One solo piece and one ensemble performance, lasting a minimum of 4 minutes in total
3. Listening exam (40%): Based around the set works studied, and applying musical understanding to pieces of music.

### **How will I be Assessed?**

- |                              |     |
|------------------------------|-----|
| 1. Written Paper (Listening) | 40% |
| 2. Composition NEA           | 30% |
| 3. Performance NEA           | 30% |



## **PHYSICAL EDUCATION GCSE**

**Mr W Wardell**

GCSE PE is a fascinating and wide-ranging subject that enables students to develop their skills and knowledge in the sports they love, alongside studying sport and exercise as an academic subject, opening the door to numerous opportunities and careers.

Many young people have a great passion for sport and exercise and there is an abundance of sporting talent in school in a range of different activities. GCSE PE gives students the chance to build on the skills they have developed during KS3 and be rewarded for their performance in their 3 best activities in the form of a GCSE qualification.

There is however much more to GCSE PE than practical sport. PE as a subject has progressed significantly in recent years to reflect the expansion of the sports industry as a whole. Students will receive an in-depth insight into sport as an academic subject, and the majority of the course and marks available is focused on this varied academic content. Sports science is an ever expanding industry with links to many aspects of life. Students will study Anatomy and Physiology, Biomechanics and Sports Psychology and go into great detail

on how the body and mind works and its connection to sporting performance. This prepares students for further education and careers in a multitude of different pathways. Students also study sport sociology and the barriers certain people face to participation and ways to overcome them in, addition to sport as a business and the effects of commercialisation.

Understanding the importance of a healthy, active lifestyle is a central theme throughout the PE curriculum. GCSE PE students study the importance of physical, mental and social health which can benefit themselves and others. This is in addition to learning how to train the body to improve different areas of health and fitness, all of which will be key knowledge throughout their lives.

GCSE PE has common links to many other subjects and is an excellent choice to help learners of all abilities develop sporting skills and talent, academic achievement and a well-rounded skill set and prepares them for progression to further studies.

### **Types of work**

The students that choose GCSE PE have a great interest and passion for sport and are motivated to learn and achieve studying something they love. This creates a great atmosphere in lessons where the students are given the chance to develop existing knowledge and are introduced to brand new topics from the world of sport. The course is 40% practical and 60% theory and this is reflected in the allocation of time between the two with the majority of lessons taking place in the classroom. Here, students are able to learn in an engaging environment, using a variety of resources supported by experienced staff. Lessons are very interactive and students are given the opportunity to discuss sport and exercise, offer different opinions and learn about the science of sport, society, the human body and mind. Students are taught to effectively communicate their knowledge and arguments through written work, group activities and presentations.

The practical element is focused on developing sporting talent to achieve the highest marks possible. There is focus on high level skill and technique, advanced strategy and tactics, challenging progressive drills and game play. The students are able to participate in and learn a range of sports in order to build their repertoire of relevant skills, with their strongest 3 marks making up the practical element of their GCSE. If a student plays at a high level out of school, or does an activity that we cannot provide, video evidence can be used to ensure they receive the marks they deserve.

### **How will I be assessed?**

GCSE PE is assessed through a combination of written exams, coursework and practical assessment.

Theory 60% (written exams)		Practical 40%	
<b>Paper 1:</b> The human body and movement in physical activity and sport	<b>Paper 2:</b> Socio-cultural influences and well-being in physical activity and sport	<b>Practical Performance</b>	<b>Coursework</b>
<b>What is assessed</b> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis <ul style="list-style-type: none"> <li>• Physical training</li> <li>• Use of data</li> </ul> </li> </ul>	<b>What is assessed</b> <ul style="list-style-type: none"> <li>• Sports psychology <ul style="list-style-type: none"> <li>• Socio-cultural influences</li> </ul> </li> <li>• Health, fitness and well-being <ul style="list-style-type: none"> <li>• Use of data</li> </ul> </li> </ul>	<b>What is assessed</b> <p>Practical performance in three different physical activities (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</p>	<b>What is assessed</b> <p>A written analysis and evaluation of performance to bring about improvement in one activity.</p>
<b>How it is assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes <ul style="list-style-type: none"> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul> </li> </ul>	<b>How it is assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes <ul style="list-style-type: none"> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul> </li> </ul>	<b>How it is assessed</b> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA <ul style="list-style-type: none"> <li>• 75 marks (25 per sport)</li> <li>• 30% of GCSE</li> </ul> </li> </ul>	<b>How it is assessed</b> <p>Assessed by teachers</p> <ul style="list-style-type: none"> <li>• Moderated by AQA <ul style="list-style-type: none"> <li>• 25 marks</li> <li>• 10% of GCSE</li> </ul> </li> </ul> <p>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p>
<b>Types of Questions</b> <p>A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</p>		<p>For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).</p>	



## **RELIGIOUS EDUCATION GCSE**

**Mr S Nesbitt**

As part of the core, compulsory curriculum, students will study the Short Course GCSE programme which is equivalent to half a GCSE. The details shown below are for the optional Full Course GCSE programme. Given the students that choose this option will cover part of the Full Course Religious Education programme within their Short Course lesson time students will also be expected to complete a Higher Project Qualification (HPQ) as part of this option.

### **RELIGIOUS EDUCATION**

#### **What will I study & how is the course organised?**

You will cover a range of topics that will equip you to better operate in our modern multi-faith society. Lessons are often discursive. You will learn the skills of argument and evaluation, as well as writing concise GCSE style answers. By the end of the course you will be in a better position to negotiate the complexities of religious teachings, ethical dilemmas and current political issues. 86% of the world's population claim to believe in God; globalisation makes religious and ethical beliefs a part of all western societies. Therefore, the course is relevant to the experiences of all humans.

Specifically the course includes the study of:

- Christian Beliefs\*
- Christian Practices
- Islam Beliefs\*
- Islam Practices

Ethics:

- Religion and Relationships\*
- Religion, War and Peace\*
- Religion & Human Rights or Existence of God
- Religion & Life

\* indicates content covered in short course lessons

#### **How will I be assessed?**

Assessment is through two examinations taken at the end of Year 11. Both exams are 1 hour & 45 min.

Exam one: Religions of Christianity and Islam

Exam two: Religion and Ethical studies.

#### **Where might it lead?**

Philosophy & Ethics is an ideal subject for everyone entering higher education or the world of work as students will broaden their mind and gain a greater understanding of the world. The subject will especially help those considering a career in law, medicine, teaching, politics, global politics, journalism, civil service and health professions.

## Higher Project Qualification

This is a Level 2 qualification. This qualification is designed as an extension opportunity from other studies or qualifications. The aim of the qualification is to allow students to explore areas of learning linked to personal interest. The students select a topic of investigation which is agreed as appropriate by the centre (Fulford Religious Studies Department). Allocated teaching time is offered to students to support their development of a variety of key skills. The skills developed are hypothesis, evaluation of objectives in relation to outcomes, communication skills, media skills, data analysis, quantitative research, qualitative research, problem solving, personal record keeping, creativity, critical decision making and flexibility.

### How Will I Be Assessed?

The HPQ is assessed through the completion of a project on a topic of your choice.

Within this project you are expected to:

- Choose an area of interest
- Draft a title and clarify the aims of the project (these need to be approved by the centre)
- Plan, research and carry out the project
- Deliver a presentation based on your project to a non-specialist audience
- Provide evidence of all stages of the project development
- Maintain a project logbook to evidence your work on the project

A01	Manage: How well the student has carried out the tasks of the project.	20%
A02	Effectiveness of the research. To collate and select information from a range of sources.	20%
A03	Use of technologies and problem solving skills to complete the set task / investigation.	40%
A04	Review. Analyse outcomes and draw conclusion from the work. To communicate evident in an appropriate manner.	20%

<https://www.aqa.org.uk/subjects/projects/project-qualifications/PQ2-7992>



## SPANISH GCSE

**Mr A Kennedy**

Over 500 million people speak Spanish today, making it the 3<sup>rd</sup> most widely spoken language in the world behind Mandarin Chinese and English. 25 different nations speak Spanish either as the official language or as a primary language.

Speaking Spanish is an excellent way to get ahead in the world today. If you want to set yourself apart and be successful in the future, why not choose to study Spanish at GCSE?

An understanding of a modern foreign language is an important life skill which is highly valued by business and industry in Great Britain and abroad. The further study of a foreign language combines well with any of the business courses, humanities, technology courses or creative options. A qualification in a modern foreign

language is highly regarded in the academic world and, at a time when there is an acute shortage of linguists, enhances your employment prospects.

Please note that a GCSE in Spanish would be a requirement to study Spanish at A Level.

### **Types of Work**

You will develop further the skills of reading, speaking, listening and writing in Spanish so that you can better understand Spanish TV, radio, newspapers and magazines. You will have plenty of opportunity to practise speaking Spanish in lessons. Your writing skills will improve through practice in using a variety of written styles so that you can communicate over a range of useful topics and are therefore well prepared for the GCSE exam.

### **How will I be Assessed?**

The Spanish GCSE is examined across all four skill areas; listening, reading, speaking and writing. All four will be examined at the end of Year 11 and pupils can be entered for either Foundation or Higher tier.

<b>Paper 1</b>	<b>Listening:</b> Multiple choice, True / False / Not mentioned, gap fills and short written responses in Spanish and English for both tiers	<b>Foundation:</b> 35 mins <b>Higher:</b> 45 mins 25% of the GCSE
<b>Paper 2</b>	<b>Speaking:</b> A role-play, A photo card and General Conversation for both tiers.	<b>Preparation time:</b> 12 mins <b>Foundation:</b> 7-9 mins <b>Higher:</b> 10-12 mins 25 % of the GCSE
<b>Paper 3</b>	<b>Reading:</b> Multiple choice, True / False / Not mentioned, gap fills and short written responses in Spanish and English. Also a short translation from Spanish to English for both tiers	<b>Foundation:</b> 45 mins <b>Higher:</b> 1 hour 25 % of the GCSE
<b>Paper 4</b>	<b>Writing:</b> <u>Foundation</u> – Photo Card, 40-word task, 90-word task and 5 English to Spanish translation sentences <u>Higher</u> – 90-word task, 150-word task and a short paragraph to translate into Spanish.	<b>Foundation:</b> 1 hour <b>Higher:</b> 1 hour 15 25 % of the GCSE



### **SPORT (LEVEL 2)**

**Mr W Wardell**

BTEC Sport Level 2 is a brand new qualification on offer at Fulford, following the popularity and success of the BTEC Sport Level 3 course offered within our Sixth Form.

It is a career-focused qualification that enables students to take responsibility for their own learning and to develop and apply the knowledge, skills and behaviours that employers and universities are looking for.

BTEC Sport Level 2 is equivalent to 1 full GCSE and provides an engaging and relevant introduction to the world of sport.

It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport and sports leadership.

It is a great choice for students with the intention of pursuing a career in sport and enables a detailed study of different elements of the industry, without the pressure of being graded on sporting ability.

### **Structure of the Course**

Students will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- Fitness for sport and exercise
- Practical performance in sport
- Applying the principles of personal training.

Students then build on the knowledge gained in the mandatory units by choosing one further unit, covering areas such as:

- The mind and sports performance
- The sports performer in action
- Leading sports activities.

The lessons are divided between theory lessons and practical work. The practical work gives students a chance to apply what they have learned in the classroom to in a real life setting, for example experience fitness testing and different methods of training. This work is excellent preparation for students with ambitions of a career in the fitness or coaching industry and also helps give students knowledge of how to live a healthy, active lifestyle.

### **How will I be assessed?**

BTEC Sport offers an alternative approach to assessment to most GCSEs. Most of the units are assessed internally through written coursework assignments, which are marked by the teacher then verified. The coursework can incorporate many different elements to suit the skill sets of learners, and students are able to draw on the knowledge, skills and understanding that they have developed in the qualification as a whole. One unit is assessed externally through an onscreen test. Each unit is worth 25% of the qualification.

Unlike the GCSE, students are not assessed on their sporting ability. The practical element of the course will centre on fitness training and testing to allow students to apply the knowledge they learn in class to support them when completing the coursework.

Pearson BTEC Sport Level 2		
Unit	Mandatory Units	Assessment Method
1	Fitness for Sport and Exercise	External (Onscreen test)
2	Practical Performance in Sport	Internal
3	Applying the Principles of Personal Training	Internal Synoptic
Optional Specialist Units		
4	The Mind and Sports Performance	Internal
5	The Sports Performer in Action	Internal
6	Leading Sports Activities	Internal