

CHERRY WILLINGHAM COMMUNITY SCHOOL



OPTIONS BOOKLET

2011/12

BE YOUR BEST

Dear Parents/Carers/Guardians

This booklet provides information you and your son or daughter will need to help choose some of the subjects they will be studying from June.

"Options" are a vital set of decisions in a child's academic life. Even though some of the curriculum at KS4 is prescribed, this is often the first time that a student has had any degree of choice in which subjects they should take. As a consequence, considerable time and thought should be applied to choosing correctly. There are several clear guidelines for a pupil to consider with his/her parents and teachers:

1. What are you good at? Where are your strengths?
2. What is your preferred learning style practical or academic?
3. What career areas (if any) have you in mind?
4. Do you know what is involved in each subject?
5. Do the subjects you wish to study allow your career idea?
6. Have you kept your options open? Is your choice balanced?

Choice should be based upon these considerations in a logical and clear-sighted manner. What subjects friends are choosing and choosing subjects because they like the teacher are not a good rationale for choosing your options!

At Cherry we believe passionately in student choice however we also have to be pragmatic and take into account government directives and legislation. In the recent Schools White paper: The Importance of Teaching, the government stated:

'We will promote achievement of a broad academic core at 16. We will introduce a new award - the English Baccalaureate - for any student who secures good GCSE or iGCSE passes in English, mathematics, the sciences, a modern or ancient foreign language and a humanity such as history or geography. This combination of GCSEs at grades A-C will entitle the student to a certificate recording their achievement.'*

We do not want any of our students to be prevented from following a career path in the future by not having the English Baccalaureate and in view of this we strongly recommend that at some point during the options:-

- The majority of students should take a Modern Foreign Language and also a Humanity (History or Geography). Students and parents will be provided with this advice.
- Also given the importance of ICT in daily life that all pupils should take ICT.


Due to our vertical option system this still leaves students with much more choice than in the majority of local secondary schools as they will still have 3 options left to follow their personalised path.


VERTICAL OPTIONS PATTERN

- Pupils choose options in year 8, 9 & 10
- Pupils choose 2 options each year, 1 from each block a total of 6 in all
- Pupils take 1 year to complete the option 5 hours per week
- Pupils in the option group can be a combination from Y9, 10 or 11

Options available for students in 2011/12 are shown below

Option A	Option B
Btec Art	Art
Study Plus GCSE English and Maths	Btec Music
French	Business studies
Geography	Child development
Health & Social Care	Cope
History	Dance
IT	Drama
iMedia	Food
Literacy/Numeracy/Life skills	French
Media	Geography
Music	Graphics
PE Btec Certificate	History
Religious Education	IT
Resistant materials	Pe Btec Diploma
Science Option	Prep for service
Travel and tourism	Psychology

<h1>FINE ART</h1>		
Exam Board: OCR		
Award: GCSE		
Contact: Mrs C Capp		
<p>Why do this course?</p> <ul style="list-style-type: none"> You already enjoy your art lessons. You are a naturally strong drawer. You enjoy drawing and painting. 	<p>Course entry requirements</p> <ul style="list-style-type: none"> Suitable for all year groups Natural drawing ability You want to improve your drawing skills and learn to paint. 	
<p>Key Topics / Subject content</p> <p><u>Unit 1 Portfolio(60%)</u></p> <p>'Collections' will focus on still life studies and the work of fine art painters who focus on still life in a variety of styles; Lisa Milroy, Georgia O'Keefe, Georges Braque & Juan Gris from the Cubist movement, and Wayne Thiebaud & Roy Lichtenstein from the Pop Art movement.</p> <p>'Self Image' will introduce pupils to portraiture and through gallery visits and the study of the work of Frida Kahlo allow them to read the paintings to understand their symbolism and meaning.</p> <p>For both projects pupils will use their studies, research into artists work to then develop a personal response of a drawing or painting in their chosen style.</p> <p><u>Unit 2 Exam (40%)</u></p> <p>Pupils will develop a project from a choice of themes on the exam paper and work towards their final outcome which is done in a 10 hour exam.</p>		
<p>Method of Assessment</p> <p><u>Unit 1 - (60%) - Portfolio</u> A portfolio of work developed under controlled assessment. (2 projects will be done so pupils can choose their strongest to submit for this unit).</p> <p><u>Unit 2 - (40%) - Set task</u> Pupils have 12 weeks to prepare for a ten hour exam based on a selected starting point.</p> <p><u>The Projects</u></p> <ul style="list-style-type: none"> 'Collections' - Contemporary still life. 'Self Image' - Portraiture. 'The Exam' - Your choice of theme. 	<p>Skills</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> Focus on drawing from observation How to use a range of mark making mediums such as pencil, charcoal, oil pastels, pen & ink etc How to use watercolour & acrylic paint properly with success Analyse the work of artists and work from a variety of art movements Research and visual presentation skills 	
<p>Progression Route</p> <ul style="list-style-type: none"> AS/A level Art and Design. National Diploma in Art and Design. Foundation courses. A wide range of Art and Design degrees. 		

<h1>ART & DESIGN</h1>		
Exam Board: Edexcel		
Award: BTEC Extended Certificate Level 2 (equivalent to 2 GCSE's)		
Contact: Mrs C Capp		
Why do this course? <ul style="list-style-type: none"> • If you like to be creative & enjoy designing. • Interested in art & design as a career • Interested in 3D work in a range of materials such as clay, wire, fabric, card, willow etc... • Want to apply drawing, making and research skills to real design briefs. • You want to work with real artists & designers. 		Course entry requirements <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities • You are passionate about all aspects of Art & Design.
Key Topics / Subject content <p>Pupils are taught the skills and knowledge required to pass the course through a combination of teacher led sessions, experimentation with materials, and working to a design brief (such as one may encounter as a real designer). The course is delivered through a series of themed assignments which link learning together over the year and meets the requirements of the BTEC Units. The Units are:</p> <ul style="list-style-type: none"> • Contextual Studies in Art & Design • 2D Visual Communication • 3D Visual Communication • Working to Accessory Briefs <p>Themes covered are:</p> <ul style="list-style-type: none"> • 'Natural Form' where pupils will design and make a public sculpture • 'Spots & Stripes' which involves independent investigation resulting in design for print. • 'The Lincolnshire Fashion Academy' where pupils work with real Fashion Designers and model their creations at the county's Fashion Show. 		
Method of Assessment <ul style="list-style-type: none"> • Continuous assessment which ensures all pupils pass. 	Skills <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Experiment with mark making techniques • Experiment with 3D mediums through problem solving • Draw from observation using every sort of media • Take photographs • Paint, print, model, sew, design and present their work to others • Research relevant artists links through visual presentation • Work to set briefs - their exact requirements and constraints • Work in 3D in every type of material from ceramics to textiles 	
<p>Progression Route - Ideal for those pupils who know they want a career in the Creative Sector - one of the biggest industries in our country. BTEC National Diploma in Art & Design (Level 3) Foundation Courses Courses specific in Textiles, Fashion, Product Design, 3D etc</p>		

Business

Exam Board: Edexcel

Award: BTEC Certificate (equivalent to 1 GCSE)

Contact: Mr. Little



Why do this course?

- If you want to know the different types of activities that take place in a business
- If you want to develop the personal qualities and attitudes essential for successful performance in working life

Course entry requirements

- No prior study required
- Suitable for all ages
- Suitable for mid/high abilities (English and Maths predicted at D grade or above)

Key Topics / Subject content

- **Business Purposes** (Mandatory Unit) - Investigating different types of business organizations that exist through the use of case-studies.
- **Business Organizations** (Mandatory Unit) - Understanding the different aims and objectives of businesses (reasons for businesses to exist) and how they are organized.
- **Optional Unit x1** To be decided based on group

Method of Assessment


- 100% internal school assessment - no examinations!
- Units x3


Skills


- Planning and carrying out research
- Working in a group
- Developing personal, learning and thinking skills
- Taking responsibility for your own learning
- Evaluating your experiences and learning to inform your future progress.


Progression Route

- In school possibilities include BTEC Extended Certificate (equivalent to 2 GCSE's) or BTEC Level 2 Diploma (equivalent to A-Level qualification).
- A qualification useful for **ALL** types of jobs in a business.

<h1>Child Development</h1>	
<p>Exam Board: OCR</p>	
<p>Award: Single GCSE</p>	
<p>Contact: Mrs Sivakumaran</p>	
<p>Why do this course?</p> <ul style="list-style-type: none"> • Enjoy interacting with 0-5 year olds • Want to know more about child development • Like carrying out investigations 	<p>Course entry requirements</p> <ul style="list-style-type: none"> • Suitable for all abilities • No prior study required • Suitable for pupils in Year 10 and 11 only
<p>Key Topics / Subject content</p> <p>Pupils are taught the skills and knowledge required to pass the course through a variety of ways, including practical tasks, videos, experiments and through more traditional teaching methods using text books. They will also complete coursework tasks that will involve their own research and exploration.</p> <p>The course looks at the development of the young child from conception to five years. Topics covered include family and parenting, preparation for pregnancy and birth, physical development (birth to five years), nutrition and health, intellectual, social and emotional development and community support.</p>	
<p>Method of Assessment This course is assessed in the following way:</p> <ul style="list-style-type: none"> • Pupils complete three set short tasks worth 30% of the total marks • Pupils complete one Child Study Task worth 30% of the total marks • Pupils sit a 90 minute exam worth 40% of the total marks 	<p>Skills Pupils are taught to:</p> <ul style="list-style-type: none"> • Plan and carry out investigations • Analyse issues and problems • Identify, gather and record relevant information and evidence • Analyse and evaluate evidence, make reasoned judgements and present conclusions
<p>Progression Route GCSE Child Development provides a good basis for progression to either Level 2 or Level 3 qualifications according to pupil outcome. This also provides an excellent basis for progression into a wide range for child care professions.</p>	

<h1 style="text-align: center;">Certificate Of Personal Effectiveness</h1>	
<p>Exam Board: Asdan</p>	
<p>Award: Level 1 / 2 Accreditation</p>	
<p>Contact: Mr Frost</p>	<p>Course entry requirements</p> <ul style="list-style-type: none"> • Suitable for all ages • Suitable for all abilities
<p>Why do this course?</p> <ul style="list-style-type: none"> • You struggle with the pace of GCSE subjects and would have better success within a course that is continuously assessed. 	
<p>Key Topics / Subject content</p> <p>Subject Content:</p> <ul style="list-style-type: none"> • Citizenship and Community - Democracy • The Environment - Self-help • Health and Fitness - Self-responsibility • Work related learning and Enterprise - Equity • International Links - Solidarity • Beliefs and Values - Equality 	
<p>Method of Assessment</p> <p>Provide evidence of your achievement in a portfolio (file or folder)</p> <p>You will need 12 credits to gain the certificate of personal effectiveness.</p> <p>Challenges may be completed in a variety of different situations, either in school, in the community or in the work place.</p>	<p>Skills</p> <p>Take responsibility for planning, organising and carrying out a number of activities or challenges.</p> <p>Develop and provide evidence of working with others, improving own learning and performance and problem solving.</p> <p>Develop and provide evidence of the skills of research, discussion and presentation.</p> <p>Develop communication and inter-personal skills.</p> <p>Further develop your awareness about community/political issues, human rights and its responsibilities on a local, national and international level.</p> <p>Investigate skills and qualities needed for vocational preparation.</p>
<p>Progression Route</p> <p>This course leads on to CoPE at Level 2 / 3. It is a valued qualification for any career because the course is very skill based.</p>	

<h1>DANCE</h1>	
Exam Board: Edexcel	
Award: BTEC First Certificate in Performing Arts: Dance	
Contact: Miss Froggatt	
Why do this course? <ul style="list-style-type: none"> • If you like being creative • If you want to develop your confidence and raise self-esteem • If you enjoy working as a team 	Course entry requirements <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities • It is not essential to have previous dance experience.
Key Topics / Subject content <p>BTEC dance includes a mixture of practical and theory work. We explore different methods of creating, analysing and interpreting work that has been created by you, your peers and professionals.</p> <p>You will experience performing a variety of dance styles, including taking part in workshops from dance professionals. There will also be a number of opportunities to perform both in and outside of school.</p> <p>The course follows three units: Unit 1 - Performing Dance (3 dance pieces and one written assignment) Unit 2 - Contemporary Dance (2 Dance pieces and one written assignment) Unit 3 - Jazz Dance (2 Dance pieces and one written assignment)</p>	
Method of Assessment <p>BTEC dance is 100% coursework with no written exam.</p> <ul style="list-style-type: none"> • You are constantly assessed in your approach to dance classes and ability to replicate movements. • You will be required to perform a number of assessed dance routines which will be video recorded as evidence. • Written work will also be produced as assessed assignments. 	Skills <p>Aims of this course are;</p> <ul style="list-style-type: none"> • To develop an understanding of dance technique / styles. • To develop knowledge, skills and understanding needed to perform, choreograph and appreciate dance including an awareness of its artistic contexts. • To develop life-long skills and attributes including decision making, critical and creative thinking and the ability to co-operate with others.
Progression Route <p>Once you have achieved BTEC First Certificate in Dance you can then go on to do the BTEC National Diploma in Dance or A level Dance where you will gain even more experience within the Performing Arts. The BTEC course also offers an excellent foundation for the GCSE dance course.</p>	

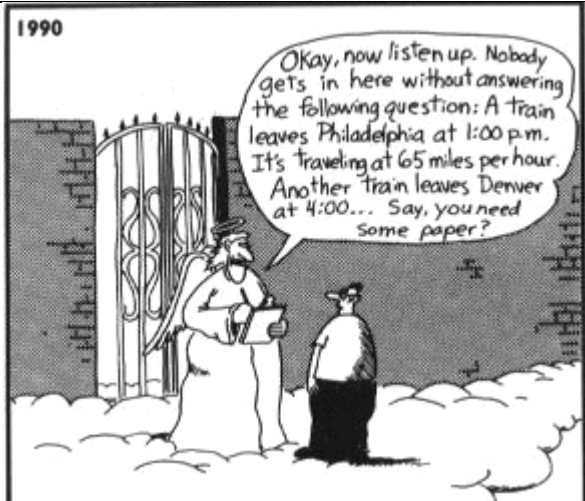
<h1>Drama</h1>	
Exam Board: AQA	
Award: GCSE	
Contact: Mrs Clark/Miss Hellier	
Why do this course? <ul style="list-style-type: none"> • If you enjoy acting and the world of theatre. • If you enjoy working as a team. • If you enjoy performing in front of others. • If you are prepared to commit to extra rehearsals in your free time 	Course entry requirements <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities • No prior study required
Key Topics / Subject content <p>Unit 1(42401): Drama Written Paper - 40% 1 ½ hours, max 80 marks. Externally set and marked. The written paper comprises three sections based on practical work completed during the course, study and performance of a scripted play and study of a live theatre production seen. Candidates answer Question 1 from Section A and choose one further question from either Section B or Section C.</p> <p>Unit 2(42402): Practical Work - 60% Controlled assessment, max 120 marks. Internally assessed and externally moderated. Candidates present practical work for two assessment options, including Devised Thematic Work, Acting and Improvisation. Assessment takes place on the candidate's preparation work and their final presentation</p>	
Method of Assessment <p>This course is assessed in the following way:</p> <ul style="list-style-type: none"> • 60% Practical Work. Students will be assessed on the development of their practical pieces and the final presentations. • 40% Written Examination. Students will answer two essay questions based on their practical work and either the 	Skills <p>This course will help you to:</p> <ul style="list-style-type: none"> • Broaden your understanding of theatre. • Develop creativity. • Build self-esteem. • Develop co-operation and communication skills. • Develop presentation skills.
Progression Route <p>GCSE Drama is a qualification that when gained, can be taken further at college level and then at university too. Many students go on to study Drama, Theatre Studies or Performing Arts. Drama is a GCSE subject that can be used in all careers, as students develop their confidence levels and this can consequently be applied to the workplace. Drama can lead on to such careers as teaching, theatre work, journalism, and youth work.</p>	

Study Plus Maths and English

Exam Board: This course is not examined

Award: See above

Contact: Mr Warnock



Why do this course?

- This course is designed to boost students' performance in maths and English and also to contribute to their performance in other subjects.

Course entry requirements

- This course is suitable for students who are in the C to E range of grades for GCSE Maths or English

Key Topics / Subject content

The course is made up of a number of units, each one based around a theme or topic. Some units may be maths based, some English based and some may combine the two.

Example English unit - Trailers : Pupils broadcast a selection of film trailers, each with an adapted voice-over. They also write a synopsis designed to inform the viewer about the forthcoming film. The unit will make explicit links to other subjects through the choice of trailers and will target more effective writing in English and other subjects.

Example Maths unit - Stop the press : This topic takes a practical example of costing advertising space in a newspaper and involves the use of spreadsheets to assist in calculating and re-calculating costs. It aims to develop pupils' awareness of the need for algebraic formulae.

Method of Assessment


- Students' progress is assessed on a unit by unit basis against the same criteria used in GCSE Maths and English


Skills

This course primarily develops students' numeracy and literacy skills. It also develops the ability to work in groups, to make decisions and to justify solutions.

Progression Route

Students will be able to use the skills they have learned in the study plus course to improve their performance in their other subjects particularly Maths and English.

<h1>Food Technology</h1>	 <p>GCSE Practical work 2010-11</p>
<p>Exam Board: AQA</p>	
<p>Award: Single GCSE</p>	
<p>Contact: Miss Britt</p>	
<p>Why do this course?</p> <ul style="list-style-type: none"> • If you like to cook • If you like to eat • If you like to be creative 	<p>Course entry requirements</p> <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities • Enjoyment of Food Technology <p>Note: Pupils will be required to purchase ingredients on a regular basis</p>
<p>Key Topics / Subject content</p> <p>Pupils are taught the skills and knowledge to pass the course through a combination of teacher led sessions, mini projects and independent study.</p> <p>Areas covered include nutrition, food properties, food storage and product development.</p> <p>Pupils get to demonstrate and experiment with practical skills through their major project which follows the design process from research to design and through development to the end final product.</p>	
<p>Method of Assessment</p> <p>This course is assessed in the following way:</p> <ul style="list-style-type: none"> • Pupils complete a major project 20 page design portfolio leading to a final product worth 60% of the total marks • Pupils sit a 2 hour exam worth 40% of the total marks 	<p>Skills</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Select and use ingredients and processes to produce quality products • Use equipment safely with regard to themselves and others • Work accurately and efficiently in terms of time, ingredients and equipment • Manufacture products applying quality control procedures; • Research • Effective evaluation and product analysis
<p>Progression Route</p> <p>GCSE Food Technology provides a good basis for progression to A-level study, college or a wide range of careers.</p>	

<h1>French</h1>	
Exam Board: AQA	
Award: GCSE Single Award	
Contact: Mrs Camm	
Why do this course? <ul style="list-style-type: none"> • Compulsory component of the English Bacallaureate • You have a passion for French • You want a career in languages 	Course entry requirements <ul style="list-style-type: none"> • Study of French in years 7, 8 and 9 • Best entry level is to have coped well at level 4 work and understand level 5 work • Be able to speak in full sentences
Key Topics / Subject content The area for study is based on the young person in society and how to manage a contact with a French speaking person: <ul style="list-style-type: none"> • Home (Describing where you live and finding out about Francophone countries) • Environment (Looking at the planet and what you do to protect it) • School (Describing your school and comparing it to French Schools) • Future careers (Working out what you might do in the future) • Health and leisure (Looking at what further leisure activities there are for you in French speaking countries) 	
Method of Assessment Unit 1: Listening to passages in French and responding to questions in English 20% Unit 2: Speaking skills building up levels of conversation and confidence. Two topic recordings are made that can last up to 6 minutes. 30% Unit 3: Reading tasks increase in complexity to include understanding of tense changes, a wide range of vocabulary and longer text. 20% Unit 4: Writing is undertaken and corrected in class and the two controlled assessments are completed during the year. 30%	Skills <ul style="list-style-type: none"> • Listening to French and understanding • Reading French and understanding • Speaking clearly in French • Writing to an understandable level in French • Application of rules of Grammar – changing verbs into the past, present and future tenses
Progression Route As French then A2 French Work in travel and tourism Opportunities to communicate with other people in other countries on the telephone at work. This can lead to higher salaries and opportunities to travel.	

Geography

Exam Board: Edexcel

Award: GCSE

Contact: Mrs Sawyer



Why do this course?

- Geography gets you the compulsory Humanities part of the English Baccalaureate qualification.
- A qualification in Geography is valued by places of further education and by employers.

Course entry requirements

- Suitable for all year groups.
- Suitable for all abilities. A foundation and higher tier of entry are available.
- No prior study required.

Key Topics / Subject content

SKILLS AND CHALLENGES - Learn how to use OS and computer generated maps, how to draw quality sketches and maps, how to interpret aerial and satellite photographs and how to construct and analyse effective graphs. Learn about the challenges the planet faces from climate change, tropical rainforest destruction and traffic congestion. How should we respond to the challenges?

COASTS AND A WASTEFUL WORLD - To learn about coasts we visit the fastest eroding coastline in Europe, the Holderness Coastline in East Yorkshire. We learn about why erosion is happening so fast and what effects it is having on the locals. We also study the sea defences to find out how they work. You will learn how to reduce the destruction and number of deaths caused by coastal flooding. Rich countries contain 20% of the world's population but consume 86% of the world's products. How do we dispose of all the waste this creates? How do we deal with nuclear and toxic waste? Which comes out best in renewable versus non-renewable energy? How do we, as people, waste energy and how could energy use be managed more effectively?

POPULATION CHANGE AND A TOURIST'S WORLD - Learn about China's 'one child' policy and Singapore's 'three or more' policy. Why does Japan have an ageing population and what are the advantages and disadvantages of this? Learn how the tourism industry grew and what types of holidays there are. There is a planned trip to the Peak District to learn about how tourists effect the environment and how tourist activity can be managed.

Method of Assessment

- Three modular 1 hour exams (75%).
- Controlled assessment -completed in supervised class conditions based on fieldwork (25%). The topic and title of this investigation will be set by the exam board.
- Grades are awarded from A*-G.

Skills


Geographers are valued because they learn to:


- Make decisions about an issue.
- Collect, handle and analyse data.
- Write a concise report.
- Think independently and creatively.
- Solve problems.
- Be computer literate.
- Be a well rounded, flexible thinker.
- Be a good team player.

Progression Route

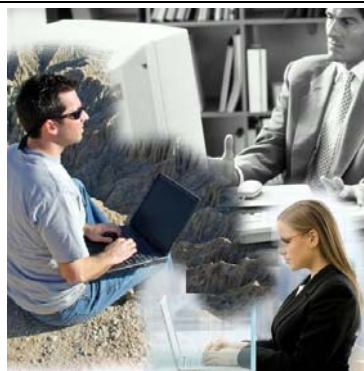
Geography is a good subject to have on your CV. You can go on to study it at A level and the subject is compatible with many subjects, including sociology, politics, biology and environmental studies. Geography leads to many career opportunities including a utility, retail or conservation manager, accountant, chartered surveyor, town planner, diplomat, teacher, travel agent, social worker or can lead to a job in marketing or advertising. Geography graduates are amongst the most employable with 40% appointed to managerial or administrative positions.

<h1>Graphic Products</h1>	
<p>Exam Board: AQA</p>	
<p>Award: GCSE</p>	
<p>Contact: Mr Bauckham</p>	
<p>Why do this course?</p> <ul style="list-style-type: none"> • If you like to be creative • Enjoy designing • Like practical work • If you are competent at drawing and using ICT 	<p>Course entry requirements</p> <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities • No prior study required, although technology at KS3 is desirable
<p>Key Topics / Subject content</p> <ol style="list-style-type: none"> 1. Investigating the design context: analyse a chosen task; write a design brief; conduct relevant research and write a design specification. 2. Development of design proposals: generate a range of original ideas; compare these ideas against your specification, then develop (improve) your chosen idea using research, drawings and modelling. 3. Making: plan and make a range of products that meet your original brief; these products should be well made, have the potential to be commercially viable and are suitable for the target market. 4. Testing and Evaluation: testing should reflect the design specification and take into account the target markets opinion. 5. Communication: design folder is focused, concise and relevant and demonstrates an appropriate selection of material for inclusion. 	
<p>Method of Assessment</p> <p>This course is assessed in the following way:</p> <ul style="list-style-type: none"> • Pupils complete a major project comprising a made artefact and a 20 page design portfolio worth 60% of the total marks. • Pupils sit a 2 hour exam worth 40% of the total marks. 	<p>Skills</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Recall, select and communicate knowledge and understanding in design and technology including its wider effects. • Apply knowledge, understanding and skills in a variety of contexts and in designing and making products. • Analyse and evaluate products, including their design and production.
<p>Progression Route</p> <p>The course provides an excellent route into GCE A level Product Design and the Diplomas in manufacturing and product design or engineering at level 3.</p>	

<h1>Health and Social Care</h1>	
Exam Board: OCR	
Award: Double GCSE	
Contact: Miss Britt	
Why do this course? <ul style="list-style-type: none"> • If you are thinking of a career in health, social care or early years. • Possible opportunity to gain additional, relevant certificates 	Course entry requirements <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities • No prior study required <p>Note: some topics can be sensitive to some students.</p>
Key Topics / Subject content <p>Pupils are taught the skills needed to pass the course through a combination of teacher led sessions, visiting speakers, practical activities and independent research tasks.</p> <p>In Unit A911 students produce a portfolio about the major needs of the client groups and how services are organised to meet their needs. They will learn about the way people can obtain services and the barriers that may prevent them from doing so, as well as the main work roles and skills of people who work in this sector.</p> <p>In Unit A912 students will learn about the stages and patterns of human growth, and factors which affect development. They will find out about the development of self concept and different types of relationships people have and major life changes.</p> <p>Unit A913 gives students the opportunity to learn about the methods used to measure health and factors which have a positive or negative effect on health. Look at ways of promoting and supporting health and well being in order to produce a study.</p> <p>In the final Unit A914 students learn about how to recognise potential risks and individuals can be kept safe. They will know about infection control and first aid practice.</p>	
Method of Assessment <ul style="list-style-type: none"> • Unit A911, Controlled Assessment 30% • Unit A912, Exam 20% • Unit A 913, Controlled Assessment 30% • Unit A914, Exam 20% 	Skills <p>Students will develop as effective and independent learners</p> <p>Understand the aspects of personal development</p> <p>Develop investigation and evaluation skills</p> <p>Examine issues that affect the nature and quality of human life</p> <p>Develop an awareness of influences on health and wellbeing</p>
Progression Route <p>GCSE Health and Social Care provides a good basis for progression to various courses such as A level and NVQ</p>	

<h1>History</h1>	
Exam Board: Edexcel	<p>Course entry requirements</p> <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities • No prior study required <p>Caution! You will be expected to do a large amount of reading and written work.</p>
Award: GCSE (single award)	
Contact: Mrs Warnock	
<p>Why do this course?</p> <ul style="list-style-type: none"> • You will enjoy and do well in the course if you are interested in debating and finding out about how people's lives have changed • It is a GCSE subject that is highly regarded amongst colleges, universities and employers • It counts towards the English Baccalaureate qualification as the compulsory Humanities component 	
<p>Key Topics / Subject content</p> <p>Unit 1 - Crime and Punishment This unit is a study in development, the core elements of which will concentrate on crime and punishment from 1450 to the present day. You will also complete two extension studies: crime and punishment from Roman Britain to 1450 and; changing views of the nature of criminal activity 1450 to present day.</p> <p>Unit 2 - Life in Germany 1919 - 1945 This unit is a study in depth. This unit develops understanding of life in Germany between the wars, the rise to power of the Nazis and the political, social, economic, cultural and religious impact of this regime.</p> <p>Unit 3 - Crime and Protest This unit is a source enquiry, focusing on four case studies from 20th Century British history. (Suffragettes; General Strike 1926; The Miners' Strike 1984-5; The Poll Tax Protests)</p> <p>Unit 4 - Controlled Assessment This unit focuses on Historical Enquiry and on Representations of History. Students will be required to carry out research and preparation on a set topic (USA 1919-41), but the final task must be completed in school under controlled conditions.</p>	
<p>Method of Assessment</p> <ul style="list-style-type: none"> • Units 1, 2 and 3 - modular examinations, each lasting 1 hour and 15 minutes. • Unit 4 - Controlled Assessment. • Each unit is worth 25% of the total grade. • Common papers and Controlled Assessment tasks are taken by all candidates, from which the full range of grades is available, A* - G. (There are no tiers in G.C.S.E. History.) 	<p>Skills</p> <p>This course will help you to develop the following skills:</p> <ul style="list-style-type: none"> • Selecting and organising information • Preparing and presenting arguments • Analysing and synthesizing information and different points of view • Evaluating sources of information and interpretations • Applying knowledge and understanding
<p>Progression Route</p> <p>The skills acquired through the study of History at GCSE is useful to students wishing to study a variety of subjects post 16, in particular history, law, politics, sociology, English and media History is very useful for the world of work. Its study helps create the skills needed by: Solicitors & Barristers; Politicians; Business men & women; TV presenters; Police officers; Comedians; Computer game designers; Teachers; In fact, the skills you develop while studying History can be used in ANY job.</p>	

iMedia



Exam Board: OCR

Award: Level 2/3 Award/Cert Creative iMedia

Contact: Mr Spence/Pindar

Why do this course?

- Build on previous IT knowledge
- Learn more about something you enjoy doing
- Learn specific skills which will lead to good employment

Course entry requirements

- Previously completed OCR Nationals at Merit or Distinction
- The ability to meet deadlines
- Good IT skills
- Determination

Key Topics / Subject content

- Unit 301 ICT Pre-production Techniques

This involves taking a look at the different methods of preparing to create things, these skills are transferable across many subjects and involve such techniques as storyboards, mind mapping, mood boards etc. This is taught across the other units and forms an essential part of the planning work which takes place in them.

- Unit 312 Creating an interactive digital animation

This involves planning and creating an interactive animation for a purpose which meets the needs of a client. Students will communicate with the client and tailor the finished product to meet their needs.

- Unit 313 Digital graphics editing

This is similar in style to unit 312 but will practice students in the skills required to create a composite digital image for a specific purpose.

- Unit 310 Interactive multimedia design

This unit helps learners to familiarise themselves with the more advanced aspects of digital graphics editing for the creative and media sector.

Method of Assessment

This course is assessed in the following way:

- Each Unit will be completed and evidenced in the form of an e-portfolio
- Students work is internally marked and externally moderated by OCR.

Skills

This course will help you develop the following skills and understanding:

- Evaluation in the IT sector
- Project planning
- Communicating with a client
- Creating interactive animations
- Creating composite digital images
- Creating Interactive Multimedia presentations
- Evaluating against a client brief

Progression Route

The OCR Creative iMedia suite of qualifications provides students with high quality, industry-recognised qualifications. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into the Creative Media sector.

IT



Exam Board: OCR

Award: Level 2 National Award in ICT

Contact: Mr Spence/Pindar

Why do this course?

- Build on previous IT knowledge
- Learn more about something you enjoy doing
- You will eventually use IT in any employment

Course entry requirements

- The ability to meet deadlines
- Reasonable IT skills
- Determination

Key Topics / Subject content

You *will* complete

- Unit 1 ICT skills for business

Everyday use of a computer for practical things, e.g. working safely, organise files, communicate and present information effectively, handle data.

- Unit 7 Databases - design and use

Plan, Design and Create a database for a specific purpose and make it suitable for anyone to use.

- Unit 20 Creating animation for the WWW using ICT

Investigate animation, then plan and create an animation for a specific purpose and audience

You *may* complete:

- Unit 3 Digital imaging - plan and produce computer graphics

Create a composite digital image for a specific purpose

- Unit 4 Design and produce interactive multimedia products

Create a multimedia product (e-brochure) for a specific purpose

Method of Assessment

This course is assessed in the following way:

- Each Unit will be completed and evidenced in the form of an e-portfolio
- Students work is internally marked and externally moderated by OCR.
- 1, 7 and 21 will qualify for 1 GCSE
- 3 and 4 *in addition* will qualify for 2 GCSEs


Skills


This course will help you develop the following skills and understanding:


- Safe working in an IT environment
- Word Processing
- Using the Internet
- Organising files
- Communicating effectively using a variety of media
- Handling data
- Creating animations
- Creating a Database
- Graphic editing
- Creating Multimedia presentations

Progression Route

OCR Nationals Level 2 provides a flexible qualification which gives students the skills and understanding required use IT safely and responsibly in society, it also develops a suitable foundation to enable them to study IT at Level 3.

<h1>Skills for Life</h1>	
Exam Board: See below	
Award: This will be a bespoke course which may lead to Entry Level or L1 accreditation	
Contact: Mrs Pearce	
Why do this course? <ul style="list-style-type: none"> This course is designed to enhance students' performance and confidence in Literacy and Numeracy skills enabling them to apply them to real life situations 	Course entry requirements <ul style="list-style-type: none"> This course is suitable for students who are advised to take it by the Student support department
Key Topics / Subject content <p>The course will be made up of a variety of units, each one based around a theme or topic. Some units may be Literacy, Numeracy or practical based and often will combine all three</p> <p>Example Unit 1 - This unit would involve planning, costing a trip. Students would then take part in the trip and evaluate its success.</p> <p>Example unit 2 - Designing a menu for a week for a person on a fixed budget. Students would then choose one of the recipes, produce it and evaluate its success</p>	
Method of Assessment <ul style="list-style-type: none"> Students' progress is assessed on a unit by unit basis by portfolio of evidence 	Skills <p>This course primarily develops students' numeracy and literacy skills, thus raising their self esteem and ability to work in groups.</p>
Progression Route <p>Students will be able to use the skills they have learned in the skills for life course to improve their performance in all areas of the curriculum and in later life.</p>	

<h1>Media Studies</h1>	
<p>Exam Board: WJEC</p>	
<p>Award: GCSE</p>	
<p>Contact: Miss Hellier</p>	
<p>Why do this course?</p> <ul style="list-style-type: none"> • If you enjoy reading magazines/newspapers, watching T.V and film, listening to music and browsing the internet • If you would like to create your own media production • If you enjoy a mixture of practical and written/analytical work 	<p>Course entry requirements</p> <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities but must enjoy producing written/analytical work in addition to practical. • No prior study required but strong skills in English would be beneficial.
<p>Key Topics / Subject content</p> <p>Students will have to explore at least three topics for GCSE Media Studies, including at least one print (magazines etc) and one audiovisual (TV/Film) based form.</p> <p>Topics that can be studied, some of which may be based on particular forms, may include:</p> <ul style="list-style-type: none"> • Music • Science fiction • Lifestyle and celebrity • Television Drama • Animation • Comedy • News • Advertising <p>The production element of the course could provide students with the opportunity to produce a music video, radio music programme, an advert, a trailer for a film or television programme or a short film</p> <p>The textual investigations could, for example, be the investigation into the effect of the following in a particular genre of film (e.g. sci-fi)</p> <ul style="list-style-type: none"> • Costumes • Settings • Soundtrack • Conventions • Colours • Special effects 	
<p>Method of Assessment</p> <p>This course is assessed in the following way:</p> <p>Three pieces of work from at least two different media:</p> <ul style="list-style-type: none"> • two textual investigations (400 - 850 words) (20%) <p><i>and</i></p> <ul style="list-style-type: none"> • one media production (40%). <ul style="list-style-type: none"> • Pupils sit a 2 hour exam worth 40% of the total marks 	<p>Skills</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Select and use equipment to produce quality media texts • Draw on their existing experience of the media • Develop their abilities to explore as well as to create media. • Work in collaboration with other students • Develop their analytical skills
<p>Progression Route</p> <p>GCSE Media Studies is a qualification that when gained, can be taken further at college level and then at university too. Many students go on to study Media Studies at A level and then through to University where it can be taken alone or in combination with other subjects. It is a contemporary GCSE subject that can be used in careers as teaching, journalism, television production, film and many, many more.</p>	

<h1 style="text-align: center;">Music GCSE</h1>	
Exam Board: OCR	
Award: GCSE in Music	
Contact: Mr Flowers	
Why do this course? <ul style="list-style-type: none"> • If you are studying an instrument • If you wish to explore a variety of different musical experiences • If you wish to perform • If you want to deepen your knowledge of music 	Course entry requirements: This course is open to all but an understanding of musical theory would be an advantage, as would some instrumental or vocal experience.
Key Topics / Subject content Unit B351: Integrated Tasks ~ Perform a piece and create a composition from the same musical context. Explain in a commentary the work produced. Unit B352: Practical Portfolio ~ A second performance and matching composition. Unit B353: Creative Task ~ Demonstrate what you have learnt by developing a music idea in an examination. This is a 45 minute practical examination. Unit B354: Listening Examination ~ A written paper with a CD assessing knowledge of the different types of music available in a global and historical context. All of these parts are produced in controlled assessment or formal examination.	
Method of Assessment This course is assessed in the following way: <ul style="list-style-type: none"> • There are 4 units which are taken midway through and at the end of the course • Full award: certificates will be awarded from A* - G grades. Two of the units are formal examinations.	Skills This course will help you develop the following skills: <ul style="list-style-type: none"> • Musicianship • Instrumental /vocal ability • Rehearsal technique • Working independently • Listening • Performing and evaluating • Composing
Progression Route This course leads to a GCSE qualification but the progression in music is much broader as students will move either to A level music, Access to Music or to “gigging” in more formal performance environments. As such the course aims to widen the musical experience, promote confidence and develop talent. It is open to all students but everyone will need to be comfortable with performing to the class as it is vital to a successful outcome.	

Firsts in Music Btec Certificate



Exam Board: Edexcel

Award: Btec First Certificate. This qualification is equivalent to 2 GCSEs

Contact: Mr Flowers

Why do this course?

- If you like to be creative
- Enjoy producing an end product
- Want to improve your own music making
- Are considering the music industry as a career

Course entry requirements

- Suitable for all year groups
- Suitable for all abilities
- A willingness to demonstrate work to the class is essential.

Key Topics / Subject content

This course is designed in units. The Core units are completed towards the end of the course and are scenario based. For example you will have to plan and produce a musical product. This may be a live concert or a podcast/video.

Students will be expected to fully research their ideas and produce a portfolio of evidence in addition to the actual product. As such they are expected complete two units of personal study from a wide list of topics given. These range from performance to a study of world music.

Method of Assessment

This course is assessed in the following way:

- The three units (Core and two personal study units.) are continually assessed and externally moderated.

N.B. There is no final exam as the units are rigorous and must demonstrate a full understanding of the content covered.


Skills

Pupils are taught to:

- Research a specific area
- Producing technical documentation.
- Planning, reviewing and evaluating performance material and production processes.
- setting the rehearsal schedule for the product
- deciding which role they will play in the final product
- Evaluating the planning process in light of the product.

Progression Route

Further units can be added to the first certificate leading to the National Diploma (Level 3) qualification. This course leads on to further study and opportunities for students interested in the music industry and is recognised by sixth form providers.

<h1 style="text-align: center;">Sport</h1> <h2 style="text-align: center;">Btec Certificate</h2>	
Exam Board: Edexcel	
Award: BTEC extended certificate. Equivalent to two GCSE's	
Contact: Mr Dilks	Course entry requirements <ul style="list-style-type: none"> • The ability to meet deadlines • Good ICT skills • The ability to keep going and complete the coursework • This course is suitable for all years and abilities
Why do this course? <ul style="list-style-type: none"> • If you like learning about sport • If you enjoy taking part in sport 	
Key Topics / Subject content <ul style="list-style-type: none"> • Unit 1. Fitness testing and training. This unit gives learners the opportunity to explore the essential fitness requirements and training methods used to achieve successful sports performance. The unit also explores lifestyle and psychological factors and the effects these can have on sports training and performance. Learners will investigate their personal fitness. • Unit 2. Practical sport. The aim of this unit is to develop learner knowledge of the rules, skills and techniques for one team and one individual sport through practical application. • Unit 4. Anatomy and physiology for sport. The aim of this unit is to give learners a good understanding of the structure and function of the skeletal, muscular, cardiovascular and respiratory systems of the human body. • Unit 5. Injury in sport. The aim of this unit is to develop learner knowledge of common sports injuries and illnesses and their respective treatment. It will also consider risk assessment and its management. 	
Method of Assessment <p>This course is assessed in the following way:</p> <ul style="list-style-type: none"> • There are four units each which are assessed by students gathering and developing a portfolio of work. • Students work is internally marked and externally moderated by Edexcel. 	Skills <p>This course will help you develop the following skills:</p> <ul style="list-style-type: none"> • An in-depth understanding of sport and physical activity • An ability to apply knowledge • An ability to analyse knowledge • ICT skills • Organising yourself • Working independently • Presenting work • Evaluating work
Progression Route <p>The Edexcel First Certificate in Sport is ideally suited to those candidates who wish to pursue a career in the sports and leisure industry. This qualification is suitable for those wishing to gain a Level 2 qualification to support further study in FE and provides a progression route to the A level Physical Education and the National Diploma in sport.</p>	

Sport

Btec Diploma

Exam Board: Edexcel

Award: BTEC Level 2 Diploma
Equivalent to four GCSE's

Contact: Mr Dilks



Why do this course?

- If you like learning about sport
- If you enjoy taking part in sport
- If you are thinking about a career in the sport and leisure industry

Course entry requirements

- You must have achieved at least a pass on the extended certificate
- You must be able to meet strict deadlines
- Suitable for year ten and eleven students who have completed the first certificate

Key Topics / Subject content

- **Unit 9. Psychology for Sports Performance.** The aim of this unit is to make learners aware of the psychological factors which influence sports performance and how psychological skills can be developed.
- **Unit 10. Nutrition of Sports Performance.** The aim of this unit is to enable learners to develop skills and knowledge in personal nutrition linked to sports performance.
- **Unit 18. Effects of Exercise on the Body Systems.** This unit is designed to enable learners to explore the effects of exercise on the human body by participating in a range of practical experiments and activities.

Method of Assessment

This course is assessed in the following way:

- There are three units each which are assessed by students gathering and developing a portfolio of work.
- Students work is internally marked and externally moderated by Edexcel.

Skills

This course will help you develop the following skills:

- an in-depth understanding of sport and physical activity
- an ability to apply knowledge
- an ability to analyse knowledge
- ICT skills
- organising yourself
- working independently
- presenting work
- evaluating work

Progression Route

The Edexcel Level 2 Diploma in Sport is ideally suited to those candidates who wish to pursue a career in the sports and leisure industry. This qualification is suitable for those wishing to gain a Level 3 qualification to support further study in FE and provides a progression route to the A level Physical Education.

PUBLIC SERVICES

Exam Board: EDEXCEL

Award: BTEC FIRST LEVEL 2
EXTENDED CERTIFICATE Equivalent to
2 GCSEs

Contact: Mr J Radcliffe



Why do this course?

- Looking for a career in public or uniformed services
- Gain a valuable qualification without the need for any examinations

Course entry requirements

- Suitable for all pupils
- No prior study required
- Reasonable level of fitness needed
- Ability to work to a deadline

Key Topics / Subject content

- The BTEC first certificate in public services provides you with the knowledge, skills and understanding you will need when moving towards a career in the uniformed and non-uniformed services - such as the Police, Fire Service, Prison Service and Nursing.
- Areas covered include Public Services skills, employment in the uniformed and non-uniformed Public Services, career planning for the Public Services and the role of a citizen as an individual and in society.
- Pupils will develop teamworking and practical skills and build self-confidence as they progress through the specific units of study.

Method of Assessment

- This course is assessed by a portfolio of evidence which demonstrates that pupils have met the required standards. and does not involve any examinations
- Pupils will achieve grading at pass, merit or distinction during 180 guided learning hours
- The course will be for 5 hours per week for one school year


Skills


Pupils will learn:


- How to be an effective member of a team
- How to manage and organise their own time to prepare evidence for assignments
- To develop their independent, personal, learning and thinking skills

Progression Route

BTEC First Level 2 Extended Certificate in Public Services is a qualification recognised by Public Service employers and other education institutions and can provide a good progression route to more advanced qualifications such as Level 3 BTEC Nationals.

<h1 style="text-align: center;">Psychology</h1>	
<p>Exam Board: OCR</p>	
<p>Award: Single GCSE in Psychology</p>	
<p>Contact: Mr Dilks</p>	
<p>Why do this course?</p> <ul style="list-style-type: none"> • If you like understanding why people behave in certain ways • If you like reading about weird and interesting studies and how they have affected the real world 	<p>Course entry requirements</p> <ul style="list-style-type: none"> • A willingness to absorb and understand psychological terminology • An ability to write essays • Suitable for year ten and eleven students • Beware this subject involves theory
<p>Key Topics / Subject content</p> <p>Unit B541: Studies and Applications in Psychology 1. Biological psychology: sex and gender. Cognitive psychology: memory. Developmental psychology: attachment. Social psychology: obedience. Individual differences: atypical behaviour.</p> <p>Unit B542: Studies and Applications in Psychology 2: Biological psychology: criminal behaviour. Cognitive psychology: perception. Developmental psychology: cognitive development. Social psychology: non-verbal communication. Individual differences: the self.</p> <p>Unit B543: Research in Psychology. Discovering and learning about the process:</p> <ul style="list-style-type: none"> • Planning research • Doing research • Analysing research • Planning an investigation 	
<p>Method of Assessment</p> <p>This course is assessed in the following way:</p> <ul style="list-style-type: none"> • There are ten main topics in this specification. These are assessed across two units. There is also a third unit which focuses on research methods in psychology. • Units one, two and three are assessed via three externally set examinations each lasting one hour forty five minutes. 	<p>Skills</p> <p>This course will help you develop the following skills:</p> <ul style="list-style-type: none"> • An in-depth understanding of psychology • An ability to apply knowledge • An ability to analyse knowledge • ICT skills • Organising yourself • Working independently • Presenting work • Evaluating work
<p>Progression Route</p> <p>GCSE psychology is suitable for those pupils studying in preparation for employment in education and health. This qualification is also suitable for those wishing to gain a Level 2 qualification to support further study in FE and provides a progression route to the A level psychology.</p>	

<h1>Religious Studies</h1>	
<p>Exam Board: Edexcel</p>	
<p>Award: GCSE Short / Full Thinking and Reasoning Skills GCSE</p>	
<p>Contact: Mr Frost</p>	
<p>Why do this course?</p> <ul style="list-style-type: none"> Interested in debating the fundamental questions of life and understanding how different religions respond to them. An interest in different cultures and beliefs. 	<p>Course entry requirements</p> <ul style="list-style-type: none"> Suitable for all year groups. Suitable for all abilities. A foundation and higher tier of entry are available. No prior study required.
<p>Key Topics / Subject content</p> <p>Thinking and Reasoning skills will be developed through the following Religious Studies topics and issues:</p> <ol style="list-style-type: none"> Rights and Responsibility How do you safeguard the rights of the most vulnerable members of our society? Environmental and Medical Issues Do we have a moral obligation to look after our natural resources? Peace and Conflict What are the causes of conflict and do we have a moral duty to protect the vulnerable? Crime and Punishment Should society's right to protection come before an individual's right to freedom? 	
<p>Method of Assessment</p> <p>The Religious Studies component is assessed by a terminal exam.</p> <p>There is no coursework.</p> <p>The Thinking and Reasoning Skills component is assessed through 2 terminal exams.</p> <p>There is no coursework.</p>	<p>Skills</p> <ul style="list-style-type: none"> Develop an explicit and critical awareness of their own thinking skills. Develop enquiry skills Develop problem solving skills Analyze and synthesize information Evaluate sources and ideas
<p>Progression Route</p> <p>This option leads on to studying Religious Studies at AS/A2 level. It is also seen as useful for any social services profession, nursing, the police or law.</p>	

<h1>Resistant Materials</h1>	
Exam Board: AQA	
Award: Single GCSE	
Contact: Mr Pindar	
Why do this course? <ul style="list-style-type: none"> • If you like to be creative • Enjoy designing • Like practical work • Don't mind getting dusty 	Course entry requirements <ul style="list-style-type: none"> • Suitable for all year groups • Suitable for all abilities • No prior study required
Key Topics / Subject content <p>Pupils are taught the skills and Knowledge required to pass the course through a combination of teacher led sessions and mini build up projects to reinforce learning. Areas covered include the design process, making in wood, making in metal, making in plastics, modern materials, commercial production methods safety and systems and control.</p> <p>Pupils get to demonstrate the practical skills they have learned through the major project this year's task is "People have an increasing number of gadgets and gizmos in their home such as mobile phones, ipods, remote controls, hand held computer games etc. Many of these products require chargers, memory cards games etc. Design a gadget tidy"</p>	
Method of Assessment <p>This course is assessed in the following way:</p> <ul style="list-style-type: none"> • Pupils complete a major project comprising a made artefact and a 20 page design portfolio worth 60% of the total marks • Pupils sit a 2 hour exam worth 40% of the total marks 	Skills <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • select and use tools/equipment and processes to produce quality products • use tools and equipment safely with regard to themselves and others • work accurately and efficiently in terms of time, materials/ingredients and components; • manufacture products applying quality control procedures; • have knowledge of Computer-Aided Manufacture (CAM) and to use as appropriate; • ensure that the quality of their products is suitable for intended user
Progression Route <p>GCSE Resistant materials provides a good basis for progression to A level product design or engineering and is highly regarded by organisations as a good qualification when applying for apprenticeships.</p>	

Triple Science

Exam Board: OCR

Award: GCSE Biology, GCSE Chemistry and GCSE Physics.

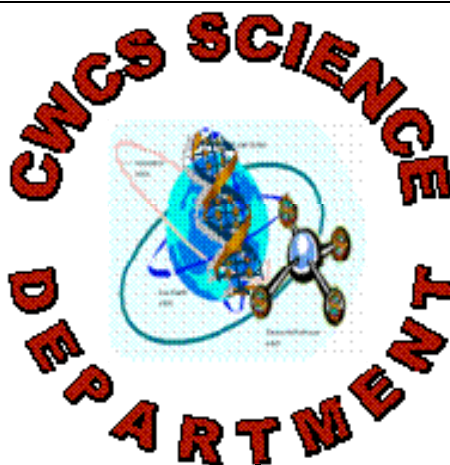
Contact: For more information see Mr Wilson.

Why do this course?

- You like figuring out why.
- You like working out a problem on your own.
- You wish to study Science A Level
- Enjoy Science.

Course entry requirements

- Suitable for Year 11 only.
- Must have completed GCSE Science.
- Must have an average B grade in GCSE Science.



Key Topics / Subject content

The core science units would have already been studied in year ten.

B1 and 2 Understanding Ourselves, Understanding the Environment, C1 and 2 Carbon Chemistry, Rocks and Metals, P1 and 2 Energy for the Home and Living for the Future. In year eleven you will also study the core additional science units; B3 and 4 Living and Growing, It's a Green World, C3 and 4 The Periodic Table, Chemical Economics, P3 and 4 Forces for Transport and Radiation for Life. However you will not sit the additional science examinations instead you will complete two extra units (5 and 6) in each discipline. The units are B5 and 6 The Living Body and Beyond the Microscope, C5 and 6 How Much? and Chemistry Out There, P5 and 6 Space for Reflection and Electricity for Gadgets. These units are then examined in conjunction with the science and additional science units, for example B1, 2 and 3 then B4, 5 and 6. These extra units deal with more complex and detailed GCSE Science topics.

Method of Assessment

Each GCSE course is assessed in the following way:

- Two Examinations of 75 and 90 minutes respectively.
- One Controlled Assessment.

In total there will be six examinations and three controlled assessments, for this additional science option.

Skills

This course will help you develop the following skills:

- Researching Data.
- Analysing Data.
- Presenting Data.
- Evaluating Data.
- Developing an understanding for the world around you.
- Explaining the processes that affect our everyday lives.

Progression Route

For pupils who may be considering studying sciences at advanced level (AS/A2) the Triple Science pathway is the most appropriate choice to make. This will then lead onto degree level study or professional training in a vast range of fields, such as medicine, engineering and pharmacology. The list of careers is endless.

TRAVEL & TOURISM



Exam Board: EDEXCEL

Award: BTEC FIRST LEVEL 2 CERTIFICATE/EXTENDED CERTIFICATE

Contact: Mr C Brewer

Some of this year's students, having emptied the Lincoln Tourist Information Centre of its leaflets and brochures!

Why do this course?

- Looking for a career in the Leisure & Tourism industry (one of the fastest growing sectors in the UK)
- Gain a valuable qualification without the need for any examinations

Course entry requirements

- No prior study required
- An ability to work independently as well as in teams
- An ability to manage your own time to reach deadlines
- An ability to think creatively

Key Topics / Subject content

The course will be for 5 hours per week for one school year

The BTEC first certificate in Travel & Tourism explores a wide variety of themes related to one of the fastest growing industries in our county as well as our country. All pupils will complete a minimum of 3 course units:

- Unit 1: The UK Travel & Tourism Sector
- Unit 3: Understanding the Nature and Effects of World Travel
- Unit 6: UK Tourism Destinations

Pupils will have opportunities to go on visits to tourist attractions and be an integral part of the planning process for these excursions

Pupils will develop teamworking and practical skills and build self-confidence as they progress through the specific units of study.

Method of Assessment

- This course is 100% classroom based and does not involve any examinations
- For each unit, there are a number of teacher-assessed assignments to complete
- Pupils will achieve grading at Pass, Merit or Distinction during 180 Guided Learning Hours of the course

Skills

Pupils will learn:

- How to be an effective member of a team or group
- How to manage and organise their own time to prepare evidence for a variety of assignments
- To develop their independent, personal, learning and thinking skills
- How to develop research skills to get the best out of the assignments

Progression Route

BTEC First Level 2 Extended Certificate in Travel & Tourism will give you the skills you need for either university or work, and is a first step towards a career in the sector. It could lead you to a degree in travel & tourism, transport planning, air traffic control, adventure tourism... Alternatively, you might take a job with training or an Apprenticeship as, say, a retail travel consultant, resort representative, call centre team member, business travel assistant or airport information assistant.

