

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

# MALET LAMBERT SCHOOL



## KEY STAGE FOUR INFORMATION BOOKLET

‘Pathways to Success’

2012-2014

**Traditional *Values* Contemporary *Aspirations* Creative *Curiosity***

**Headteacher: Jane S Disbrey**



# INTRODUCTION

## Aim of the booklet

This booklet is designed to give you information and advice about the next important stage in your school career, Key Stage Four.

Key Stage Four starts in Year 10 and lasts for two years. You will build upon your learning of Key Stage Three and work towards fulfilling your potential by achieving the best possible examination results.

## Curriculum Structure at Key Stage Four

At Malet Lambert School we aim to provide a pathway for all our students to achieve success in their Key Stage 4 years. Through their Key Stage 4 studies we want students to:

- achieve or surpass their examination potential;
- gain examination success to enable them to continue academic or vocational studies beyond 16;
- continue to develop suitable study and learning skills that will support their continued education beyond 16.

Students have been placed in academic pathways designed to maximise the levels of achievement gained over the course of the next two years.

Students in the Red and Yellow Pathways will study a curriculum that includes English, English Literature, Mathematics, Science, History or Geography, ICT, a Modern Foreign Language, Physical Education and Religious Education. Following your option of History or Geography in Year 9 there will be a further opportunity for you to choose one more subject either up to GCSE or equivalent. The curriculum is designed to maximise students' chances of achieving the new English Baccalaureate.

Students in the Green Pathway will study a curriculum that includes English, Mathematics, Science, ICT, Physical Education and Religious Education. There will also be the opportunity for you to study two more subjects either up to GCSE or equivalent. The curriculum is designed to maximise students' chances of achieving to their full potential.

We hope that the information and advice in this booklet will help you to:

- understand how the curriculum is structured in Key Stage Four
- understand the implications for learning both in the classroom and at home
- understand the way your work will be assessed
- understand how to make sensible choices

## What happens now?

This booklet contains important course information. There is also a section about how to make your decisions, which you should read carefully. You should also spend some time talking to your parents, your teachers and your form tutors about the range of subjects available. You will then make your choice and you will need to justify your reasons for doing so. Any Students experiencing difficulties with making their choices will be interviewed.

It is important that you take every opportunity to gain information and advice about your studies at Key Stage Four, so that you make the *right* choices for the *right* reasons.

I wish you well in this important stage of your career.

# ASSESSMENT AT KS4

Most of the subjects that you will be studying in Years 10 and 11 will lead to a General Certificate in Secondary Education (GCSE). You will be assessed in your knowledge, skills and understanding of each subject and the assessments will either be in terms of coursework, controlled assessment or examination; usually there is a combination of assessment elements.

It is important that your coursework and controlled assessment is completed to the best of your ability because the marks awarded will form part of your final marks. The examinations and assessments are taken throughout Key Stage 4 and must be seriously prepared for. Do not expect to 'coast along' for eighteen months and then suddenly start working for the last few months of the course. You will need to give continuous and determined effort throughout the Years 10 and 11 in order to produce the best controlled assessment possible and to be fully prepared for the terminal examinations.

All students who successfully complete the course will receive a grade for each GCSE examination. The grades range from A\* to G.

## **BTEC Cambridge National Certificate**

These courses are more vocationally based courses. They are designed for students who are interested in work related learning. It is necessary for students to be committed to project based work because this plays a key part in the assessment. These courses are usually graded in Pass, Merit, Distinction/Distinction\* and are usually equivalent to 1 or 2 GCSE grades.

## **Reporting on your progress**

Throughout Years 10 and 11 your subject teachers will inform you of your progress towards your target grades by awarding you predicted grades. These will be written in termly reports which will also inform you and your parents about your attitude to learning and how up to date you are with your coursework and controlled assessment.

## **Important Note**

Of course, assessment will be on-going in terms of teachers marking your work and setting targets for future improvements. It is very important that you take careful note of the advice given and aim to set your own targets based on the teachers' advice.

# How do I know what choices I should make?

## Seek Advice

The first thing to do is to spend some time talking to people and seeking their advice. Talk to

Your parents : Your subject teachers : Your form tutor

You should also read the course information in this booklet. This will ensure that you are fully informed about what is involved in each subject but if there are some things you are unsure about, or you need to find out more about, don't be afraid to ask your teachers. They will spend time giving you clear advice and information about their subjects.

There are many reasons why some Students choose particular subjects. Here are some of them:

### Good Reasons

- 'I enjoy the topics that we do in this subject'
- 'I am really interested in this subject'
- 'I am good at this subject and I know I will get a good grade'
- 'I am good at explaining problems so I chose this subject'
- 'I am good with my hands' or 'I am a good listener' etc.
- 'My careers advisor says I need to do this if I want to become a ...'
- 'I am better at doing courses that involve more coursework than final exams'

Try to choose subjects which you will enjoy and which you will be prepared to study hard for, both in the classroom and at home. Try to think of reasons that benefit **your** future.

### Bad Reasons

- 'I want to be with my friends'
- 'I like the person who teaches me this subject'
- 'I chose it because I thought it was easy'

Your classes will change when you enter Year 10 and there is no guarantee that you will have the same teacher, or have friends in your class.

There is no such thing as an easy option. They all involve hard work and commitment.

## Options and Choices

The school offers the widest range of choices we can. **However, there is no guarantee that any option subject will actually run.** There are a variety of reasons why courses offered now may not actually take place. The school will try and fill all Students' choices but if this is not possible we will inform you as soon as possible so an alternative choice can be made.

## Curriculum Pathways at Key Stage 4

To enable all our students to meet their full potential the school believes that different students require different curricular pathways that will support their success. We are very aware that:

- not all students learn in the same way;
- students can achieve examination success through different forms of assessment;
- students are motivated by different forms of vocational or academic work.

As a result the school has used the information available about this year group to devise 2 broad pathways. Students will follow the pathway most appropriate for their learning style.

<b>Red and Yellow Pathway</b>	<b>Green Pathway</b>
<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• English Language and Literature – 2 GCSEs</li> <li>• Mathematics – 1 GCSE</li> <li>• Double Science - 2 GCSEs (with possibility of 3)</li> <li>• History or Geography – 1 GCSE</li> <li>• MFL – 1 GCSE</li> <li>• ICT or Computing – 1 GCSE</li> <li>• RE – 1 GCSE</li> <li>• Core PE – Non examined</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• English Language (with the possibility of English Literature) – 1 or 2 GCSEs</li> <li>• Mathematics – 1 GCSE</li> <li>• Science – 2 Nationals</li> <li>• ICT – 2 Nationals</li> <li>• PE – 1 BTEC</li> <li>• RE – 1 GCSE</li> </ul>

1. Read the booklet carefully and make sure you are clear about the options available and what you need to do. Take your time and ask for help if you need it.
2. Subject teachers will give you information about their subject and advise you on which course is most appropriate for you.
3. Your Form Tutor and Progress Leader will always be ready to discuss your choices with you.
4. Mr Logan and the Connexions Careers Advisers will give advice on careers. Please ask at the careers library in the LRC. If you have a particular career in mind always check with Mr Logan.
5. We will try very hard to make sure that you can study the subjects you choose from the options available.

**Sometimes a few students may find that their chosen subjects do not fit together on the school timetable or that too few students opt for a subject. If this occurs we will find an alternative appropriate choice for you.**

# SUBJECT INFORMATION

Subject	Page
GCSE English Language and Literature	7
GCSE English Language	8
GCSE Mathematics	9
GCSE Core Science	10
GCSE Additional Science	10
GCSE Triple Science	11
Science Cambridge National Awards (Green Pathway)	12
GCSE Computing	13
GCSE ICT	14
National Award in ICT (Green Pathway)	15
Core PE (Red and Yellow Pathway)	16
BTEC Sport Course (Green Pathway)	16
GCSE PE (Red and Yellow Pathway)	17
GCSE Religious Education	18
GCSE French, German and Spanish	19
GCSE Design and Technology: Food	20
GCSE Design and Technology: Product Design	21
GCSE Design and Technology: Textiles	22
GCSE Art and Design Textiles	23
GCSE Geography	24
GCSE History	25
BTEC Art and Design	26
BTEC Media	27
BTEC Music	28
BTEC Drama	29
GCSE Health and Social Care	30
GCSE Applied Business	31
GCSE Law	32
BTEC Travel and Tourism	33
Vocational Options	34
Guided Option for students with SEN	35

# GCSE English Language and Literature

**Head of Faculty:** Miss P Tarbet

**Examination Board:** AQA

## Curriculum Content:

Students will learn how to communicate clearly and imaginatively, using and adapting forms for different readers and purposes; to read with insight and to evaluate how information is presented.

Within this course you will learn to:

- Communicate clearly and imaginatively by adopting roles and communicating with an audience using a range of techniques.
- Read with insight, making reference to texts and distinguishing between fact and opinion.
- Understand how writers use linguistic, structural and presentational devices to achieve their effects.
- Communicate clearly and imaginatively, adapting forms for different purposes and by using accurate spelling, punctuation and sentence structure for effect.

The combined course allows the students to study a variety of modern and classic literature including Shakespeare, Steinbeck, J.B. Priestley, and a range of poets. They will also explore elements of the spoken language and be given various opportunities at both analytical and creative writing.

Students will be required to achieve a grade C or above at English Language for the majority of college places and further education institutes. Students will also enjoy a foundation base for English Language and Literature A Levels. Many of the skills will also be transferable to related subject areas, such as Humanities and Languages, at all levels.

Students will be awarded **two** separate GCSEs for English Language and English Literature.

## Assessment:

English Language: One external examination (40%)  
Three Speaking and Listening assessments (20%)  
Four controlled assessments (40%)

English Literature: Two external examinations (75%)  
One controlled assessment (25%)

# GCSE English

**Head of Faculty:** Miss P Tarbet

**Examination Board:** AQA

## **Curriculum Content:**

This course aims to provide students with the opportunity to explore their literary interests and develop the ability to read, respond and understand a wide range of literary texts.

Within this course you will learn to:

- Respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence.
- Explore how language, structure and form contribute to the meaning of texts, considering different interpretations; to explore relationships and comparisons between texts and to relate texts to their social, historical and cultural contexts and literary traditions.
- Read with insight, making reference to texts and distinguishing between fact and opinion.
- Understand how writers use linguistic, structural and presentational devices to achieve their effects.
- Communicate clearly and imaginatively, adapting forms for different purposes and by using accurate spelling, punctuation and sentence structure for effect.

The course allows the students to study a variety of modern and classic literature including Shakespeare, Steinbeck and a range of poets. They will also be given various opportunities at both analytical and creative writing.

Students will be required to achieve a grade C or above at English Language for the majority of college places and further education institutes. Many of the skills will also be transferable to related subject areas, such as Humanities and Languages, at all levels.

Students will be awarded one GCSE A\*-G.

## **Assessment:**

English: One external examination (40%)  
Three Speaking and Listening assessments (20%)  
Five controlled assessments (40%)

# GCSE Mathematics

**Head of Faculty:** Mr T Lumley

**Examination Board:** Edexcel

## **Curriculum Content:**

This course teaches the candidate to develop their skills, knowledge and understanding in the areas of using and applying Mathematics, number and algebra, geometry and handling data. Functional Mathematics will play a large role in the course. This looks at using Mathematics in real-life situations and gives the candidates the skills to solve problems that involve Mathematics.

Students will be required to achieve a grade C or above at Mathematics for the majority of college places and further education institutes, however, there are now a number of college courses that require students to have at least a grade B. The majority of employers look for grade A\*-C in Mathematics. Students will also enjoy a foundation base for Mathematics A-Level. Many of the skills can be transferred to other subject areas, such as Science and Geography.

## **Assessment:**

GCSE Mathematics is taught as a linear course which means the content is taught throughout years 10 and 11 with 2 terminal exams at the end of year 11.

Paper 1 is a non calculator paper (50%)

Paper 2 is a calculator paper (50%)

There is no coursework element in Mathematics.

## GCSE Core Science

**Head of Faculty:** Mrs J Lawrence

**Examination Board:** AQA

### Curriculum Content:

This course is a general science course that covers all aspects of good science education and allows students to develop science knowledge and skills needed for adult life but also gives a good basis for further study of science.

You will learn 'How Science Works' in contexts which are relevant to the role of science in society and which are able to serve as a foundation for progression for further learning. The content comprises of biology, chemistry, physics units and scientific investigation procedures with emphasis on evaluation of evidence.

Students need the ability to work collaboratively, and have sound literacy, numeracy and ICT skills.

From GCSE Core Science students will progress to either Additional Science or a Triple Science

### Assessment:

3 x 1 hour written papers at the end of year 10 (25% each)  
and  
1 x Investigative Skills Assignment (25%)

## GCSE Additional Science

**Head of Faculty:** Mrs J Lawrence

**Examination Board:** AQA

### Curriculum Content:

This course offers a further insight into contemporary science that will be both relevant and useful today and throughout life through the development of scientific thinking and skills.

The content of this course follows the same model as Core Science comprising of biology, chemistry, physics and scientific procedures however the emphasis in this course is on explaining, theorising and modelling in science.

Students need the ability to work collaboratively, and have good literacy, numeracy and ICT skills.

Progression from GCSE Additional Science could be to GCE Biology, Chemistry or Physics. Alternatively, students could progress to AS Science for Public Understanding.

### Assessment:

3 exams (25% each) at the end of Year 11  
and  
1 Investigative Skills Assessment (25%)

# GCSE Biology, Chemistry and Physics (Triple Science)

**Head of Faculty:** Mrs J Lawrence

**Examination Board:** OCR

## **Curriculum Content:**

This course is a general science course that covers all aspects of good science education and allows students to develop science knowledge and skills needed for adult life but also gives a good basis for further study of science.

You will learn 'How Science Works' in contexts which are relevant to the role of science in society and which are able to serve as a foundation for progression for further learning. The content comprises of biology, chemistry, physics units that build on Science A and Additional science to lead to 3 separate GCSEs in the three sciences and scientific investigation procedures emphasising on evaluation of evidence.

Students need the ability to work collaboratively, and have sound literacy, numeracy and ICT skills.

Progression could be to GCE Biology, Chemistry or Physics. Alternatively, students could progress to AS Science for Public Understanding.

**This will be offered as a limited option to some students**

**All students will still study science as part of their core studies.**

## **Assessment:**

9 exams (3 in each of Chemistry, Biology and Physics)  
and  
1 Investigative Skills Assessment (25%).

# Science Cambridge National Awards (Green Pathway)

## Cambridge National in Science

**Head of Faculty:** Mrs J Lawrence

**Examination Board:** OCR

### Curriculum Content:

The Cambridge National Certificate in Science will equip learners with sound specialist scientific knowledge and skills for everyday use. It will challenge all learners by introducing them to demanding material, encourage independence and creativity, and provide tasks that develop a combination of practical, analytical and communication skills. These transferable skills will improve their employability when they leave education, contributing to both their personal development and future economic well-being.

The three units studied over the course are:

1. How scientific ideas have an impact on our lives (portfolio)
2. How scientific ideas have developed (written exam)
3. How scientists test their ideas (practical investigation)

Students need the ability to work collaboratively, and have good literacy, numeracy and ICT skills.

### Assessment:

Portfolio of work consisting of 9 assessment tasks  
Controlled assessment practical investigation  
1 x 1hr written exam

## Cambridge Nationals in Science in the work place

**Head of Faculty:** Mrs J Lawrence

**Examination Board:** OCR

### Curriculum Content:

This course will recognise learners' skills, knowledge and understanding of science, scientific procedures and the commercial applications of science. The specification for this qualification is currently awaiting accreditation.

Students need the ability to work collaboratively, and have good literacy, numeracy and ICT skills.

### Assessment:

Portfolio of work consisting of 9 assessment tasks  
Controlled assessment practical investigation  
1 x 1hr written exam

From Cambridge Nationals students could progress to courses at level 3 such as GCE Applied Science and AS Science for Public Understanding. This course also prepares students for other courses in the FE sector, including a range of NVQs, as well as employment.

# GCSE Computing

**Head of Faculty:** Mr P Bell

**Examination Board:** OCR

## **Curriculum Content:**

The course in GCSE Computing will:

- Give students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.
- Provide excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.
- Develop critical thinking, analysis and problem-solving skills through the study of computer programming. For many students, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

## **Assessment:**

3 Units:

1. Computer systems and programming - Assessed by written exam paper - 40% marks
2. Practical Investigation - Investigative task based on set scenario - 30% marks
3. Programming Project - Controlled assessment involving programming task - 30% marks

# GCSE ICT

**Head of Faculty:** Mr P Bell

**Examination Board:** OCR

## Curriculum Content:

This exciting new GCSE ICT gives you fantastic opportunities to work with a variety of technologies and offers you choices such as web design, games design or computing, making it engaging and enjoyable to study. The qualification has been designed to nurture digital literacy, and provide you with up-to-date skills, knowledge and understanding of the rapidly developing digital world around you.

This new GCSE specification will:

- Improve your confidence in areas such as mobile phone applications, web page design and games design
- Improve your understanding of social networking and its impacts
- Enable you to keep up to date with IT and digital developments, at home and in the shops
- Explain how IT can help improve your career options
- Provide you with IT skills that you can use to solve practical problems
- Allow you to develop technical skills which will give you a foundation for achieving ICT and Computing A Level

A GCSE in ICT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly to all levels of business personnel; planning and project management skills; and excellent self motivation, decision making and problem solving abilities. OCR's GCSE ICT opens doors to diverse career paths such as games design, web and animation development, network management, network security, digital forensics, and mobile application development.

## Assessment:

- Two 1-hour written examinations or computer-based tests. These are each worth 20%, equalling 40% of the total mark.
- One compulsory controlled assessment unit testing depth of knowledge and understanding. This is worth 30% of the total mark.
- A second controlled assessment unit worth 30% of the marks and you will be given one option from a choice of two units.

# National Award in ICT Level 2 (Green Pathway)

**Head of Faculty:** Mr P Bell

**Examination Board:** OCR

## **Curriculum Content:**

The National Award in ICT is:

- A portfolio based course designed to give students good all round ICT skills applicable to all other aspects of their studies at KS4. The course covers file & folder management, using the web & e-mail effectively, business presentations, desktop publishing, spreadsheets and databases.
- A course where you will learn ICT skills for business (office applications) and creating graphics for the web as well as creating multimedia products and web design.
- An ideal complement to any college/apprenticeship application that will support you no matter what you go on to do after school.
- A great opportunity for students to brush up on their ICT skills and gain accreditation for skills they may already possess. Motivated students also have the opportunity to top up extra GCSE credits for the equivalent of one additional GCSE.

## **Assessment:**

All work is assessed through Portfolio.

Equivalent to 2 GCSEs

## **Core Physical Education (Red and Yellow Pathways)**

**Head of Faculty:** Mr A Ripley

**Examination Board:** Core PE

### **Curriculum Content:**

During Key Stage 4 all students receive the recommended two hours of Physical Education per week.

Students will cover the traditional sports of Football, Rugby League, Netball, Hockey, Badminton, Rounder's, Soft Ball and Cricket. Students will also cover activities increasing in popularity such as Aerobics, Dance, Trampolining and Table Tennis. In the summer term all students will have the opportunity to participate in a wide range of Athletic activities.

In Years 10 and 11 students will complete a fitness unit of work in the fitness suite; the aim of this unit is to give all students the opportunity to improve a specific component of their fitness.

Throughout Key Stage 4 students are encouraged to develop their skills and lead a healthy lifestyle. The PE department has many links with local clubs and encourages Students to join these clubs to try and implement lifelong participation.

## **BTEC Sport Course (Green Pathway)**

**Head of Department:** Mr A Ripley

**Examination Board:** Edexcel

### **Introduction:**

All students who enter year 10 (in the green pathway only) will complete the BTEC Sport course as part of their compulsory Physical Education lessons.

This BTEC course will be equivalent to one GCSE and students will be entered into either the A-C (Level 2) or D-G (Level 1) exam based upon ability and achievement.

The BTEC in Sport, with its wide range of units, choice and flexibility is the most advanced vocational sport qualification available today. Assessment is ongoing, motivating students to analyse and improve their own performance. A BTEC in Sport offers by far the widest range of sport options available of any qualification. This Sport qualification is structured to allow learners maximum flexibility in their selection of specialist units.

### **Assessment:**

25% Terminal exam

75% Controlled assessment and coursework

# Physical Education – GCSE (Red and Yellow Pathway)

**Head of Faculty:** Mr A Ripley

**Examination Board:** AQA

## **Curriculum Content:**

GCSE PE is a practical and theoretical based course that will involve experiencing a wide range of practical activities. It has a significant theoretical element covering topics such as:

- Health and components of fitness
- Factors affecting performance and the principles of training
- Factors affecting individual performance and participation
- Social and cultural factors affecting participation

Students must be aware of the theoretical component of the course and realise that one lesson a week will be spent in the classroom. Students with a strong interest in sport will enjoy the theory side of the course as they cover a wide range of theory topics including: what happens to their body during exercise, diet, sponsorship, Media and Technology in sport, etc.

Students will have the opportunity to participate in a wide range of activities for the practical element of the course. Students can be assessed in practical activities covered in school but can also be assessed in sports that they participate in outside of school e.g. golf, swimming, skiing, etc.

As part of the practical assessment students can now be assessed as a player/performer, organiser, leader/coach, choreographer or official. Students will have the opportunities to carry out these roles in lessons but can also use any experiences that they carry out at local clubs, etc.

Students must only choose GCSE PE if they are highly motivated, have a strong interest in sport, currently enjoy PE lessons and have a participation rate of 90%+ in PE lessons.

Future opportunities include A Level's, BTEC's, Sports Coaching, Physiotherapy, Teaching, etc.

## **Assessment:**

1 Terminal written exam (40%) at the end of year 11  
60% Practical

High ability students will also have the opportunity to gain a double award GCSE in PE.

# GCSE Religious Studies: Philosophy and Applied Ethics

**Head of Faculty:** Mrs K Knight

**Examination Board:** OCR

**Curriculum Content:**

**GCSE RE is taught in two lessons per week.**

You will study the following topics:

- **Ethics: Religion and Medical Ethics:** This topic considers medical issues such as euthanasia, abortion, animal research, and IVF.
- **Ethics: Religion and Human Relationships:** This topic considers issues such as love, sex, marriage and divorce.
- **Ethics: Religion and Equality:** This topic looks at issues such as racism and sexism.
- **Ethics: Religion, Peace and Justice:** This topic gives Students the opportunity to consider how we treat criminals, and whether it is ever right to go to war.
- **Philosophy: Religion and Science:** This topic looks at religious and scientific explanations for the creation of the universe and the human race.
- **Philosophy: Good and Evil:** This topic looks at suffering and the Devil, and the ways that Christians decide how they should behave.
- **Philosophy: The End of Life:** This topic considers issues such as the reasons for suffering, and what happens in a funeral service.
- **Philosophy: The Nature of Deity:** In this topic, Students learn what religious people believe God is like, and consider their own opinions about the existence of God.

Philosophy and Ethics will give you the opportunity to learn about philosophical and ethical issues. You will develop your knowledge and understanding of Christian beliefs and attitudes towards these issues, and you will be encouraged to develop personal responses to them. You will develop your skills of philosophical reasoning.

**Assessment:**

Students will sit 4 one hour exams at the end of Year 11. There is no coursework.

# GCSE French/German/Spanish

**Head of Faculty:** Mrs C Hanmer

**Examination Board:** Edexcel

## **Curriculum Content:**

The course covers a variety of topics which are relevant to current issues and allows students to develop attitudes and opinions of their own. It builds on their experience at KS3 and extends their skills in each area so that they become more confident linguists. If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying languages at GCSE is an excellent choice for you! You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers will look for. You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies. All students are expected to study their KS3 language at KS4 in order to give them the best possible chance of securing a good GCSE grade.

## **Assessment:**

The GCSE is made up of four skills: listening, speaking, reading and writing. Listening and reading are assessed through terminal examinations which students take at the end of Year 11. Each of these examinations is worth 20% of the final grade.

Speaking and writing are assessed through controlled assessment. Students are given tasks and have up to two weeks to prepare. For writing assessments, students are expected to write at least 200 words in a one hour assessment lesson and for speaking assessments, students will speak to their teacher for between 4 and 6 minutes. Students will submit two speaking and two writing assessments but can complete more to secure the best grade possible. This makes up the remaining 60% of their final grade.

# Design and Technology Options 2012: Food

**Head of Faculty:** Mrs Y Elliott

**Examination Board:** AQA

## **Curriculum Content:**

This course will be taught through two minor and a major project. Each project will include theory of food as a material, food design and production and the Student's own experimental or 'design and make' food products.

Course outline – All students will experience the following areas:

### **Year 10 - Term 1**

A design project on a chilled dessert for specific dietary requirements. This will cover basic and special diet nutrition, physical and chemical properties of dessert ingredients, HACCP and practical skills using dairy products and gelatine.

### **Year 10 - Term 2**

As part of a group work exercise the students will look at the fastest growing area of food production, frozen and cook-chill foods. The context for designing is the Italian American restaurant chain of Frankie and Benny's. The Theory covers cheese, milk, pulses, meat and fish and the industrial process of Cook-chill starter dishes.

### **Year 10 -Term 3 - Year 11 – Term 1 & 2**

The Major Project (set by AQA) will begin in the summer and should be completed by March 2014. There will be a number of intermediate deadlines for specific parts of the design folder development.

Students will receive the brief for the terminal examination on 1<sup>st</sup> March 2014 and will prepare through practical and written tasks for the examination in June 2014.

### **Year 11 - Terms 2 & 3**

Students will receive the brief for the terminal examination on 1<sup>st</sup> March 2014 and will prepare through practical and written tasks for the examination in June 2014.

Students need to be involved in shopping and food preparation at home. It will also help them if they watch food related TV programmes such as 'Ready Steady Cook', the BBC 'Good Food Programme' and documentaries on farming and food production. Students should collect magazines and leaflets relating to the food industry and they should use libraries and the internet for research. Students should have an interest in food and an ability to cook.

Students can gain further qualifications such as Food Technology and Nutrition at Degree Level and Hospitality and Catering Vocational Qualifications.

## **Assessment:**

The final grade is made up of two elements:

Unit 1 45451

A written paper 2 hours 40%

Unit 2 45452

A coursework project completed in lessons and as homework 40 hours 60%

# Design and Technology Options 2012: Product Design

**Head of Faculty:** Mrs Y Elliott

**Examination Board:** AQA

## Curriculum Content:

This course will enable Students to develop to a high level and wide range of skills they have gained within Key Stage 3 in a range of resistant materials and textiles. The course covers a broad range of areas of study including:

- Designing and making skills with regard to materials, components and human factors
- Design through market and ethical influences
- The impact of bespoke and industrial processes and manufacture

All Students will experience the following project areas:

### Year 10 -Terms 1 & 2

Students will be involved in focussed design and make projects to design and manufacture quality products both singly and in quantity using a variety of materials.

Students will develop a working knowledge of a wide range of materials appropriate to modelling, prototyping and manufacturing, and be aware of the processes and techniques which aid manufacture and of the commercial and industrial applications of a range of materials involved in manufacturing their products in quantity. It is expected that designing and making will address complete product issues and therefore deal with materials which would aid manufacture, such as moulds, cutting dies, printing blocks, jigs, etc., as well as dealing with issues such as labelling, packaging, etc. It will be important therefore that Students can utilise a variety of suitable materials and components.

Some of this work will contribute to the Major Project

### Year 10 -Term 3 - Year 11 - Term 1 & 2

The Major Project (set by AQA) will begin in the summer and should be completed by March 2014. There will be a number of intermediate deadlines for specific parts of the design folder development.

Students will receive the brief for the terminal examination on 1<sup>st</sup> March 2014 and will prepare through practical and written tasks for the examination in June 2014.

### Year 11 - Terms 2 & 3

Students will receive the brief for the terminal examination on 1<sup>st</sup> March 2014 and will prepare through practical and written tasks for the examination in June 2014.

A number of TV programmes can be watched to give useful background ideas and techniques, examples are:- How's it made? Grand Designs, Robot Wars, Scrapheap Challenge, Dragons Den and The Apprentice. Students will be given further details as and when information is available.

Students should have an interest in designing and making creative products.

Future opportunities include Design and Technology Advanced level, Design based degrees, Industrial designers.

## Assessment:

The final grade is made up of two elements:

Unit 1 45551

A written paper 2 hours 40%

Unit 2 45552

A coursework project completed in lessons and as homework 40 hours 60%

# Design and Technology Options 2012: Textiles

**Head of Faculty:** Mrs Y Elliott

**Examination Board:** AQA

## **Curriculum Content:**

This is a course in which students will be expected to 'Design & Make' useful fabric based products. The candidates must learn to test and evaluate their own work and the work of others. Candidates will be required to carry out research and product development tasks as independent learning. Drawing skills and originality are developed alongside practical knowledge of fabrics and ethical and green issues affecting designers.

Recommended sources for research include shops, catalogues, libraries, exhibitions, magazines, museums, T.V. and market research.

Useful text books are:

Essentials of GCSE D & T Textile, Technology – Rose Sinclair

Lonsdale School Revision Guide Textiles

There are also various books in the Textiles Room in the small library.

All Students will experience the following project areas:

### **Year 10 - Term 1**

An introductory Fashion project focussing on fashion drawing, pattern cutting and garment making skills.

### **Year 10 - Term 2**

A sustainability and embellishment project which is a theory and practical based project looking at recycling garments and fabrics to create a new product.

### **Year 10 - Term 3**

Students choose from a range of themes and set of briefs provided by AQA, their design and make Major Project. This project requires research, design ideas, practical samples, development work and a final artefact.

### **Year 11 - Terms 1 & 2**

Continuation of the Major Project from year 10 with interim deadlines to assess student progress. Completion of the made artefact.

### **Year 11 - Term 3**

A preparation sheet will be given out in March 2014 to help students to prepare for the terminal examination paper taken in June 2014.

Students can improve their chances of success by watching TV programmes such as 'What Not To Wear' and costume dramas. They can often get new ideas by looking in shops and studying the work of existing designers. It will also benefit their work if they can use a sewing machine at home.

Students must have an interest in the design of fashion, costume, soft furnishings and accessories.

There are various career opportunities such as Textile Teacher, Fashion Designer, Fashion Illustrator, Textile Art, Soft Furnishings Designer and Fashion Buyer/Merchandiser.

## **Assessment:**

The final grade is made up of two elements:

Unit 1 45701 A written paper 2 hours 40%

Unit 2 45702 A coursework project completed in lessons and as homework 40 hours 60%

# Art & Design – Textiles Design Option 2012

**Head of Faculty:** Mrs Y Elliott

**Examination Board:** AQA

## **Curriculum Content:**

This is a course for students who have considerable artistic and creative flair and an interest in making images or 2D/3D artefacts/garments using textiles. Students will need to research the original work of famous artists and designers as a starting point for creative work. Over the 2 years students will produce 3 coursework projects, each project will include a sketchbook and final piece. Students will experiment and work with a variety of methods such as:- batik, tie-dye, knitting, printing, stencilling, stitching, embroidery and fabric construction.

### **Year 10 - Term 1**

The first project will be an introduction to Textile design. Students will be given a design brief and will experiment with a variety of techniques before producing a sketchbook and final piece.

### **Year 10 - Terms 2 and 3**

Students will be given a second design brief and the opportunity to design and make a fashion garment. During this project students will learn about fashion drawing, fabric embellishment and fabric construction techniques.

### **Year 11 - Terms 1 & 2**

This will be the students' final project and they will be given the opportunity to write their own design brief and research and make a final product relating to a theme of their own choice.

### **Year 11 - Term 3**

A preparation sheet from the examination board will be given out. Students will have 8 design briefs to choose from and will then be given a set amount of time to produce a sketchbook. Students will have a two day practical exam where they will make a final piece.

## **Assessment:**

The final grade will be made up of two elements:

Unit 1 4204

3 coursework projects 60%

Unit 2 4204

2 day practical exam 40%

Students work is marked on four Objectives

AO1 Record observations, ideas and experiences

AO2 Analyse and evaluate images, objects and artefacts

AO3 Develop and explore ideas using textile media, processes and resources

AO4 Present a personal response

Examination entry level A\* to G

There will only be one box to tick for Textiles so the groups will be assigned by student preference and numbers in discussion with the Head of Faculty.

# Geography - GCSE

**Head of Department:** Mrs L Robinson

**Examination Board:** AQA

## **Curriculum Content:**

This course will cover topics surrounding Human and Physical Geography. It will look at issues at the local, national and global levels as well as looking at impacts upon people and the environment.

In the physical topic you will cover Natural Disasters, Weather and Water on Land. In the Human paper topics covered include Development, Tourism and Pathway change. You will look at a wide range of case studies that represent both LEDC's and MEDC's. The controlled assessment task will involve a field study visit.

Good numeracy and literacy skills with a keen interest in geographical issues will be of benefit on this course. An ability to work independently and as part of a group will also be beneficial. You will be required to do some independent research.

This course is ideal for those who wish to study Geography at AS or A Level. It is also useful for those who may wish to study a Science course in further education. Geography can further be used to support vocational courses such as Travel and Tourism or any course involved in the Hospitality industry.

## **Assessment:**

25% controlled assessment 75% terminal exam

Paper 1 (Physical paper)

Paper 2 (Human paper)

## **History – GCSE (Green Pathway)**

**Head of Department:** Miss A Dent

**Examination Board:** Edexcel

### **Curriculum Content:**

History Full Course GCSE will be taught in five lessons a fortnight. Students will study Germany (depth), Crime and punishment (development), Protest (sources) and America (controlled assessment).

Students will learn the following skills:

- Recall, select and communicate your knowledge and understanding of history
- Show understanding of the past through explanation and analysis
- Understand, analyse and evaluate sources
- Consider how the past has been interpreted and represented in different ways

Good numeracy and literacy skills with a keen interest in historical issues will be of benefit on this course. An ability to work independently and as part of a group will also be beneficial. You will be required to do some independent research.

Many students take History and combine it with other humanities, arts or literary subjects. Many students go on to successfully take History at AS Level.

### **Assessment:**

3 Terminal exams at the end of year 11 (25% each)  
Controlled Assessment (25%)

## BTEC in Art & Design – Level 2

**Head of Faculty:** Mr S Cook

**Examination Board:** Edexcel

### Introduction:

**Creativity** is the most important skill in the job market and is something **employers value highly**. The Creative Industries have expanded massively in the last decade; many of the new jobs created are in the Creative Industries meaning that Art skills are even more in demand. For example, web design requires experience in Art & Design and there are now tens of thousands of people employed in the UK to do just that.

The UK has the **largest Creative sector in the World**, it accounts for **7.9% of the economy** generating £85 Billion. **1.95 million people are employed in the industry**.

Art & Design is not a dead end or useless course; it opens the doors to hundreds of different careers from fashion and photography to sculpture and illustration... and it is **FUN!**

### Curriculum Content:

In KS4 Art and Design runs a BTEC in Art & Design, this covers a wide range of different skills that are necessary to get ahead in the creative industries. Even if you don't end up in the Creative Sector these **skills are transferable** and useful in many roles and careers.

Students are given **choices** throughout the course to study what they are interested in. For each piece of coursework there are choices of at least 2 different assignment briefs. Projects include designing a logo for Big Brother, designing a Transformer, children's illustration, accessories for Lady Gaga as well as the large scale sculptures which have been displayed in town and around the school.

In year 11 students have the opportunity to study a range of specialisms. These include:

#### **3D Sculpture**

#### **Fine Arts – 2D**

#### **Fashion and Textiles**

#### **Photography, Animation and ICT**

Students must have an interest in Art & Design, and also have an open mind and willingness to try new things; a sense of humour is essential! Students should also be prepared to carry out their own research and complete written work as part of the course.

### Assessment:

A new specification is currently in production; final assessment procedures will not be confirmed until March 2012.

Students are graded at either a Pass level 1 (E), Pass level 2 (C), Merit (B) and Distinction (A). This course has been approved by Ofqual/the Government and will remain equivalent to GCSE grades because it has been judged to meet all necessary criteria.

# **BTEC Extended Certificate in Creative Media Production Level 2**

**Head of Department:** Mr S Harrison

**Examination Board:** Edexcel

## **Introduction:**

The course uses a practical approach to teach the basic principles of the media industry, with particular emphasis on language, institutions, representation and audience.

Students will learn practical approaches to four Media units of work. Projects include researching and filming a documentary, producing an information booklet on the Music Industry and looking at the history of printing and applying this in a personal response. As a vocational course the focus is on what really happens in the real World and then applying the knowledge and techniques in response to set brief.

Students can progress to A Level in Media Studies or a BTEC National.

## **Units Studied:**

**Research for Creative Media Production**

**Communication Techniques for Creative Media Production**

**Video Production**

**Print Production**

## **Assessment:**

100% Coursework and application to work in the classroom.

Equivalent to 2 GCSEs at grades A\*-C.

# BTEC Extended Certificate in Music – Level 2

**Head of Faculty:** Mrs K Wilkinson

**Examination Board:** Edexcel

## **Curriculum Content:**

The BTEC Extended Certificate in Music is an excellent opportunity for learners to explore their full musical potential. The course is designed to provide learners from a variety of musical backgrounds with a range of specialist knowledge, understanding and skills, in order to prepare them for employment within the music industry. The course offers an engaging programme of learning, combining practical performance activities, music technology, research tasks, listening analysis and discussion and student presentations. **It is not essential for students to be able play a musical instrument in order to complete the course successfully.**

## **Core Units**

**Unit 1: Working in the Music Industry**

**Unit 2: Professional Development in the Music Industry**

## **Optional Units**

**Where possible, the optional units offered will cater to the specialist interest of students opting to take the course. Possible optional units include:**

**Unit 3: Planning and Creating a Music Product**

**Unit 4: Solo Musical Performance**

**Unit 8: DJ Technology and Performance**

**Unit 9: Producing a Music Recording**

**Unit 16: Investigating an Area of Music**

## **Assessment**

Assessment is 100% coursework based. For each unit, students generate a portfolio of evidence that demonstrates their ability to meet the assessment criteria. Evidence can take the form of research findings, presentations, essays, recorded performances, performance diaries and video evidence.

## Drama BTEC in Performing Arts (Acting) – Level 2

**Head of Department:** Ms V Stacey-Masters

**Examination Board:** Edexcel

### Curriculum Content:

*“But I don’t want to be an actor...”*

Today’s employers need young people who have **self-confidence, resilience, versatility, creativity, independence** and the ability to function in a wide range of workplaces. All young people who want to be successful in their careers should be **effective communicators, excellent team-workers, efficient time-managers** and **imaginative problem-solvers**. This course will definitely help you to develop these qualities.

*“I want to go into the Performing Arts...”*

All students on this course **must** be willing and able to perform in front of a live audience! This course is a vocational qualification in which you learn not only about acting but about the **range of employment possibilities** which now exist in the entertainment industry. There are more opportunities to be involved in the performing arts than ever before. Anyone interested in a future career within the theatre, film or television sectors would benefit from this course. You can **progress** to Post-16 courses including A/S Levels in Theatre Studies and the National Diploma in Performing Arts.

### **Skills for life!**

The skills you develop are skills for life, not just drama skills, and these will help you to feel more confident and ready to manage the challenges of being a young person in the 21<sup>st</sup> century. There are **plenty** of opportunities to show your creative skills and work practically instead of sitting at a desk. You get to work individually, in pairs, groups and as a class: you are learning in a more independent way to create and perform small-scale and large-scale presentations and productions for a range of audiences and in a range of venues.

### **Assessment:**

You are assessed on practical and written units over the two years by your teachers and everything you do goes towards the full qualification. The written tasks involve the use of internet research, desktop publishing and creating visual resources and displays as well as keeping track of your learning regularly in a log or diary.

The current course includes:

- \*Acting Skills and Techniques
- \*Devising Plays
- \*Performing Scripted Plays
- \*Working in the Performing Arts Industry
- \*Professional Development in the Performing Arts Industry

A new specification is currently in production, final assessment procedures will not be confirmed until March 2012.

Students are graded at either a Pass level 1 (E), Pass level 2 (C), Merit (B) and Distinction (A). This course has been approved by Ofqual/the Government and will remain equivalent to GCSE grades because it has been judged to meet all necessary criteria.

# GCSE Health and Social Care

**Head of Faculty:** Mrs C Drury

**Examination Board:** Edexcel

Health and Social Care has been designed to provide a broad basis for further education or further training for employment within the health, social care or early year's services.

The GCSE course consists of 2 compulsory units.

## **Unit 1**

Understanding Personal Development and Relationships

Overview of content

- Human growth and development
- Factors affecting human growth and development
- Effects of relationships on personal growth and development
- The effect of life events on personal development

## **Unit 2**

Exploring Health, Social Care and Early Years Provision

Overview of content

- The range of care needs of major client group
- How health, social care and early years services are accessed and the barriers to access
- How health, social care and early years services are provided
- Workers in health, social care and early years
- Care values which underpin service provider interaction

Students must have the ability to work independently and enjoy individual research.

## **Assessment**

Unit 1 is assessed by terminal exam at the end of Year 11 (40%)

Unit 2 is assessed by Controlled Assessment (60%)

# GCSE in Applied Business

**Head of Faculty:** Mr P Bell

**Examination Board:** Edexcel

## Curriculum Content:

If students are interested in the world of business then the GCSE in Applied Business is the subject for them. During the course they will investigate actual businesses and gain an understanding of business finance. It is 'applied' because they use what they learn to understand the businesses they investigate. They will learn many real life skills and gain a good understanding of job application processes, completing CVs, interview techniques as well as an understanding of how a wide range of laws and other government legislation affect them both currently and when they leave education to begin their careers.

They will:

- learn about and understand the world of business
- develop skills in the financial aspects of business
- carry out research, both within and away from the classroom
- learn how to work in a team with other members of the class
- learn through investigation in addition to listening and reading

The business world is constantly changing. The new course has been updated to give students the chance to learn about these changes as well as covering conventional material. There are two units.

### Unit 1

This unit is an investigation into what business enterprise is all about, including how businesses are organised and how people are involved. It also looks at new issues such as 'ethical' and 'green' business. Students will focus on one local and one national or international business.

### Unit 2

This unit focuses on how businesses record financial transactions, make payments and keep records of how they are doing. Students will learn about balance sheets, profit and loss accounts and how to use these to understand business performance in a practical context.

There are no formal entry requirements. An interest in businesses and what businesses do, together with a reasonable standard of English and Maths, would be helpful but the course is open to anyone.

The GCSE Applied Business leads naturally to the GCE Applied Business, BTEC Nationals in Business and to courses in information and communication technology. Job opportunities include traineeships or apprenticeships in finance, administration and clerical occupations.

## Assessment:

Controlled Assessment (60%)

Terminal Exam at the end of year 11 (40%)

# GCSE in Law

**Head of Faculty:** Mr P Bell

**Examination Board:** OCR

## Curriculum Content:

This qualification will encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and explore ways in which legal, cultural, historical, moral, political, religious and social factors interact to shape the world in which we live today. It will prepare candidates to make informed decisions about further learning opportunities and career choices.

They will:

- Actively engage in the study of law to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds
- Develop an understanding of the role in law in underpinning relationships amongst individuals, groups and institutions within society
- Develop enquiry, critical thinking and decision making skills through investigation of legal issues which are important, real and relevant to the world in which they live, and base reasoned judgements and arguments on evidence
- Know the rights and responsibilities they have as individuals, appreciate their own contribution to society and develop skills which enhance their ability to act in informed roles within different contexts

The course is made up of four units:

1. **The nature of Law. Criminal courts and criminal processes.** This covers what law is, why we need it, classifications of law, sentencing, court structure, police powers, etc
2. **Civil courts and civil processes. Civil liberties and human rights.** This covers the civil courts, types of civil action, tribunals, the legal professions, judges, basic freedoms and fundamental human rights
3. **Employment rights and responsibilities.** This covers employment status and the importance of contracts of employment, protection from discrimination, health and safety at work and the rules of termination of employment
4. **Consumer rights and responsibilities.** This covers the basic character of contracts and basic principles of negligence, buying goods and services, unfair terms in contracts and product liability/safety

There are no formal requirements. An interest in law and possible interest in progressing to GCE law or interest linked to future career paths would be helpful. A reasonable standard of written English would also be beneficial but the course is open to anyone. Students who do not intend to carry on law will nevertheless gain skills and knowledge which can usefully be carried forward into other fields and the world of work.

The GCSE Law leads naturally to direct employment or to the GCE Law qualification. Job opportunities include traineeships or apprenticeships in law for solicitors, barristers, paralegals, etc as well as business management, legal publishing or teaching.

## Assessment:

4 x 1 hour written terminal exams at the end of Year 11

# BTEC Extended Certificate in Travel and Tourism – Level 2

**Head of Faculty:** Mr S Taylor

**Examination Board:** Edexcel

## **Curriculum Content:**

This BTEC qualification is designed to provide specialist work-related qualification in Travel and Tourism. It has been developed to provide the knowledge, understanding and skills necessary to prepare learners for employment.

Travel and Tourism is becoming one of the largest employers in the world. The number of people working in this sector increases every year. The Port of Hull is becoming a major gateway into the UK for overseas tourists with visitor numbers set to increase rapidly over the next few years. Tourism is becoming one of the largest job sectors in Hull providing tens of thousands jobs directly and indirectly related to tourism.

This subject will give you a valuable insight into the Travel and Tourism industry providing a spring board to further your learning in Travel and Tourism at college and even at University. Alternatively it will provide an excellent base of knowledge which will prove invaluable when searching for employment when you have left school.

Within this course the learner will study six units of work. The Units are:

- The UK Travel and Tourism Sector
- Understanding Customer Service in Travel and Tourism
- Understanding the Nature and Effects of World Travel
- UK Tourism Destinations
- Worldwide Holiday Destinations
- Residential Study Visit in Travel and Tourism
- Planning a Trip to a UK Visitor Attraction

Successful completion of the course will provide the candidates with knowledge, understanding and experience of the Travel and Tourism. This will then in turn provide a good opportunity for building a career in the Travel and Tourism Industry.

The BTEC in Travel and Tourism also provides the basis for further studies in this subject at College and University Level. Colleges offer a variety of BTEC, Diploma and Degree level qualifications.

Wilberforce College and Hull College both offer Travel and Tourism courses at a variety of levels.

## **Assessment:**

Each Unit requires the candidate to complete a minimum of between four and six pieces of work in order to obtain the equivalent of two GCSE's at C Grades. Additional tasks can be completed to obtain Merit, Distinction and Distinction \* worth up to the equivalent of two GCSE A\* - C Grades. The assessed tasks take the form of Presentations, Information Posters, Map Work, Essays and Leaflets. There are **no exams** in this subject.

# Vocational Options

**Head of Faculty:** Mr S Beadle

## **Vocational overview:**

In recent months the government have given vocational qualifications a complete overhaul in an attempt to increase quality, relevance and rigour to best equip young adults leaving school for the work place. This process is nearing its summation but at present it is not finalised. With this in mind these options are subject to change in line with the governmental Wolfe report.

We plan to offer the vocational areas listed below. The subject syllabus is yet to be finalised, and therefore we cannot give you the actual course content. The content listed below shows the units covered last year as a point of reference. These courses are intended for learners who are capable of working at Grade A\* to C at GCSE. **It is anticipated that each qualification will be worth 1 GCSE grade A\*-C; you may opt for one of the options below.**

## **Engineering Level 2**

### **Curriculum Content:**

This is a course designed to introduce you to Mechanical and Electrical Engineering. You will experience a range of skill areas that will enable you understand the possible career routes you could take, whilst also giving you a head start in any selection procedure for apprenticeships.

Previous units included Health and Safety, Interpreting Engineering Information, Mathematics for Engineering and Applied Electrical, Mechanical Science, Machining, Welding, Electrical Maintenance and Computer Aided Design.

## **Hairdressing Level 2**

### **Curriculum Content:**

This award is designed for anyone who wants a career in hairdressing. It will help students gain valuable insights into the industry, and will develop useful skills and relevant background knowledge.

There were thirteen units in this award, including:

Working in Hairdressing, Health and Safety in the salon, Client Consultation for Hairdressing Services, Shampoo and Conditioning of hair and scalp, Cut women's hair, Style and dress women's hair, Colour hair, Perm and Neutralise women's hair, Reception duties, Stock and promotion of sales, Scalp massage, Hairdressing design skills, Promotion of products and services.

## **Public Services Level 2**

### **Curriculum Content:**

This award is designed for anyone, at any age, who wants a career in the Public services. It will help students gain valuable insights into the industry, and will develop useful skills and relevant background knowledge.

Previous units included: Adventurous Outdoor Activities with the Public Services, Introduction to Public Service Skills, Fitness and Lifestyle for the Public Services.

## **Construction Level 2**

### **Curriculum Content:**

This course is designed to give an insight into the various specialisms within the construction industry, and the opportunity to develop specific practical skills.

The units studied offered a flavour of the practical and technical side of the construction industry: Health, Safety and Welfare, Construction Science and Mathematics, practical work including Joinery, Bricklaying and Painting and Decorating; technical work including Surveying, Architectural Design and Management.

**Where demand exceeds allotted space on this qualification, a selection process will be adopted. This will consist of attendance, punctuality, behaviour and academic ability. An interview process will take place and the best candidates will be selected.**

# PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

## Guided Option

A small group of students who require additional support across the curriculum will be provided with a guided option. The programme of study will be chosen to best reflect the students' needs and interests. It will lead to a recognised qualification and may involve the study of active leisure or craft.

Students following the guided option will also receive support with the development of life skills through ASDAN CoPE. This is a modular learning programme that is suitable for students with special educational needs who are keen to learn practical skills but are not ready to attend college independently.

Students with the help of their teacher choose and complete challenges from some of the following twelve modules: information handling, the community, sport and leisure, home management, the environment, number handling, health and survival, the world of work, technology, the wider world, expressive arts, and beliefs and values.

All students study for the Silver Award (Certificate of Achievement) in year 10. They then move onto the Certificate of Personal Effectiveness (CoPE) qualification in year 11, at level 1 or level 2. The final level awarded depends on the quality of independent portfolio work the student produces. ASDAN CoPE helps students to develop transferrable skills like team working and problem solving and makes a valuable contribution to their spiritual, moral, social and cultural development.

# KEY STAGE FOUR COURSE

## Red & Yellow Pathway

### CORE SUBJECTS

You will study these subjects throughout Key Stage Four:

English Language

Religious Education

English Literature

Physical Education

Mathematics

MFL

Science

ICT

History or Geography (Option Choice in Year 8)

### OPTIONAL SUBJECTS

*Students should choose 1 from the following options:*

GCSE Textiles

GCSE Law

GCSE Health & Social Care

GCSE Food

GCSE Applied Business

GCSE Physical Education

GCSE Product Design

BTEC Media Studies

BTEC Music

BTEC Art & Design

BTEC Travel & Tourism

BTEC Drama

Options delivered by an external off site provider:

Public Services

Engineering

Hairdressing

Construction

Name: \_\_\_\_\_ (Please print) Tutor Group: \_\_\_\_\_

Current Pathway: \_\_\_\_\_

Signed: \_\_\_\_\_ (Student)

Signed: \_\_\_\_\_ (Parent)

Signed: \_\_\_\_\_ (Tutor)

# KEY STAGE FOUR COURSE

## Green Pathway

### CORE SUBJECTS

You will study these subjects throughout Key Stage Four:

**English Language**

**Religious Education**

**English Literature (Selected students only)**

**Physical Education**

**Mathematics**

**ICT**

**Science**

### OPTIONAL SUBJECTS

*Students should choose 2 from the following options:*

- |                       |                          |                       |                          |                           |                          |
|-----------------------|--------------------------|-----------------------|--------------------------|---------------------------|--------------------------|
| GCSE Textiles         | <input type="checkbox"/> | GCSE Law              | <input type="checkbox"/> | GCSE Health & Social Care | <input type="checkbox"/> |
| GCSE Food             | <input type="checkbox"/> | GCSE Applied Business | <input type="checkbox"/> | GCSE French               | <input type="checkbox"/> |
| GCSE Product Design   | <input type="checkbox"/> | GCSE Geography        | <input type="checkbox"/> |                           |                          |
|                       |                          | GCSE History          | <input type="checkbox"/> |                           |                          |
| BTEC Media Studies    | <input type="checkbox"/> | BTEC Music            | <input type="checkbox"/> | BTEC Art & Design         | <input type="checkbox"/> |
| BTEC Travel & Tourism | <input type="checkbox"/> | BTEC Drama            | <input type="checkbox"/> |                           |                          |

Options delivered by an external off site provider:

- |                 |                          |              |                          |
|-----------------|--------------------------|--------------|--------------------------|
| Public Services | <input type="checkbox"/> | Engineering  | <input type="checkbox"/> |
| Hairdressing    | <input type="checkbox"/> | Construction | <input type="checkbox"/> |

**Name:** \_\_\_\_\_ *(Please print)*    **Tutor Group:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Student)

**Signed:** \_\_\_\_\_ (Parent)

**Signed:** \_\_\_\_\_ (Tutor)