



SWANMORE  
COLLEGE

---

Centre of Excellence

**13 – 16**  
**OPTIONS BOOKLET**  
**2014 – 2017**

# CONTENTS

	<b>Page</b>
Letter from Mrs Whitfield, Assistant Headteacher	3
Options and Choices	5
Example of Subject Choices Form	7
<b>OPTION CHOICES</b>	
Art and Design	9
Business Studies	11
Child Development	12
Computing/ICT	14
Design and Technology subjects	16
Drama	29
Dance	32
Geography	33
History	35
Modern Foreign Languages	37
Music	38
GCSE/BTEC Physical Education	39

February 2014

Dear Parent/Carer

As outlined at the Year 8 Parents' Information Evening in October, pupils in Year 8 will be following a three-year Key Stage 4. This will allow pupils greater time to focus on their GCSE subjects and to prepare themselves fully for the formal examinations at the end of Year 11. The time has arrived when the Year 8 pupils will need to make decisions regarding the optional courses they wish to follow in Years 9, 10 and 11 (KS4). Parental support is vital to ensure pupils make appropriate decisions. I hope you will find this booklet useful and be able to support your child throughout this process.

The College is always striving to provide a broad and balanced curriculum for its pupils which will provide them with the subjects and skills required to stand them in good stead for the future. To this end, Religious Studies will be taught as a compulsory GCSE subject alongside English, Mathematics, Science and ICT in Key Stage 4. This is to promote and enhance an ethos of social, moral, spiritual and cultural understanding.

### **Compulsory Subjects**

The following subjects must be studied by ALL KS4 pupils.

- GCSE English
- GCSE Mathematics
- GCSE Science
- GCSE Religious Studies
- Core PE (non-exam)
- Personal Development Learning including Citizenship (non-exam, mostly addressed through special days/events and Period 5 activities)

### **Optional Subjects**

Pupils also have a choice of four further subjects from four option blocks, listed in the next section of this booklet. The remainder of the booklet gives detailed information on the courses offered at KS4. Each pupil must select one subject in each block.

As you will be fully aware the area of education is an ever-changing environment. Recent government announcements continue to drive the need for all pupils to ensure that they gain a qualification in either Geography or History or a Modern Foreign Language. This is in addition to English, Mathematics and Science. These subjects represent a good balance of academic subjects and will be particularly useful, if not vital, for those pupils intending to apply for University courses in the future. We believe that all pupils should study Geography, History or a Modern Foreign Language in order to place them in the best position both in the workplace and to open up the widest choice of educational pathways in the future. As such, all pupils will be required to pick one Geography, History or French as one of their options.

Those hoping to go to university should think seriously about the entry requirements for specific courses. (More details can be found on the university applications (UCAS) website, [www.ucas.ac.uk](http://www.ucas.ac.uk) and then go to Course Search.) Some further and higher education courses may require a grade C or above at GCSE in Modern Foreign Languages. Pupils are advised to investigate this carefully before completing their form.

In general if a pupil has a specific course in mind for further or higher education it is important for them to investigate entry requirements for this. Form tutors can help pupils with this if necessary.

We are planning to introduce GCSE Art and Design: Photography this year. Due to the space and physical resources required to deliver this qualification, places will be very limited for this option. If your child has a very strong and specific interest in studying GCSE Art and Design: Photography,

please ask them to contact Mr Ainsworth or their Art teacher for an information booklet and Photography Preference Form to complete in addition to the standard options form. Please note however that pupils cannot study both GCSE Art and Design and GCSE Art and Design: Photography.

### **Support in making subject choices**

Pupils will be given guidance throughout the options process from their form tutors and subject teachers. The Year 8 Parents' Evenings will take place on Thursday 6 March and Thursday 13 March 2014. Each pupil and their parents/carers will be invited to attend one of these parents' evenings. This is an important opportunity for you and your child to discuss whether further study in each subject is suitable for your child.

During these evenings, you will also have the opportunity to speak to current GCSE pupils about the courses and to look at examples of resources and work produced by pupils. In addition to subject specific advice, Mrs Powell will be available from the Hampshire Youth Careers advisory service.

If you have concerns related to your child's **special needs**, please contact Ms Miller from the Learning, Inclusion and Intervention team for an appointment at the parents' evening or at another suitable time if necessary.

### **Completing the subject choices form**

When a pupil is ready to make their choices, form tutors have copies of the subject choices forms. On this pupils will identify their four choices. A copy is included in this booklet for reference. The form needs to be signed by the pupil, parent and form tutor.

The **final deadline** for submission of the Subject Choices Form to Pupil Reception is **Thursday 20 March 2014**.

### **Final decisions on option choices**

After subject choices forms have been received they will be scrutinised by the college. Our aim will be to give every child their first choices, but I must stress that this is not always possible for the following reasons:-

- More pupils opt for a course than there are places available.
- Not enough pupils opt for a course and therefore we are unable to run it.
- In our opinion, the pupil has made an inappropriate or unwise choice.

In these cases, parents and pupils will be kept fully informed and no change will be made to a pupil's choices without discussion of the options available.

I hope the information provided in the accompanying booklet is useful to you. Please do not hesitate to contact your child's tutor, in the first instance, if you if you feel concerned or need clarification on any point. Please keep the booklet safe and bring it with you when you come to the Year 8 Parents' Evenings on 6 or 13 March 2014. Further copies of this booklet can be downloaded from the College Website should you so wish.

Yours faithfully

**C Whitfield (Mrs)**  
**Assistant Headteacher**

## THE SUBJECT CHOICES

In addition to compulsory subjects, pupils choose any **4** other subjects from:

<p><b>Arts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GCSE Art and Design</li> <li><input type="checkbox"/> GCSE Drama</li> <li><input type="checkbox"/> GCSE Music</li> </ul>	<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GCSE Geography *</li> <li><input type="checkbox"/> GCSE History *</li> </ul>
<p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GCSE Catering</li> <li><input type="checkbox"/> GCSE Electronics</li> <li><input type="checkbox"/> GCSE Engineering</li> <li><input type="checkbox"/> GCSE Food Technology</li> <li><input type="checkbox"/> GCSE Graphics</li> <li><input type="checkbox"/> GCSE Product Design</li> <li><input type="checkbox"/> GCSE Resistant Materials</li> <li><input type="checkbox"/> GCSE Textiles</li> </ul>	<p><b>Modern Foreign Languages</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GCSE French *</li> <li><input type="checkbox"/> GCSE German *</li> <li><input type="checkbox"/> GCSE Italian *</li> <li><input type="checkbox"/> GCSE Spanish *</li> </ul>
<p><b>Other optional subjects</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GCSE Business Studies</li> <li><input type="checkbox"/> GCSE Child Development</li> <li><input type="checkbox"/> GCSE Computing</li> <li><input type="checkbox"/> GCSE Dance</li> <li><input type="checkbox"/> GCSE ICT</li> <li><input type="checkbox"/> GCSE/BTEC Physical Education</li> </ul>	

\*English Baccalaureate subjects

## Qualifications

There are two different types of qualification available: GCSE and BTEC. More detail is available in the following pages for each subject area, but in general the qualifications are:

GCSE: GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, so is useful whatever a pupil's future plans are. The qualification mainly involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. Typically they are assessed by a combination of written exams and controlled assessment.

BTEC: BTECs are work related qualifications suitable for a wide range of pupils, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background. Assessment is mostly on-going throughout the course with usually only one externally assessed exam. Their equivalence to GCSEs can vary depending on the subject and level of entry. See individual subject pages for more detail.

## Restrictions on choices

All pupils must select Geography, History or French in Block D

Pupils should not choose more than two subjects from Arts (Art and Design, Drama & Music).

The following subjects cannot be chosen in combination because of the limits to our resource capacity in this area.

- GCSE Dance and GCSE/BTEC PE
- GCSE Dance and GCSE Drama
- GCSE ICT and GCSE Computing
- GCSE Food Technology and GCSE Catering

## SUBJECT CHOICES FORM 2014 – 2017

SURNAME \_\_\_\_\_ HOUSE TUTOR GROUP 8 \_\_\_\_\_

FIRST NAME \_\_\_\_\_

### Subject Choices Option Blocks

Please tick one subject in each block

Block A	Tick
Art and Design	
Business Studies	
Catering	
Computing	
Drama	
Engineering	
Food Technology	
Graphics	
History	
ICT	
Product Design	
Resistant Materials	
Textiles	

Block B	Tick
Art and Design	
Business Studies	
Catering	
Drama	
Electronics	
Engineering	
Food Technology	
Geography	
ICT	
Music	
Resistant Materials	
Textiles	

Block C	Tick
Art and Design	
Business Studies	
Child Development	
Computing	
Dance	
French	
German	
Italian	
PE	
Spanish	

Block D	Tick
Geography	
History	
French	

Tutor Signature	
Pupil Signature	
Parent Signature	

Please hand to Reception NO LATER THAN 20 March  
2014

# **OPTION SUBJECTS**



# ART AND DESIGN

## General Information

The course provides opportunities for each pupil to recognise and develop his/her own creative ability and appreciate the relevance of Art and Design to everyday life and the wider environment. Pupils will study a wide range of techniques and study a variety of media that will enable them to specialise in Fine Art, mixed media, printmaking, Photography, Graphics and a range of other specialisms so that a final portfolio of work can be produced.

## What will I need to succeed?

- Be willing to think for yourself
- Try to show your individuality
- Be willing to work independently
- Want to try out different techniques; you do not have to be able to draw perfectly!
- You need to work in your own time and take it seriously  
Persevere and don't give up. It really is worth it!

## Course Offered

**GCSE AQA Specification 4200 - Art and Design, [www.aqa.org.uk](http://www.aqa.org.uk)**

Each pupil's individual skills will be directed and counselled through a variety of projects, examples being work with printed, constructed and applied textile design, sculpture, ceramics, Fine Art, collage and print making.

Some projects will place emphasis purely on visual aesthetics, whilst others will emphasise other important factors, such as the function and suitability of a design for a given purpose.

All projects will include an element of critical study, and drawing and painting directly from observation, as analytical study will provide many concepts on which to base design for original artwork in two and three-dimensional media. The design process, showing sequential stages through which ideas pass before being finally realised, is considered an important part of the course, as are values of craftsmanship, both in execution and presentation of work.

When pupils show particular strength in art, a craft or design area, they will be encouraged to specialise in this during the examination period.

## Examination Requirements

### Examination: 40%

Pupils will receive the question paper in advance, so that preparation can be done thoroughly. (8-10 weeks will be allowed for this). 10 hours will be allowed for the actual examination, plus time to prepare materials and present the completed project.

All preliminary written work, designs, drawings etc. will be presented for examination with the completed "examination piece", which is likely to be a painting, textile design, sculpture, screen/lino print, or a piece of ceramics. Each pupil will decide on the type of response he/she wishes to make from the choice of questions/stimuli.

### Coursework: 60%

For examination, two, three or four units of work are required. Regardless of the number of units submitted all assessment objectives must be met in the coursework as a whole. Each will show the development of ideas and research, leading to completed designs and works of art. A definite theme or design brief will be the starting point for each unit, and from this, pupils can produce any quantity of work in a variety of media. At least one unit per term will need to be completed, with periodic assessment taking place. Sketchbooks and scrap/note books are a

continuous homework element of the course. Pupils are expected to visit local art galleries and museums and to take a general interest in the whole environment. A foreign study visit and trips to Tate Modern are also offered to support learning and engagement.

# BUSINESS STUDIES

## Course Offered

### GCSE Business Studies

GCSE

Edexcel specification 5BS01 - Business Studies

[www.edexcel.com](http://www.edexcel.com)

This is a course where the two exams are taken at the end of Year 11, with Controlled Assessment being done in January of Year 11.

## What will I need to succeed?

If you are to find this course worthwhile and enjoyable, you need to be the kind of person who has a keen interest in what is going on in the wider world. For example, if there is a major new development in technology like Google Glass, you need to know about it and be able to think about the ways in which businesses could use this.

20% of the course involves aspects of finance, including calculations, interpreting charts, graphs and tables and the learning and application of formulae. This means that you need to be able to cope with the mathematical side of the subject.

You also need to be the kind of person who can deal with “it depends” scenarios, as there are many solutions to business problems depending on the context of the business concerned. These require careful explanation and so you need to be the kind of person who can write well-structured extended answers using appropriate connectives and key business terminology.

To cope well with the controlled assessment task, you need to be able to conduct independent research about a particular business, part of which will involve interviewing the owner of a small business. You will need to be able to write a report on your findings, using evidence from your research to back up the points you are making.

## Examination Requirements

January 2017	Unit 2 Investigating Small Business	Controlled assessment – choice of 1 task from 5 Maximum 6 hours for research Maximum 3 hours for write up	Worth 25% of total marks
June 2017	Unit 1 Introduction to small business	45 minutes exam. Multiple choice and objective test questions	25%
June 2017	Unit 3 Building a Business	90 minutes exam. Multiple choice, short and extended answers and a given scenario	50%

## Additional Information

All the papers cover grades A\* to G and are therefore **untiered**.

# CHILD DEVELOPMENT

## General Information

This course is about the knowledge, skills and understanding of conception, ante-natal care, the birth and the development of the child from 0-5 years. There will be an opportunity to develop knowledge and understanding of human needs in a diverse society. It provides a solid foundation for progression to further Health and Social Care studies. The skills and knowledge acquired will be relevant to those who aspire to work with children, nursing, midwifery, social work and teaching, both Primary and Secondary. The course is beneficial to all as a life skills training.

## What will I need to succeed?

During Year 10 you will have the opportunity to loan a reality baby for a weekend, this will enable you to understand the commitment of having a baby and looking after it full time.

A range of food and textile related practical activity tasks will be completed during the Year 9 foundation year of the course to encourage the development of physical, intellectual, emotional and social skills (PIES).

Visitors, both professionals and adults with babies and young children, will form an integral part of the course.

A range of Research Tasks will be studied and the findings presented in a folio. This will form a foundation for further study in Years 10 and 11.

- Have access to a child between birth and four years old to observe.
- Have an interest in children and watching how they play and develop.
- Enjoy learning about all aspects of families and children up to the age of 5.

## Course offered

**Home Economics – Child Development - AQA Specification 4582**  
[www.aqa.org.uk](http://www.aqa.org.uk)

The course is divided into three main areas:-

### **The Family:**

- Anatomy and physiology of reproduction
- Pre-conceptual care
- Pregnancy and birth

### **Care of the Child:**

- Post natal care
- Nutrition
- Hygiene
- Environment
- Child care provision
- Medical needs and childhood illnesses
- Health and services

### **Development of the Child:**

- Physical, Intellectual, Emotional, Social
- Play and toys
- Special needs and provisions

## Examination requirements

Unit 1 Written paper:	40%
Unit 2 Research task	20%
Unit 3 Child Study	40%

The child study will involve research, investigation and observational visits of a child between 0 – 5 years.

A study will include a statement of observation to be undertaken at the introductory visit and to identify the stage of development a child has reached and to decide on a focus for the study.

Four visits will be undertaken.

The focus for the **child study** will be concerned with the physical, intellectual, emotional and social development of a child.

Child study task questions will be issued by the examination board.

The **research task** will be carried out within the class.

# COMPUTING

## General Information

The course provides opportunities for each pupil to develop his/her knowledge and understanding of computer technology at a deeper level. Pupils will study a range of strands that will allow them to specialise in Programming, Developing Database Systems, Systems Administration and a range of other specialism later in their careers

## What will I need to succeed?

- Be willing to think for yourself and work independently
- Enjoy solving logic puzzles
- Be determined and not someone who gives up easily
- Be precise in your work

## Course offered

GCSE OCR Specification J275 – Computing, [www.ocr.org.uk](http://www.ocr.org.uk)

You will learn about the importance of computers and their impact on the world. They will learn about Binary Logic, Memory and Secondary Storage that are related to the internal workings of a computer. You will investigate Operating Systems, Multi-Tasking, Purpose of Common Programs as well as the difference between 'Off the Shelf' and bespoke systems. You will consider how files storing media such as image and sounds as well as how text and numbers are represented in a computer. The course also covers relational databases, SQL, data redundancy and other key database components, LANs and WANs including security, topology, addressing and HTML. You will also learn about algorithms, programming languages, flow control, data handling and testing. This is an ideal course for anyone considering a career in the IT industry.

## Examination requirements

### Examination: 40%

Pupils will be expected to sit a single one hour and thirty minutes exam at the end of Year Eleven, worth 40% of their overall grade. In preparation for the final exam pupils will study the following topics:

- Fundamentals of Computer Systems
- Computing Hardware
- Software
- Representation of Data in Computer Systems
- Database
- Computer Communication and Networking
- Programming

### Coursework: 60%

Pupils will be expected to complete two controlled assessments; practical research and a programming project. In total these will take 40 hours and will be worth 60% of the final grade.

The Practical Investigation will see pupils engaging with and researching computing issues encountered in the real world. By the end of this assessment they will produce a report that covers; research, developing and testing a solution, technical understanding, testing and evaluation.

For the Programming Project pupils will be expected to produce a working solution to a proposed problem and will be assessed on their ability to design, develop, test and evaluate a program as well as the programming structures that they use within their work.

# INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

## General Information

This course provides the opportunity for each pupil to develop their ability to use computers for specific aims and their understanding of how digital technology impacts on the lives of individuals, organisation and society. Pupils will study a range of strands that will allow them to use a variety of programs to solve real world problems as well as equipping them for later studies.

## What will I need to succeed?

- Enjoy designing presentations and publications on the computer
- Have an interest in working with spreadsheets, databases and web design software
- Be able to work independently
- Be able to critically review your own work and that of your peers

## Course Offered

Edexcel GCSE specification 2IT01, – ICT, [www.edexcel.com](http://www.edexcel.com)

As well as demonstrating how to use a range of digital tools to create a range of products, you will learn how digital technology impacts on the lives of individuals, organisation and society. You will investigate the range of devices available to individuals, their functionality and features and their impact on the way organisations operate. You will research ways in which personal devices exchange data and communicate with each other and larger systems that support online organisations. The course also covers the implications of online communities for an individual's learning, leisure and social interactions systems including guidance on how to stay safe online.

## Examination Requirements

### Examination: 40%

Pupils will be expected to sit a single one hour and thirty minutes exam at the end of Year Eleven, worth 40% of their overall grade. In preparation for the final exam pupils will study the following topics:

- Personal digital devices
- Connectivity
- Operating online
- Online goods and services
- Online communities
- Issues raised by the use of ICT

### Coursework: 60%

Pupils will be expected to sit a Controlled Assessment that lasts for a total of 40 hours. This will be worth 60% of their final grade Pupils will be given a scenario that requires several 'everyday' computer tasks to be carried out. These could include:

- Producing digital products
- Using Spreadsheets and databases
- Presenting information
- Website creation

Pupils will be assessed not only on their ability to complete the practical tasks but also on their ability to review their products and working practices.

# DESIGN & TECHNOLOGY – ELECTRONICS & CONTROL SYSTEMS

## General Information

D&T Electronics & Control Systems offers pupils the opportunity to develop their creative skills by problem solving and working with electronic systems. It will involve pupils having a hands on experience of designing and making Electronic Products, by using practical applications as well as computer simulation software. Pupils will learn of the importance of sustainable design in the Electronics industry and how it affects our lives, as well as the theoretical concepts involved in this more technical subject.

D&T Electronics & Control Systems can lead you into working in electronic/electrical engineering, or the manufacturing industry. Such people need to be flexible, good communicators, willing to work in teams, and to be computer literate. This course will suit pupils who are more interested in the technical aspects of product design.

## Course Offered

**GCSE Design & Technology: Electronics and Control Systems**  
**OCR specification J301**  
[www.ocr.org.uk](http://www.ocr.org.uk)

## Examination and Assessment Requirements

### YEAR 9

#### Foundation year

This year will develop the pupil's skills and knowledge of Electronics and Control Systems through a number of hands on practical projects. They will develop their design skills and electronic knowledge with the aim to give pupils an introduction to designing & making electronic products using the systems approach.

Pupils will undertake projects using PIC's (components that can be programmed using the computer), Logic gates, Counters and many other generic electronic components.

Pupils who wish to take this course should have

- The willingness to problem solve, analysing the information given to aid designing.
- An enjoyment of practical work.
- You will also need to be good at mathematics and be able to solve mathematical equations.
- Self motivated and organised.
- Most important is a genuine interest in new technology and way it interacts with the environment.

### YEAR 10

#### UNIT 1 - A511 Introduction to designing and making

Pupils will select a task from published themes and complete their first examined design and make controlled assessment. Pupils will undertake research before establishing their own design brief and detailed specification for an improved product. They develop their design and use modelling before making and testing their product. This is a controlled assessment worth 30% of total marks (replaces coursework)

Pupils will also broaden their Electronic theoretical knowledge for the A515 examination in Year 11.



## **YEAR 11**

### **UNIT 3 - A513 Making quality products**

In this unit, pupils will be expected to further develop skills and abilities gained while undertaking Unit 1 in order to design and make a fully functioning quality product. This is a controlled assessment worth 30% of total marks (replaces coursework)

#### **– A515 Technical aspects of designing and making**

This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of Electronic products. Pupils will also develop their knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. Pupils will look at how Design and Technology has evolved through examination of products from the past and the present. They will consider how future designs will impact on the world we live. The assessment of this unit is through an externally set and marked test, worth 40% of total marks.

All the papers cover grades A\* to G and are therefore UNTIERED.

# ENGINEERING

## General Information

GCSE Engineering gives you an excellent opportunity to develop knowledge, skills and understanding in the context of real-world engineering and by encouraging learning through links with and study of real engineering companies. It offers hands on experience of skills needed in the engineering field. Pupils will study current and past engineering developments, relating this to real life experiences. The course provides opportunities to develop designing and practical skills, including the use of modern technologies i.e. CAD/CAM (Computer Aided Design Computer Aided Manufacture) tools and equipment.

You will be required to develop and demonstrate knowledge and understanding of engineering materials and their properties in the following groups:

- the function of electrical and mechanical components;
- the properties, characteristics and features of materials;
- engineering processes;
- quality control techniques;
- new technology used in and by the engineering industries;
- impact of modern technologies;
- design a product;
- engineer a functioning product.

The subject provides an excellent route into world of Engineering, but can also lead you into working in a wide range of other design and manufacturing careers.

## Course Offered

**GCSE Engineering OCR Specification J322**  
[www.ocr.org.uk](http://www.ocr.org.uk)

### Year 9

#### Foundation year

You will develop your engineering skills by undertaking focused practical tasks. You will have hands on experience of using the tools and equipment relevant to engineering, including the use of CAD/CAM (Computer Aided Design Computer Aided Manufacture). You will manufacture items using the brazing hearth, hand tools, lathe and milling machine. You will work in wood, metal and plastic and there will be an element of Control Systems included (mechanisms and electronics). You will be investigating how engineering products have developed over the last century and produce a research task based around your findings.

To succeed in this course pupils should have:

- An enjoyment of practical work and exploring different solutions in different contexts and materials.
- An enjoyment of exploring ideas and modeling them using ICT as well as hands on construction
- The willingness to research information about past engineering products and principles and how they affect our lives today.

- Self-motivated and organized.
- You need to be inspired and motivated to gain an insight into related sectors, such as manufacturing.

### **Year 10**

You will continue to develop your Engineering skills by undertaking focussed practical tasks. These tasks will build upon the knowledge base from year 9 with the use of short project based work that will require you to respond to a design brief to design and manufacture an Engineered product working to tight tolerances and using a range of materials and tools. Towards the end of Year 10 you will begin the research based part of the Control Assessed element of the course (A621 1a)

### **Year 11**

You will continue to work on your controlled assessment which is made up of two elements. A practical product which is developed from the initial engineering design brief given and a research task studying an engineering product.

#### **A621 1a Study of an Engineering Product**

You will research a product and look at how tools, processes and materials have changed over the years to develop and improve their chosen product.

#### **A621 1b Engineering a Product**

You will be given an engineering design brief for which you will research, design, develop and manufacture an engineering solution.

Term 3 will focus on revision work in preparation for the examination at the end of Year 11.

All the papers cover grades A\* to G and are therefore UNTIERED.

### **Additional Information**

# DESIGN AND TECHNOLOGY- FOOD TECHNOLOGY

## General Information

Food Technology is an exciting and innovative subject area which requires the application of knowledge, understanding and skill. This will enable you to create a wide range of food products and develop new recipe ideas.

If you study Food Technology you will cover a wide range of basic skills and techniques during year 9. These skills will then be extended at the beginning of year 10 and into year 11 during the completion of the Controlled Assessment. This will give you the opportunity to:

- Research material from a range of sources
- Be creative and innovative when designing food products
- Analyse food products and your own designs
- Modify a range of existing products
- Develop your skills to enable you to work independently or as part of a team with confidence
- Assess current dietary guidelines and food trends
- You will complete practical activities during the double lessons most weeks.

**You will also have the opportunity to study for the CIEH Level 2 Award in Food Safety in Catering. This is an accredited qualification and is recognized by the food industry.**

## What will I need to succeed?

- Enjoy working with ingredients to create exciting dishes.
- You need to be organised to buy ingredients for the practical lessons.
- Enjoy working individually or as part of a team.
- Self-motivated and organised.
- You will also need to be good at revising and remembering key information and using this to support your opinions.

## Course Offered

**GCSE**  
**AQA Specification 4545 - Design and Technology: Food Technology**  
**Website: [www.aqa.org.uk](http://www.aqa.org.uk)**

### Year 9

The focus of Food technology is on the modifying, designing and development of a range of food products. They will have the opportunity to work with a wide range of food materials, learning about their characteristics and working properties. Pupils will also study nutrition and healthy eating. This will enable them to apply the nutritional advice when making food products.

### Year 10

Pupils will apply knowledge, understanding and practical skills learnt during year 9 to support the completion of the AQA Controlled Assessment.

### Year 11

The completion of the Controlled Assessment and preparation for written examination.

# HOSPITALITY AND CATERING

## General Information

This course offers a unique opportunity in the curriculum to develop, extend and apply skills and knowledge of the catering industry. It will provide opportunities to develop imaginative, innovative thinking, creativity and independence.

This course focuses largely on the practical and theoretical aspects of food preparation in a **professional context**

If you study Catering you will produce 5 units of work during year 10. This will give you the opportunity to study;

- Food preparation, cooking and presentation
- Health, hygiene and safety
- Nutrition and menu planning
- Use of equipment
- Costing and portion control

**You will also have the opportunity to study for the CIEH Level 2 Award in Food Safety in Catering. This is an accredited qualification and is recognized by the food industry.**

## What will I need to succeed?

- Enjoy working independently or as part of a team
- Self-motivated and organised
- Able to supply a wide range of food ingredients on a regular basis
- Willing and able to participate in catering functions

## Course Offered

**WJEC - GCSE Catering Unit 1 & Unit 2 WJEC 4730**

[www.wjec.co.uk](http://www.wjec.co.uk)

### Year 9

Pupils will begin by producing a range of products to help them develop their catering skills to a high **professional** standard. Areas of study include vegetable cuts, soups sauces, main meat dishes, desserts, pastry dishes, sandwiches, breads, finger and fork buffets including vol au vents, salads, quiches, etc.

### Year 10

Consolidate and extend practical skills and theoretical knowledge.

Pupils will apply these skills in a professional context when they visit Fareham College to experience working with a Chef to produce quality foods for sale. They will also have the opportunity to cater for specific events within College.

Towards the end of year 10 pupils will begin to consider and practice a range of dishes in preparation for their **first** practical assessment.

### Year 11

Pupils will focus on more complicated dishes including those designed for customers with certain diets, for example, children, vegetarians, vegans, the elderly, etc. Hot and cold main courses and desserts will be produced and investigated in preparation for planning the second task which will take place in Term 2.

The second task will require students to complete a two-course meal based on one of three tasks provided by the examination board.

Term 3 will focus on revision work in preparation for the examination at the end of Year 11.

# DESIGN & TECHNOLOGY – GRAPHIC PRODUCTS

## General Information

D&T Graphics encourages pupils to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. The subject offers a real opportunity for pupils to be creative and who do not want to be constrained by producing real items, so if pupils enjoy TV programmes such as “Grand Designs” they would have the opportunity to produce their own conceptual design for a new building the year 11 Controlled Assessment.

They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, find how to use Adobe Illustrator and Photoshop and to understand graphic materials and their manipulation. They will design and make products using a graphic media and new technologies to prepare them for the world of work. Pupils who find drawing by hand difficult do not need to be deterred from this option as they are easily able to access GCSE A\* grade through the use of CAD CAM and other computer programs.

The subject provides an excellent route into world of professional Designers via: GCE Product Design, the Diplomas in manufacturing and product design or engineering at level 3, and degree level.

## Course Offered

### GCSE Design & Technology: GRAPHICS

OCR specification J303

[www.ocr.org.uk](http://www.ocr.org.uk)

#### Year 9

##### Foundation year

A project based approach to explore different media, Computer Aided Design, Computer Aided Manufacture, Adobe Illustrator, Photoshop, drawing systems and skills to provide an excellent skill set that will developed during year's 10 &11.

To succeed in this course pupils should have:

- An interest in Graphic Design.
- The willingness to problem solve, analysing the information given to aid designing.
- An enjoyment of exploring ideas and modelling them using ICT as well as hands on construction
- Self-motivated and organised.

#### Year 10 & 11

##### UNIT 1 - A531 Introduction to designing and making - 30% of total marks.

This unit aims to give pupils an introduction to designing & making graphic products. They will select a task from the published themes. Pupils will undertake research before establishing their own design brief and detailed specification for an improved product. They develop their design and use modelling before making and testing their product.

##### UNIT 2 - A533 Making quality products -30% of total marks.

In this unit, pupils will be expected to further develop skills and abilities gained while undertaking Unit 1 in order to design and make a fully functioning quality product.

##### UNIT 3 – A535 Sustainability and Technical Aspects of Designing and Making- 40% of total marks

This unit focuses on the knowledge, skills and understanding underpinning the

design and manufacture of graphic products Pupils will develop their knowledge and understanding of sustainability, environmental concerns, cultural, moral and social issues. Pupils will look at how Design and Technology has evolved through examination of products from the past and the present. They will consider how future designs will impact on the world we live.

The assessment of this unit is through an externally set and externally marked test.

**Additional  
Information**

All the papers cover grades A\* to G and are therefore UNTIERED.

# DESIGN & TECHNOLOGY – PRODUCT DESIGN

## General Information

D&T Product Design involves pupils in activities that develop innovation and flair when designing products. The subject does not have a material bias and as a consequence pupils can design using a combination of materials from those they experienced in KS3 (i.e. Textiles, Wood, Plastics, Electronic components and Modelling materials). Pupils will develop their understanding using a range of design skills, modelling, manufacturing and the use of ICT. The course is a mix of practical work, designing, modelling and evaluating the work of others.

This course encourages pupils to be inspired, motivated and challenged by the following:

- The processes of design and technology
- Analysing existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- Develop decision-making skills through individual and collaborative working

D&T Product Design can lead you into working in a wide range of design and manufacturing careers and is a subject that develops the following personal qualities needed by future employers: to be flexible, good communicators, willing to work in teams, and to be computer literate.

## Course Offered

**GCSE Design & Technology: PRODUCT DESIGN**  
**OCR specification J305**

[www.ocr.org.uk](http://www.ocr.org.uk)

### **YEAR 9 – Foundation year**

During the first 2 terms pupils will undertake a range of Focussed Practical Tasks that mix the skills and knowledge required to be successful in this subject. The tasks will be focus on Designers, Design eras or exploring specific products.

The tasks currently being considered are:

- Creating car body/interior designs for an original 1960's mini in the style of a famous designer
- A Christmas decoration in the style of Art Deco
- An innovative package for a Cadbury Crème egg
- A piece of jewellery in the style of Art Nouveau
- The design and modelling of a 1970's style inspired chair
- Time will also be spent comparing products in a Then and Now situation to explore how and why products have evolved over time.

During the Summer term time will be spent exploring and developing the skills required to complete the controlled assessments. This is taught through two projects; Designing and modelling an innovative MP4 player and Creating a dual sided hand held game. Other lesson time will be used to explore the work of designers and how designed products are influenced by a wide range of factors.



**Examination and Assessment Requirements**

**YEAR 10 –**

**UNIT 1 - A551 Developing and Applying Design Skills – 30% controlled assessment**

This unit requires the pupil to work within a given theme to produce a design portfolio. The portfolio is assessed on their designing and modelling skills including CAD/ICT rather than manufacturing the product.

**YEAR 10/11 -**

**Unit 3 - A553 Making, Testing and Marketing Products - 30% controlled assessment**

In this unit, pupils will be expected to make a fully functioning 3D prototype using appropriate materials. They do not have to have designed the item they manufacture but will be expected to clearly log the stages of manufacture. They will be expected to use a range of skills and techniques appropriate to the task including CAD/CAM.

**End of YEAR 11 -**

**UNIT 2- A552 Designing and Making Innovation Challenge – 20% externally set exam**

This is a 6-Hour (2 x 3 Hours) Innovation Challenge focusing on a pupil's imagination, innovation and flair for designing and making. Designing and modelling skills and the ability to work efficiently in a limited time span are essential.

**Unit 4 – A554 Designing Influences - 20% externally set exam**

This unit focuses on the pupils' knowledge and understanding of the factors that influence designing. The questions have no material bias.

**Additional Information**

All the papers cover grades A\* to G and are therefore UNTIERED.

# DESIGN & TECHNOLOGY – RESISTANT MATERIALS

## General Information

D&T Resistant Materials offers pupils the opportunity to develop their creative skills by problem solving and working with materials such as Wood, Metal & Plastic. Pupils will need to be able to make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products. They will also be able to develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

D&T Resistant Materials can lead you into working in manufacturing/engineering, further train as a product, furniture or jewellery designer, or to specialise in craft work. Such people need to be flexible, good communicators, willing to work in teams, and to be computer literate.

## Course Offered

**GCSE Design & Technology: Resistant Materials**  
OCR specification J306

[www.ocr.org.uk](http://www.ocr.org.uk)

### YEAR 9

#### Foundation year

Pupils will develop their practical skills by undertaking a number of hands on practical tasks. They will build on knowledge from Key Stage 3 and develop their creativity by undertaking design tasks. In this year pupils will experience working with a range of materials and manufacturing a number of items. Pupils will develop their CAD/CAM (Computer Aided Design Computer Aided Manufacture) skills and utilise the use of the colleges CAM equipment by manufacturing items with the laser cutter and the Boxford CNC Router.

To succeed in this course pupils need to have:

- The willingness to problem solve, analysing the information given to aid designing.
- An enjoyment of exploring ideas and modelling them using ICT as well as hands on construction
- An enjoyment of practical work with an enthusiasm for designing products using a range of different skills and materials.
- Self motivated and organised.
- Most important is a genuine interest in designing and the way products interact with the environment.

### YEAR 10 –

#### A561 Introduction to designing and making

This unit will develop the pupils skills with designing & making in Resistant Materials. They will be able to explore different designs and create products with flair and excitement. They will select a task from the published themes. Pupils will undertake research before establishing their own design brief and detailed specification for an improved product. They develop their design and use modelling before making and testing their product. This is a controlled assessment worth 30% of total marks (replaces coursework)

**YEAR 11****A563 Making quality products**

In this unit, pupils will be expected to further develop skills and abilities gained while undertaking Unit 1 in order to design and make a fully functioning quality product. This is a controlled assessment worth 30% of total marks (replaces coursework)

**A565 Technical aspects of designing and making**

This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of products made from Resistant Materials. The assessment of this unit is through an externally set and externally marked test, worth 20% of the total marks.

**Additional  
Information**

All the papers cover grades A\* to G and are therefore UNTIERED.

# DESIGN AND TECHNOLOGY

## TEXTILES

### General Information

Textiles Technology is an exciting subject area to study; it allows you to be creative and innovative when designing and making.

**You will be introduced to the following:**

- Experimentation with a wide variety of fabrics and threads to create surface decoration and colour with techniques such as appliqué, quilting patchwork, felting, free machine embroidery, melting and laminating plastics, dyes, paints, foils and Blue print technology.
  - Manipulating and distressing fabrics such as pleating, gathers, darts, heat setting and distressed effects.
  - CAD/CAM techniques such as digitising for embroidery, transfers and the use of the laser cutter for stencils and fabric cutting.
  - Electronic components, LED's, speakers and sound modules and the construction of soft switches.
  - Use a variety of functional and decorative components such as Angelina fibres, bead, sequins, eyelets, lacing and buttons.
  - Construction techniques suitable for one off products.
  - Understanding of a range of fibres and fabrics including construction, blends and mixtures.
  - Pattern construction including commercial patterns.
  - Fashion drawing techniques and trend forecasting.
  - Environmental issues and sustainable textiles.
- Enjoy working and experimenting with a wide variety of textile materials and techniques to be creative and innovative.

### What will I need to succeed?

### Course Offered

**GCSE AQA Specification 4547. Design and Technology: Textiles Technology**  
Website: [www.aqa.org.uk](http://www.aqa.org.uk)

### Examination Requirements

- A **design folio** (worth **20%**) containing evidence of your findings. This will include practical samples, sketches and notes.
- A controlled **practical task** set by the examination board (worth **40%**).
- A **written examination paper** (worth **40%**) consisting of two sections:

Section A will be a design question, the context of which will be advised in a pre-release paper. This will be worked on in class.

Section B will cover all aspects of the Specification Content.

### Additional Information

The examination paper covers grades A\* to G and is therefore **untiered**.

This course provides an excellent foundation for those pupils wishing to pursue a fashion or interior design Art/ Textile based course at College.

The specification aims to develop:

- Creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in design.
- Investigate analytical, experimental and interpretive capabilities, aesthetic understanding and critical and enquiring minds with increasing independence.
- Personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

# DRAMA

## General Information

Drama actively engages pupils in a wide range of creative and stimulating activities to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. In Year 9 pupils will work towards achieving a qualification in an ASDAN Expressive Arts short course. The course helps to develop competence in a range of practical, creative and performance skills whilst encouraging pupils to work imaginatively and creatively in collaborative context, generating and developing and communicating ideas.

The course will then lead onto further study in **GCSE Drama** in Years 10 and 11. Career paths in this subject can range from all areas of theatre work, to teaching and even a career in Law. The subject provides a pupil with a great many transferable skills which are highly valued in the workplace.

**GCSE Drama** encourages pupils to explore and actively engage in a wide range of creative and stimulating activities to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The course works to develop competence in a range of practical, creative and performance skills whilst encouraging pupils to work imaginatively and creatively in collaborative context, generating and developing and communicating ideas.

GCSE Drama provides a strong and appropriate foundation for further progression to Drama courses, including A-level Drama and Theatre Studies, and enhanced vocational and career options.

## What will I need to succeed?

- The ability to work well in a group.
- A willingness to perform in lessons and sometimes publicly.
- Good organisational skills.
- The willingness to read scripts, learn lines and research topics for background information.
- Be able to work to deadlines.
- To communicate in good written English. This is especially important for Portfolio work.
- A genuine interest in the theatre and dramatic arts is important.

## Courses Offered

**Year 9 - ASDAN Short Course in Expressive Arts and essential Drama skills**  
**Year 10/11 GCSE Drama - WJEC Specification**

Website: [www.wjec.co.uk](http://www.wjec.co.uk)

## Examination Requirements

### **ASDAN Short Course in Expressive Arts and essential Drama skills (Year 9)**

The ASDAN Expressive Arts Short Course accredits up to 60 hours of expressive and creative arts activities, including, theatre, circus skills, writing, dance, and puppeteering. The Expressive Arts Short Course comprises five modules:

- Explore
- Create, perform, present
- Arts in action
- Working in the Arts

- Appreciate, applaud, review

As a flexible, multi-level award, it provides a stand-alone certificate in Expressive Arts skills.

### **GCSE Drama**

This is a full GCSE course offering the entire range of grades from A\* – G. There is no tiered entry.

#### **Practical Work: Unit 1 – 60% of overall Grade**

##### **Unit 1: Task 1 – Devised practical performance**

Pupils are required to devise a piece of work around a topic or theme selected by the exam board. Their work must be in the style of a particular practitioner or of a chosen genre.

##### **Unit 1: Task 2 – Devised practical performance report**

Pupils must write a report under controlled assessment conditions regarding the practical work they have undertaken in Unit 1; Task 1. The report is broken down into 3 areas; Rationale; Development; and Performance. Pupils are expected to write 1,500 words for the report.

Both tasks in Unit 1 are internally assessed and externally moderated.

##### **Unit 2 – Performance of a scripted play – 20% of overall grade**

Working in groups of 2 – 5 pupils prepare for performance an extract of a published play.

This Unit is externally assessed and moderated.

##### **Theory - Written examination – 20% of overall grade**

**Unit 3 - Written Paper:** – 1 hour 30 minutes in length to be taken at the end of Year 11. Its value is 20% of final GCSE grade. The written paper comprises of two sections:

- A – Set text
- B – Evaluation of Unit 2 work

This Unit is externally marked.

### **Additional Information**

GCSE Drama is equally suitable for both male and female pupils who are interested in the performing arts. A genuine interest in the theatre is desirable as is the willingness to work hard. As this is a performance based course pupils must be prepared to perform on a regular basis for their class mates and a wider audience.

# DANCE

## General Information

Dance is fundamental for developing an individual's creative, imaginative, physical, emotional and intellectual capacities. The study of Dance contributes to pupils' aesthetic and social development as it promotes fitness and well being. During the course pupils will improve their confidence, self esteem, body awareness, sensitivity to others and team working. Effective performance requires the candidate being able to Dance in front of an audience in both solo, duo and group work, it also requires physical effort, and the determination to succeed and improve. Pupils will be required to take on the role of a choreographer where they will need to employ the role of creativity and problem solving. They will have to direct others and make informed decisions about the dances they see. This GCSE also provides a route way to further studies in further and higher education in Dance, Performing Arts or PE as well as vocational or professional training and community activities.

There is a great deal of practical work which requires a high level of commitment to the course. You will learn about choreography by watching and discussing professional dance pieces. There will be opportunities to work with guest teachers from professional dance companies, visit theatres to see live dance performances and it is expected for every pupil to perform in assemblies and take an active role in the Rock Challenge and whole school events such as the college production.

In year 9 pupils will learn techniques and performance pieces from a variety of different dance styles including Ballet, Contemporary, Tap and Modern. They will observe professional dance works and be expected to choreograph their dances using these ideas as their stimulus. They will perform in front of their peers and in assemblies to help improve their confidence and performance skills. Towards the end of year 9, pupils will start Unit 2: The Set Dance. They will learn the piece and be recorded ready for it to be completed and submitted.

## What will I need to succeed?

- The confidence to perform different Dance styles in front of an audience, and in front of an external moderator in exam conditions
- The maturity to wear correct Dance clothing and the ability to conduct themselves similar to that of a professional
- Creativity and imagination when taking on the role of a choreographer
- Leadership skills in order to teach Dance ideas to others
- It is recommended to have Dance experience outside of school in order to access the practical and technical criteria

## Course offered

GCSE Dance  
AQA Qualification Accreditation Number: 500/4403/5  
Specification Code: 7230  
**Website:** [www.aqa.org.uk](http://www.aqa.org.uk)

## Examination Requirements

### Unit 1: Written Paper 20%

Pupils answer questions on 2 professional works, focusing on critical analysis and percept understanding. Questions will also refer to the pupil's own choreography ideas. They will appropriate terminology, compare and contrast different choreographers, styles and cultur. Understand the relationship between choreography, performance, aural and physical settir and dance for camera. Accurate description of action, space, relationships, dynamic conte ability to reflect on their own work.

### Unit 2: Set Dance 20%

Pupils will individually perform a dance that will be set for the duration of the specification. are choreographed by professional dancers from styles within the contemporary dance genre. They will be assessed on their technical ability, accurate reproduction of action and spatial content, of dynamic and expressive qualities, demonstration of style, safe practice as a performer and a sense of performance

### **Unit 3: Performance in a Group 20%**

Pupils will perform in a group dance that relates to a professional work from the prescribed list. They will be assessed on technical ability, accuracy of action, dynamic and spatial content, communication of artistic intent, sensitivity to others, safe practice and overall sense of performance within a group.

### **Unit 4: Choreography 40%**

#### 1. Solo Composition Task (15%)

Pupils will demonstrate their increasing effectiveness as a choreographer and their ability to appreciate dance. They will have to create a short solo piece developing

3

motifs from a professional dance work. They will be assessed on imagination, successful linking on the motifs, structure and use of choreographic devices and analysis and evaluation

#### 2. Choreography for Solo or Group (25%)

Pupils must select a starting point or stimulus and create a dance for a solo performer or group where the initial intent must be communicated with the audience. They will be assessed on their creative response to their stimulus, selection of action, dynamic and spatial content, overall form and structure, use of choreographic devices, choice of aural setting and overall communication of dance ideas.

### **Additional Information**

GCSE Dance is equally suitable for both male and female pupils who are interested in movement and dance. Previous dance experience is recommended to help access the higher grade boundaries. However, your willingness to participate and experiment with movement, both on your own and with others, is important. All pupils will be expected to perform their work in front of an audience and on a regular basis during college assemblies.



# GEOGRAPHY

## General Information

Geography allows pupils to explore the many wonders of our planet. The pupils will experience different places through modern technologies; gaining an in-depth knowledge of the processes, patterns and interactions that shape the environments we live in. Pupils will also learn to understand the different attitudes people hold regarding developments all over the world and discover the ever growing importance of sustainability.

Geography is a subject for the future, in an ever changing world, geography provides pupils with the skills to understand, respond and adapt to the changes taking place before them. Successful geographers can go on to have careers in many different types of employment, from architecture to hazard management.

## What will I need to succeed?

- The motivation to work both independently and collaboratively
- The ability to communicate effectively in written English is essential
- You will also need to be good at revising and remembering key information and using this to support your opinions.
- Most important is a genuine interest in places, both natural and man-made, and the enthusiasm to find out more.

## Course Offered

**GCSE**  
**OCR B Specification J385 – Geography**  
**Website: [www.ocr.org.uk](http://www.ocr.org.uk)**

The course consists of four key themes that will be studied throughout years 10 and 11:

### **THEME 1 - Rivers and Coasts:**

How do the hydrological cycle and the river basin systems operate?

What are the causes of river flooding and the strategies that have been more sustainable in reducing its impacts?

What are the distinctive landforms of river valleys and coastal areas?

What are the sustainable strategies for managing coastal areas?

### **THEME 2 - Population and settlement:**

Why does the population structure of countries vary between countries of different levels of economic development?

How do some countries try to control their population growth?

What are the patterns of migration of people that occur around the world?

How do people develop the urban areas in both more economically developed and less economically developed countries?

Is there a pattern to the growth of towns and cities? Why?

What are the forces that impact on shops and services in an area over time?

### **THEME 3 - Natural hazards:**

What is the global distribution of each type of hazard?

Are some areas more at risk from hazards than others?

What are the natural processes that cause each of these hazards?

What impact does each type of hazard have on the people in different areas of the

world and does the impact change according to the level of economic development?

**THEME 4 - Economic Development:**

What do we mean when we say that a country is developed?

Why are some countries more developed than others?

How sustainable are the aid projects that are used to raise the level of development in some countries?

What types of jobs are found in different countries and where are those jobs located?

Do the big multinational companies influence patterns of world trade?

How have industrial activities affected the environment?

What actions are required to sustainably manage the balance between economic development and the environment?

**Year 9** will be used as a skills development year; this will allow pupils to explore some of the key ideas and concepts from the GCSE syllabus; whilst developing the necessary skills and assessment techniques required to succeed at GCSE and beyond. A particular focus will be placed upon practising for the controlled assessment and decision making aspects of the GCSE.

**Examination Requirements**

<b>Sustainable Decision Making Examination</b>	<b>1hr 30 mins</b>	<b>25%</b>
<b>Controlled Assessment:</b> A geographical enquiry with a <b>fieldwork focus</b>	<b>2000 words</b>	<b>25%</b>
<b>Key Geographical Themes Terminal Examination</b>	<b>1hr 45 mins</b>	<b>50%</b>

**Additional Information**

This scheme of assessment consists of **two** tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades C to G and Higher Tier assesses Grades A\* to D. Candidates will be entered for either the Foundation Tier or the Higher Tier.

# HISTORY

## General Information

History is not only a valuable subject in its own right, but also provides a wide range of transferable skills which are relevant to many careers; journalism, the law, teaching, police force and research, for example.

In an increasingly information rich world, particularly with the expansion of the internet, History is one of the few subjects that directly teaches pupils to select, evaluate, analyse and draw conclusions from information. Pupils also examine the causes and results of important changes, study the varying points of view of people affected by major events, and analyse the reliability of historical source material.

A study of the past is also a good way to obtain knowledge and understanding of the present. History provides a sense of direction to human progress and the chance to benefit from experience. It is about the actions of real people in real situations, and the significance and consequences of those actions.

## What will I need to succeed?

- The willingness to research information and to communicate in good written English is important in History.
- Pupils that enjoy reading typically do very well.
- You will also need to be good at revising and remembering key information and using this to support your opinions.
- Most important is a genuine interest in the past and the enthusiasm to find out more

## Course Offered

**GCSE AQA History Specification A**  
**History Website:** [www.aqa.org.uk](http://www.aqa.org.uk)

There are 3 elements to the course, which are designed to give differing perspectives on the study of history.

**Medicine Through Time** – a study of the development of a single aspect of history from prehistory to modern day. A written examination paper of 1 hour and 45 minutes is taken in June of Year 11 amounting to 35% of total marks.

**Local Historical study** – a local study based on a site investigation of Portchester Castle. Two essay style assessments completed under controlled conditions in the Summer term of Year 10 amounting to 25% of total marks.

**Germany 1919-1945** – an in depth enquiry into a period of history crucial to the development of the modern world. A written examination paper of 1 hour and 45 minutes is taken in June of Year 11 amounting to 40% of the total marks.

The controlled assessment will be completed during Year 10.  
Both examination papers taken in Year 11 covering grades A\* to G and are therefore not tiered.

### Year 9 – Medicine Through time

**The focus for this year will be the development of pupils' extended writing skills.**

In the Autumn term pupils will study Disease and Infection in the Ancient World, c10,000 BC - c500Ad and Medieval and Renaissance Medicine, c500 - c1700.

During Spring and Summer term pupils will study Surgery and Anatomy during Medieval and Renaissance period through to Modern Day.

### **Year 10 – Medicine Through Time and Historical Enquiry**

**The focus for this year will be the development of revision skills.**

In Autumn term pupils will be studying public health in the Ancient world, Middle Ages and Modern World. In addition, pupils will consolidate their knowledge from Year 9 by completing homework revision projects run throughout the academic year. During this term there will be an optional visit to the Science Museum, the Old Operating Theatre and Herb Garrett in London.

During spring term pupils complete their Historical Enquiry which forms their controlled assessment unit of the History GCSE. This will involve a compulsory field trip to Portchester Castle.

Late summer term pupils will study the first unit of Weimar and Nazi Germany.

### **Year 11: Germany, 1919-1945**

**The focus during Spring and Summer term will be upon practising examination technique.**

During Autumn term pupils will complete their in-depth study of Nazi Germany. This enquiry focuses on the causes of the development of totalitarianism and its impact in Germany in the period 1919-1945. The Enquiry requires investigation of developments and conditions in Weimar Germany as a basis for explaining Hitler's rise to power and as an evaluation of the contemporary appeal and impact of National Socialism. It also requires an understanding of the reactions of individual people and groups to developments within Germany in the period.

The course covers:

The Nazi Rise to Power  
Control and Opposition in Nazi Germany  
German Economy and Society  
Race and Youth  
Culture and Propaganda

# LANGUAGES

## General Information

English is not enough...More and more colleges and universities are requiring a GCSE in a language to get onto a course. Learning a language is a challenge and is tough, but show them what you are made of!

We offer a wide range of languages at Swanmore including French, German, Spanish and Italian. Languages are increasingly important in today's world and you could benefit from taking a language at Key Stage 4. **You can choose 1 or both of the languages you have studied in Key Stage 3.**

## What will I need to succeed?

You will need:

- an enquiring mind and the ability to use different communication strategies and language learning skills;
- to develop an understanding of the language in different contexts;
- to develop an awareness of the culture and countries of the language they are studying;
- to develop the ability to communicate effectively in the target language.

Language learners benefit from a wider knowledge of their own language and the culture in which they live.

Learning a language is a life skill – it gets you places!!

## Courses Offered

### GCSE in French, German, Spanish, Italian

[www.aqa.org.uk](http://www.aqa.org.uk)

## Examination Requirements

Pupils will need to understand and provide information on all of the topic headings below in all four skills of Listening, Reading, Writing and Speaking. Year 9 lessons will focus on the areas of Personal relationships and describing yourself and others in more detail and will provide you with an opportunity to do more practice in Speaking and Writing assessments, to prepare you for Year 10 and 11.

The GCSE modules are:

- Lifestyle & Health, Leisure, Free Time and the Media
- Holidays, Plans, Preferences, Experiences
- Home and Environment, Home and Local Area, Environment
- Work and Education, School/College and Future Plans

<p><b>Unit 1: Listening 46551F; 46551H</b> Examination – 20% Either: Foundation Tier: 30 minutes (5 minutes reading time) or Higher Tier: 40 minutes (5 minutes reading time)</p>	<p><b>Unit 2: Reading 46552F; 46552H</b> Examination – 20% Either: Foundation Tier: 30 minutes or Higher Tier: 40 minutes</p>
<p><b>Unit 3: Speaking 46553</b> Controlled Assessment – 30% (internally assessed) Two tasks submitted for moderation</p>	<p><b>Unit 4: Writing 46554</b> Controlled Assessment – 30% (externally assessed). Two tasks submitted for marking</p>

Quotes about language learning

'It is literally the case that learning languages makes you smarter. The neural networks in the brain strengthen as a result of language learning'

'Learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of people'

# MUSIC

## General Information

In Year 9 you will focus upon developing the essential musical skills you need for a GCSE examination course in Music. As well as continuing to build on your performing, composing and listening skills, you will learn about Music theory and how to use music technology to compose, record and mix performances. This will prepare you to study GCSE Music in Year 10 & 11.

### In GCSE Music you will learn how to:

- Improve your listening, performing and composing skills.
- Analyse many different musical styles and discover its social and historical context.

## What will I need to succeed?

### People who choose GCSE Music:

- Enjoy listening to and learning about many different styles of music
- Enjoy performing (singing or playing) in any style
- Enjoy creating and recording their own music
- Enjoy using music technology
- Have instrumental or singing lessons

## Course Offered

Edexcel GCSE MUSIC 2MU01 Website: [www.edexcel.com](http://www.edexcel.com)

## Examination Requirements

### Coursework: Composing – 30%

- Two** original compositions influenced by different Areas of Study.

### Coursework: Performing in any style (play or sing) – 30%

- One **solo** performance
- One **ensemble (group)** performance
- Assessment and recording may be done at any stage during the course.

### Listening and Appraising Test – 40%

- A listening and written paper of 1 hour 30 minutes.
- Answer 8 short questions identifying musical features from the extracts listened to. These will relate to the 12 set works included in the 4 Areas of Study: **Western Classical Music 1600-1899, Music in the 20<sup>th</sup> Century, Popular Music in Context, World Music.**
- Demonstrate knowledge and understanding of musical, social and historical context within which the music was written.
- Express and justify opinions on the music heard.
- Complete short musical dictation and notation questions.
- Answer an in depth question about **one** set work using correct musical vocabulary.

## Additional Information

You can consider AS and A2 Level Music at 6<sup>th</sup> form college (An A level in Performing Arts or Music Technology would also be available to you).

Your listening skills will help the aural perception needed in language exams.

Your performing skills will give you confidence in front of an audience – useful if you intend to pursue things like drama and law.

# PHYSICAL EDUCATION

## Courses Offered

GCSE Physical Education or BTEC Level 2 First Award in Sport  
[www.edexcel.com](http://www.edexcel.com)

## Course Content

During Year 9, GCSE lessons will be divided into theory and practical classes. Pupils will be covering 6 different practical sports during Year 9 and their teacher will be observing and assessing them continually over the year. All of the pupils' practical assessments will be recorded in order to see which 4 sports the pupils have strengths in, and can therefore be submitted towards their final examination. In the theory lessons, pupils will be introduced to healthy active lifestyles and the human body. Pupils will be taught these units through their theory lessons and through taking part practically to test themselves on how their body has been affected. Pupils will sit end of term tests to gauge their understanding before a decision is made as to whether a GCSE course, or a BTEC is more appropriate level of study for the individual.

In Years 10 and 11, pupils will study either GCSE Physical Education or BTEC Level 2 First Award in Sport

# GCSE PHYSICAL EDUCATION

## Examination Requirements

The theory part of the course is assessed through one 90 minute exam at the end of Year 11. The exam paper is made up of a series of multiple choice, short answer and continuous prose answer questions. This element of the course is worth 40% of the final grade.

The practical element assesses 4 sports as a performer, coach or official. The final part of the practical assessment is an analysis based task which consists of an understanding of Rules and Regulations, Observation skills, Evaluation skills, Planning skills and finally the ability to produce a Personal Exercise Programme for one of their chosen practical sport assessments. This element of the course will make up 60% of the final grade.

## What will I need to succeed?

- Pupils must be regular and accomplished sports people**, with a good record of participation at Key Stage 3. It is strongly advised that pupils speak with their PE teachers before opting to ensure that they are fully suitable to be successful on this course. Pupils will require a good understanding of English written skills and biology from Key Stage 3 science.
- Pupils will need have the confidence and maturity to as course adopt a number of different roles that will see them take charge of other pupils.
- Pupils will need to ensure they have the correct equipment for all lessons and be focused on the fact that all practical lessons are assessed and formulate a large part of their final grade
- There will be an expectation for pupils to participate in extra-curricular activities.

## Course Content

**Theory: 40%**  
- Section 1.1: Healthy active body.

- Section 1.2: Your healthy active body.
- Written paper of one hour and 30 minutes, consisting of: Multiple choice questions, short answer questions, extended answers based on a scenario issued prior to the examination.

**Practical: 60%**

- Section 2.1: Practical performance (4 sports from at least 2 activity areas)  
You can be assessed as Performer, Leader or an Official
- Section 2.2: Analysis of performance
- Controlled assessment. Four assessments from at least 2 (sporting areas) ways of thinking.
  - 1.Outwitting Opponents. Games activities such as Football, Badminton, Hockey, Rugby, Netball, Rounders, Basketball and cricket.
  2. Accurate Replication. Activities' such as gymnastics, trampolining, cheerleading, ballroom dancing and skateboarding.
  - 3.Exploring and Communicating ideas. Dance activities such as Folk, Historical, Modern and Street dance.
  - 4.Performing at maximum levels. Athletics activities such as Athletics, Cross Country, Competitive swimming, Weightlifting and Golf.
  5. Identifying and solving problems. Includes activities such as Canoeing, Climbing, Horse riding, Life saving and Sailing.
  6. Exercising safely and effectively. Includes activities such as Aerobics, circuit training, Pilates and Yoga.
- At least two assessments must be as a player/performer.

## **BTEC Level 2 First Award in Sport**

**Assessment Requirements**

The qualification will be taught over the full 2 year period of Years 10 and 11 and will consist of 120 guided learning hours. All pupils will need to complete the two mandatory units in Health and Fitness for Sport and Exercise and Practical Sports Performance. Both of these units are worth 30 credits towards their final grade. Pupils then have 4 optional specialist units of which they must complete two again worth 30 credits each. The units that will be offered are the specialist sports ones and consist of The Mind and Sports Performance, The Sports Performer in Action, Training for Personal Fitness and Leading Sports Activities.

The Health and Fitness for Sport and Exercise is the only externally assessed unit for the course. It is tested by an onscreen test and is marked out of 50, with questions being directed and marked directly by the exam board EDEXCEL. The remaining 3 units are internally assessed modules which will be covered via project and presentation type work.

The course is graded on a Pass, Merit and Distinction basis.

**What will I need to succeed?**

- A very keen interest in sport, and the possible vocational opportunities it can create.
- Good organisation and an ability to meet deadlines
- A willingness to recognise mistakes and a desire to improve them

**Course Content**

**Health and Fitness for Sport and Exercise.**

- Know about the components of fitness and the principles of training.
- Explore different fitness training methods.
- Investigate fitness testing to determine fitness levels.

**Practical Sports Performance.**



- Understand the rules, regulations and scoring systems for selected sports.
- Practically demonstrate skills, techniques and tactics in selected sports.
- Be able to review sports performance.

#### **The Mind and Sports Performance**

- Investigate personality and its effect on sports performance.
- Explore the influence that motivation and self confidence have on a sports performance.
- Know about arousal and anxiety, and the effects they have on sports performance.

#### **The Sports Performer in Action**

- Know about the short term responses and long term adaptations of the body systems to exercise.
- Know about the different energy systems used during sports performance.

#### **Training for Personal Fitness.**

- Design a personal fitness training programme.
- Know about exercise adherence factors and strategies for continued training success.
- Implement a self designed personal fitness training programme to achieve own goals and objectives.
- Review a personal fitness training programme.

#### **Leading Sports Activities**

- Know the attributes associated with successful sports leadership.
- Undertake the planning and leading of sports activities.
- Review the planning and leading of sports activities.

