

ENGLISH LANGUAGE AND ENGLISH LITERATURE GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA (8700 and 8702)	2 GCSEs	6 hours in a two week timetable	Mrs E Britton

The aim of this course

To develop reading, writing and communication skills and to explore and analyse great Literature texts.

These subjects must be taken together – you cannot study one or the other.

Course Content

English Language GCSE

Paper 1 (1 hour 45 minutes) – explorations in creative reading and writing (50% of the final grade)

In the reading section of the paper students will read one literary text and respond to 4 questions on it. In the writing section, they will be expected to produce 1 extended piece of writing.

Paper 2 (1 hour 45 minutes) – writers' viewpoints and perspectives (50% of the final grade)

Students are asked to read two pieces of text – linked by a theme- and answer four questions on them. In the writing section, they will be expected to produce 1 extended piece of writing.

Speaking and Listening

Although Speaking and Listening is no longer examined, students are expected to deliver a formal presentation and respond to questions on their chosen subject. This is endorsed separately.

English Literature GCSE

Paper 1 (1 hour 45 minutes) – Shakespeare and the 19th century novel (40% of the final grade)

In their study of set texts, students will read one Shakespeare play and one 19th century novel in detail. They will explore the methods used by the writers to convey ideas. In the two questions in the exam, they will be asked to respond in detail to an extract from each text and then to write about the texts as a whole.

Paper 2 (2 hours 15 minutes) – Modern texts and poetry (60% of the final grade)

Students will study a modern prose or drama text and an anthology of poetry. They will be asked to analyse the techniques used by the writers to convey character and theme. In the exam, there will be two comparative questions on poetry: one on the anthology poems they will have studied and one on unseen poetry, as well as a question on the modern prose or drama text.

Assessment and examination dates

Students will sit their **four examinations at the end of the course.**

Please note that students will be required to purchase copies of the set texts available from the department at a discount.

MATHEMATICS GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA (8300) Pearson Edexcel (1MA1)	1 GCSE	8 hours in a two week timetable	Mr L Coren

The Aim of the Course

A Maths GCSE at any level should stretch and challenge students, so that they feel motivated to improve their skills. It should also provide all students with a level of numeracy that they will need in their lives, whatever career path they choose.

Course Content

Students will have already started studying towards the new Maths GCSE and they will continue over the course of the next two years, to study a variety of topics from the six areas of Mathematics:-

Number

Algebra

Ratio, proportion and rates of change

Geometry and measures

Probability

Statistics

In line with the new specification for Maths GCSE, students will be focussing as much on the skills required, as they will be on the content. They will be expected to explain and justify their methods, show a thorough application of knowledge, and to problem solve. Much more of their final mark in the exam will test their ability to identify a problem and use multiple skills. Some questions will cover several topics at once.

Assessment

As this is a linear specification, there are only three components to the GCSE. These are examined terminal papers, one non-calculator and two calculator paper. They carry equal weighting.

Career Paths

All of us use Maths in our lives to some extent! However, a particular skill in Maths can open the doors to some wonderful careers. For example:

Accountant, Architect, Engineer, Videogame designer, Rollercoaster Design, Maths Teacher(!), Scientist, Lawyer, Statistician, Meteorologist.....

DOUBLE SCIENCE GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 8465 Combined Science (Synergy)	2 GCSE	9 Hours in a two week timetable	Mr P Scarbrough

Science Pathway One – Double Science

This is the core science pathway and will be suitable for all students as well as those who may want to study it at a higher level. It will also contribute towards the award of the English Baccalaureate if they are awarded a grade 5 or above. This is not an options subject and most students who do not opt for triple science will follow this pathway in science.

Course Content

The content will be similar to the previous course and students will study units of work that cover all three science disciplines (biology, chemistry, physics). The core content will include topics such as keeping healthy, nerves and hormones, genetics, evolution, materials from rocks, crude oils and fuel, plate tectonics, electricity, forces, energy transfers and waves.

Assessment

The Double Science course will lead to a double award GCSE in science. We will be following the AQA synergy Double Science specification. Under the new grading criteria this GCSE will be graded from grade 1 1 (lowest passing grade at level 1) to grade 9 9 (highest passing grade at level 2). It will be possible to get a split grade, so a student could achieve a 5 6, which would be half way between a 5 5 and a 6 6.

This course will be assessed by four 1 hour and 45 minute exams at the end of the course. Each paper will be worth 25% of the total marks.

Progression

Students can progress from this course to A level sciences (with the appropriate grades), or to other level 2 or 3 courses.

GCSE Religious Studies

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
TBC	1 GCSE	3 Hours in a two week timetable	H Talbot

Religion, Philosophy and Ethics (RPE)

Course Content

This brand new GCSE is yet to be formally agreed, but is set to be both an engaging, dynamic and thought-provoking course. Students will study in depth two of the major world faiths; Christianity and Islam, whilst also developing their own personal views around various topics. Through the study of these faiths and the students own views, they will develop skills such as; evaluation, analysis, reflection and understanding both of the wider world and themselves.

Students will have half a term on each topic and will start by exploring in greater depth Islamic and Christian views. This will build on previous knowledge gained in KS3 and be a strong introduction to the course. This start will also lay the foundation for other topics later on in the course that explore moral and philosophical issues. Throughout there is a key emphasis on developing the pupil's skills both in literacy and verbal ability, all of which will be further consolidated in year 11 too. In the second term of year 10 students will begin to unpick moral and philosophical topics which we explored into year 11 before finishing with the GCSE exam in the summer.

Students will have two papers for the whole course that they will sit in the summer of their year 11. Each paper is worth 50% and will be (approx.) 1 hour 30minutes. There is no coursework for RPE. Throughout KS4, students will build and develop exam skills, techniques and structures. This is particularly important as the new GCSE has a much heavier weighting on the extended answer questions. In each paper students will answer four sections; each section will contain a combination of structured and extended open response/ critical thinking questions. The structured questions are worth 25% of the paper whereas; the extended open response question is worth 75% of the paper.

This is a fast paced and challenging course, which gives lots of opportunity for debate, self-reflection and developing personal views.

Year 10 Autumn	Belief in Allah/Belief in God
Year 10 Spring	Living a Muslim life/Equality (Christian focus)
Year 10 Summer	Life and Death (Islamic focus)/Living a Christian life
Year 11 Autumn	Marriage and family (Islamic focus)
Year 11 Spring	Religious Experience (Christian focus)
Year 11 Summer	Revision/Exam

GCSE ART and DESIGN (Fine Art)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel 1FA0	1 GCSE	5 hours in a two week timetable	Mrs E Wiseman

The study of this subject involves combining ideas, thoughtful analysis and creativity. It promotes the development of artistic skills in both two and three dimensions, encourages a wider appreciation of the environment, other cultures and artists, and investigates the expression of thoughts and feelings. It helps students to focus and concentrate, and overall, provides a great deal of personal satisfaction and confidence-building.

Course Content

Students will be working in years 10 and 11 to produce a personal portfolio of artwork. They will also undertake a 10 hour timed controlled test in response to an externally set theme. The 10 hours are spread over two days in year 11 and is the result of weeks of preparation.

The personal portfolio will show the range of creative ideas and activities undertaken throughout the course and will be produced in response to the themes set internally by the student's teacher. These themes are designed to encourage creative development and focus on: 1) generating and developing ideas – this will involve researching artists and photographers, plus gathering source material 2) experimenting with materials and developing skills 3) recording and reviewing work – this may be in any media, for example, drawing, photography, text, film, collage, paint, construction etc. 4) producing a final outcome. Much of the work will occur in sketchbooks, but the final outcome may be on paper, canvas or card, and can be two or three dimensions. Sketchbooks and materials can be purchased at reasonable cost through the art department.

Homework

Homework supports classwork and usually involves independent research of either images or artists, further investigation of ideas and/or experimentation with materials. Sometimes it is a specific task, but most often, it will involve further development of the student's individual ideas initiated by the project. Work produced contributes to the personal portfolio.

Assessment

Projects completed for the personal portfolio are assessed internally throughout years 10 and 11. A controlled test is completed in the summer term of year 10 and a mock exam, incorporating a controlled test and preparation time is undertaken in the autumn term of year 11. This work is all assessed internally and contributes to the personal portfolio. The GCSE exam controlled timed test takes place in the spring term of year 11. This is marked internally and then moderated externally by a visiting examiner. The mark for the personal portfolio contributes to 60% of the final GCSE mark and the controlled timed test contributes to 40%.

Career Paths

Students can continue further study of general art or photography, textiles, graphic design or animation at BTEC or A level. The study of GCSE Art can lead directly to any job or career that requires creativity, risk-taking, an eye for detail and independent thought.

GCSE ART and DESIGN (PHOTOGRAPHY)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel 1PY0	1 GCSE	5 hours in a two week timetable	Mrs E Wiseman

Why choose to study photography?

Photography is a very immediate and accessible means to explore imagery and ideas creatively. Through a practical knowledge of digital software, students are able to control, edit and manipulate images with a high degree of skill. It helps students to focus, concentrate, and overall, provides a great deal of personal satisfaction and confidence-building.

Course Content

Students will be working in years 10 and 11 to produce a personal portfolio of photographic artwork. The work forms a means of personal enquiry and expression involving the selection and manipulation of images. Students will learn to employ creative approaches which go beyond mere observation and recording. Students will be expected to demonstrate a knowledge and understanding in photography of the use of light, viewpoint, composition, focus, tone and contrast, and depth of field. They will also learn to edit and manipulate images using digital technologies. Research into artists, photographers and photographic genres will also be expected and students are required to demonstrate an understanding of meaningful connections between their own work and that of others. Themes and projects will be set by the student's teacher and are in preparation for the final 10 hour timed controlled test which is set externally. The 10 hour controlled test or assignment is spread over several morning and afternoon sessions in year 11 and is the result of weeks of preparation.

Much of the personal portfolio work will be compiled in sketchbooks. An understanding of presentation and layout will be demonstrated by students. Sketchbooks can be purchased at reasonable cost through the art department.

Homework

Homework usually involves a specific photographic task to support classwork, but it can also include further development of a student's ideas through research, investigation or analysis of either images or the work of other artists/photographers. Work produced contributes to the personal portfolio. Access to a digital camera is essential.

Assessment and Examinations

Projects completed for the personal portfolio are assessed internally throughout years 10 and 11. The work is evaluated under four specific assessment objectives. A photography mock exam occurs in the autumn term of year 11. The GCSE preparatory studies and controlled timed test begins in the spring term of year 11. It is marked internally and then moderated externally by a visiting examiner. The personal portfolio contributes to 60% and the controlled timed test contributes to 40% of the overall GCSE final mark.

Career Paths

Students can continue further study of general art or photography at BTEC or A level. The study of GCSE photography can lead directly to any job or career that requires creativity, risk-taking, an eye for detail and independent thought.

GCSE Art and Design (Textile Design)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel 2TE01	1 GCSE	5 hours in a two week timetable	Mrs E Wiseman

The study of this subject involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, stitching and printing to create designs. It promotes the development of artistic skills in both two and three dimensions, encourages a wider appreciation of the environment, other cultures and artists/designers, and investigates the expression of thoughts and feelings. It helps students to focus and concentrate, and overall, provides a great deal of personal satisfaction and confidence-building.

Course Content

Students will be working in years 10 and 11 to produce a personal portfolio of textile artwork. They will also undertake a 10 hour timed controlled test in response to an externally set theme. The 10 hours are spread over two days in year 11 and is the result of weeks of preparation.

The personal portfolio will show the range of creative ideas and activities undertaken throughout the course and will be produced in response to the themes set internally by the student's teacher. These themes are designed to encourage creative development and focus on: 1) generating and developing ideas – this will involve researching artists, designers and photographers, plus gathering source material 2) experimenting with materials and developing skills 3) recording and reviewing work – this may be in any media, for example, drawing, photography, text, film, collage, paint, construction etc. 4) producing a final outcome. Much of the work will occur in sketchbooks, but the final outcome may be on any suitable material, and can be two or three dimensions. Sketchbooks and materials can be purchased at reasonable cost through the art department.

Homework

Homework supports classwork and usually involves independent research of either images or artists/designers, further investigation of ideas and/or experimentation with materials. Sometimes it is a specific task, but most often, it will involve further development of the student's individual ideas initiated by the project. Work produced contributes to the personal portfolio.

Assessment

Projects completed for the personal portfolio are assessed internally throughout years 10 and 11. A controlled test is completed in the summer term of year 10 and a mock exam, incorporating a controlled test and preparation time is undertaken in the autumn term of year 11. This work is all assessed internally and contributes to the personal portfolio. The GCSE exam controlled timed test takes place in the spring term of year 11. This is marked internally and then moderated externally by a visiting examiner. The mark for the personal portfolio contributes to 60% of the final GCSE mark and the controlled timed test contributes to 40%.

Career Paths

Students can continue further study of general textile art, art or photography, graphic design or animation at BTEC or A level, fashion, interior design plus many more. The study of GCSE Textile Art can lead directly to any job or career that requires creativity, risk-taking, an eye for detail and independent thought.

BTEC Level 1/2 FIRST AWARD in HEALTH & SOCIAL CARE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel BRC84	1 GCSE	5 hours in a two week timetable	Mrs K Harrison-Ward

Course Content

Core Units – Both to be studied
Human Lifespan Development (Externally Assessed Unit)
Health and Social Care Values

Specialist Units –Two additional units to be studied

Effective Communication
The Impact of Nutrition on Health and Well Being
Social Influences on Health and Wellbeing
Promoting Health and Wellbeing Internal
Cultural Diversity in Health and Social Care
Individual Rights in Health and Social Care

This is an Applied Learning course, which means that you will have the opportunity to develop the knowledge, understanding and skills required to work in the Health & Social Care sector which is one of the major areas of growth in employment in the UK at the present time. If you choose this course then you should be someone who enjoys learning in practical ways that are related to the world of work. This course will be useful and enjoyable for all students who enjoy living and working with people – whether you want to eventually work in the Health & Social Care sector or not! Students on this course will develop good communication and inter-personal skills because Health and Social Care professionals require these skills in order to develop good relationships with people such as patients and their relatives. The course will also involve looking at all of the different life stages of human development and Care Values that all Health professionals follow when dealing with service users.

Assessment

Assessment approach for this course is through 25% examination and 75% coursework. The core unit examination will be a 1 hour exam which will consist of two structured questions. There will then be 3 other units that will be internally assessed. You will receive feedback on your progress throughout the course as you provide evidence towards meeting the course criteria. Evidence will be gathered through a range of activities including, written assignments, workplace assessments, role play, presentations and practical assessments

Career Paths

The course provides a good foundation for learners for progressions onto further education including other vocational qualifications at Level 3 or general qualifications such as an A Level in Health and Social Care. It could also lead onto further training or employment in the Health and Social Care Sector e.g. Child-minder; Nursery or Playgroup helper; Nursing; Social Worker; and Residential Care Workers.

BTEC Level 1/2 AWARD in PERFORMING ARTS (DANCE)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel BRC86 Unit 1+2 plus Unit 4	1 GCSE	5 hours in a two week timetable	Mrs L Holt

Course Content

This is a course where the ability to perform in front of others and an audience is absolutely essential. This is an expectation of all students who opt for BTEC Dance.

Core Compulsory Unit

Individual showcase. This is an external exam and will require you to choreograph and perform two 1 minute solos in front of a camera, which will then be sent off to be externally moderated. Students will also be required to sit a theory exam which will also be externally moderated.

THIS IS NOT AN OPTION AS IT IS AN ESSENTIAL PART OF THE COURSE.

Specialist Units

Preparation, performance and production.

Dance Skills.

The BTEC Performing Arts Award is designed to give learners a real grounding in understanding and knowledge of the Performing Arts Industry. As an applied learning course you will have the opportunity to develop the knowledge, understanding and skills required to work in the Performing Arts industry. If you choose this course then you should be someone who enjoys learning in practical ways that are related to the world of work. Be fully prepared to attend all lessons with enthusiasm and commitment and dressed in the appropriate dance uniform.

The course delivery will reflect the nature of work within the Performing Arts industry. You will learn about working in the Performing Arts Industry, and the Development of Dance. You will have many different opportunities to learn different styles of dance and perform them. To study this course you will need to be fully committed and be prepared to get involved in all dance activities as well as take part in theory lessons.

Assessment

The assessment approach for this course is by 75% coursework and 25% examination. The examination will generally be both theory and practical in nature and require all performance in front of a video camera for external marking. For the coursework element you will receive feedback on your progress throughout the course and evidence will be gathered through a range of activities including, written assignments, workplace assessments, performances for audience, presentations and practical assessments.

Career Paths

The course provides a good foundation for learners for progression onto further education including other vocational qualifications at level 3 or general qualifications such as an A Level in Performing Arts and Dance. It could also lead onto further training or employment in the Performing Arts Sector. In addition if your aspirations are not to become a performer, this course will provide you with the vital life skills that will prepare you for a whole host of other careers e.g. being creative; working in a team or group; making presentations; making independent decisions; using your imagination and initiative; being able to working under tension or pressure.

BUSINESS STUDIES GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel 2BS01	1 GCSE	5 hours in a two week timetable	Miss L Pearce

Course Content

It is a fact that today's world runs on business principles and that prospective employers seek out employees who understand the basic principles of business and know how to apply them in almost any context. So if you are fascinated by the world of business, if you see yourself as creative and entrepreneurial and would like to know how businesses are set up, staffed and financed, how products are marketed and sold and wish to gain a head start in a future career in the private or public sector then you may wish to consider this course as it will give you a solid grasp of how businesses are created and develop successfully.

GCSE qualifications in business subjects enable students to:

- actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgments
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- consider the extent to which business and economic activity can be ethical and sustainable

Assessment

This GCSE has a combination of exams and controlled assessment. Controlled assessment means coursework you do in a supervised environment (your classroom). You could achieve any grade from A* to G.

L2 Certificate for IT User Skills in Open Systems and Enterprise (ICT & Digital Literacy)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
TLM (The Learning Machine)	Level 2	5 hours in a two week timetable	Miss L Pearce

Course Content

This qualification allows users to engage and learn a variety of topics within ICT and Digital Literacy. This will allow students to continue with a range of topics they have previously been learning in KS3 ICT. ICT skills are hugely beneficial across the curriculum and will ensure that students have the necessary skills needed within their education. These skills are also needed in both employment and further education.

This qualification will allow students to study topics such as:

- Communication Fundamentals
- Database software
- Drawing and planning software
- Design software
- Desktop Publishing
- Using E-mail
- Imaging Software
- Using the Internet
- IT Security for users
- Using mobile IT devices
- Multimedia Software
- PS Presentation software
- IT software fundamentals
- Spreadsheet software
- Using Collaborative Technologies
- Internet Safety

Assessment

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. There is a mixture of exams and in-school assessment.

COMPUTER SCIENCE GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel (1CP1)	1 GCSE	5 hours in a two week timetable	Miss L Pearce

Course Content

This option in the exciting GCSE Computer Science course that gives you fantastic opportunities to work with a variety of technologies and offers you choices such as programming, computational thinking and games design, 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 GCSE specification will:

- Improve your confidence in areas such as mobile phone applications, web page design and games design
- Provide you with an opportunity to learn one or more programming languages
- Enable you to keep up to date with the Principles of Computer Science
- Encourage you to think creatively, innovatively, analytically, logically and critically
- Enable you to understand the components that make up digital systems, and how they communicate with one another and with other systems
- Allow you to develop technical skills which will give you a foundation for achieving ICT and Computing A Levels.

Students will study:

Component One: Principles of Computer Science

Component Two: Application of Computational Thinking

Component Three: Computer Science Project

Assessment

This GCSE has a combination of exams and controlled assessment. Controlled assessment means coursework you do in a supervised environment (your classroom).

Vocational Course

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
		4 Hours per week	Exeter College

Course Content

We may offer level 1 Construction or Motor mechanics to year 9 only at Exeter College- who will attend on the Options evening. This will only be available for students on the Vocational pathway. The course is fully outlined in the application pack available on the night. One afternoon a week is spent at Exeter College.

Students must be fully committed to attending every week and should understand that the finishing time is 4.00pm.

GCSE Design and Technology (Product Design)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 4557	1GCSE	5 hours per fortnight	Mr B Deane

Course Content

The course encourages students to design and make products with creativity and originality, using a range of equipment and techniques. Packaging, labeling and instructions are encouraged as part of the complete design proposal and advertising, points of sale, etc can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

Students will be enthused and challenged by the range of practical and artistic activities possible as the specification gives the opportunity for a multimedia approach to making working with CAD, CAM, Rapid Prototyping and ICT.

Students are encouraged to design and make in a variety of materials, using graphic skills to communicate their ideas. Using the work of professional designers and existing commercial products as starting points students design and make products that cross traditional D & T subject boundaries.

This course encourages innovative approaches to problem solving and promotes team working.

Evidence of designing can be submitted in a range of formats including A4 or A3 folders, sketchbooks, or electronically. Making can be evidenced in the form of working or non-working prototypes that use a number of different materials. Textiles, wood, plastic and ceramics are a few examples. Students will get a sense of hands-on processes and how design functions in business.

Independent research and investigation will be required. Homework is set in line with College policy.

Students may be required to purchase materials for their controlled assessment task.

Assessment and Examination

1 45 hour Design and Make controlled assessment worth 60% of the total GCSE qualification.

2 hour final written examination worth 40% of the total GCSE qualification.

Career Paths

D&T Product Design can be followed through to AS and A-level. Courses such as maths, engineering, industrial design, computing or manufacturing, art or a tradition science like physics are suitable accompanying subjects to study. Engineering, computer and manufacturing could all be logical career paths as would a graphically oriented route combining with GCSE art. Choice at university is impressive, with footwear, sustainable products, sports and furniture design among many areas on offer.

Apprenticeships in construction or engineering with technician-level positions in computer-aided design or engineering are a possibility without a degree.

DESIGN AND TECHNOLOGY GCSE (RESISTANT MATERIALS)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel 2RM01	1 GCSE	5 hours in a two week timetable	Mr D Spriggs

Course Content

This course is designed to allow candidates to develop skills in researching, designing, reviewing, planning, making and testing using a range of materials including wood, metals and plastics. Students will learn how their properties are suited for individual products.

Students will be encouraged to;

Actively engage in Design and Technology

Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products

Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making

Analyse existing products and produce practical solutions to needs, wants and opportunities, recognizing their impact on quality of life

Develop decision-making skills through individual and collaborative working

Understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle

Develop skills of creatively and critical analysis through making links between the principles of good design, existing solutions and technological knowledge

Independent research and investigation will be required. Homework is set in line with College policy.

Students may be required to purchase materials for their controlled assessment task.

Assessment and Examination Information

1. 40 hour Design and Make activities worth 60% of the total GCSE qualification
2. 1 ½ hour final written examination worth 40% of the total GCSE qualification

Career Paths

Craft apprenticeships move on from Resistant Materials to more specific trades and crafts such as carpentry, plumbing and motor vehicle occupations. Engineering, systems & control and product design can be studied to A-level at college which can lead to undergraduate engineering or technology degrees.

DRAMA GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA 8261	1 GCSE	5 hours in a two week timetable	Mrs J Musson

Why choose to study Drama?

Drama will enrich any student's GCSE career. This qualification engages and encourages students to become confident people and equips them with skills they will need for a bright and successful future. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills that can be used in every facet of life beyond college.

The subject promotes and practices literacy skills; creates an understanding of body language and behavior; determines psychological intensions, improves communication and presentation skills; refines acting skills; develops social and team working skills and encourages cross curricular creativity. The study of drama can certainly aid future career development, either directly into a variety of theatrical specialisms or as a set of confident communication skills to assist in any job interviews or public speaking opportunities.

Course Content

Through years 10 and 11 the students will work through three units of work.

Understanding Drama - 40% of final GCSE grade

Devising Drama - 40% of final GCSE grade

Texts in Practice - 20% of final GCSE grade

Students will work through the programme of study and then progress through the three units to achieve the best possible grade by the end of the two years. Each unit consists of both practical work as well as supportive written work called the 'documentary response.' Unit 1 is an assessed through an external exam in the summer of Year 11, but during the context of the course will be a set text that it studied practically as well as theoretically. The students also visit the local theatres to watch numerous and varied live performances and have the opportunity to question and work with theatre professionals.

Students will devise drama work from a variety of different stimulus materials such as videos, play texts, images, sounds, articles and films in order to inspire and motivate them. This is fantastic as they are able learn and explore lots of different issues practically. They also work with and complete a detailed exploration of full play text and finally produce their own extracts from a large range of play texts. Students will also study the aesthetic qualities of drama mediums which will investigate areas such as lighting, costume, makeup, props and staging methods to assist with their practical performance work.

This GCSE allows the students to work in groups as well as independently on monologues if they wish.

Although all courses have undergone change in the practical weighting it is important to note that the drama work will remain practical. This is both in terms of exploration of the play and also in the devising log which can be a combination of both written and verbal explanation. Although there is a written examination it varies the question styles and asks students to combine what they have learned about drama from their practical experience and imagination.

Homework

Homework is set to support understanding of drama techniques and terminology, also as part of preparation for practical performance work.

DRAMA GCSE

Assessment and Examinations

The structure of the AQA GCSE course is designed to conduct regular controlled assessments of both practical and written work throughout the two years. There will also be an external examiner who marks the practical unit and a final written exam based on the set text at the end of the course. All practical assessments are video recorded as examination evidence.

Unit 2 is assessed within the centre and then moderated externally by the exam board; unit 1 and 3 are assessed externally by visiting examiners who will watch the students' final performance.

Career Paths

Further study of this subject would enable students to enroll onto A' Level and BTEC performing arts courses. They could also progress onto specific Theatre studies courses. The skills learnt within this GCSE course would benefit any further education pathway as the transferable skills in communication will be invaluable.

FRENCH GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
WJEC Eduqas	1 GCSE	5 hours in a two week timetable	Mrs M Shepherd

Course Content

Some students will be 'guided' into studying a Modern Foreign Language like French, but all students are welcome to discuss their language option with Mrs Shepherd. Students are encouraged to become more actively involved in their learning process, so no one course book is used. Instead a number of resource books are available as well as tape recordings and television programs to give variety. Dictations and translations now form a part of the new GCSE structure along with studying short literary texts and poems in French.

This more flexible approach to language learning requires students to take more responsibility for their work. They will be expected to take a lively part in class work, especially in oral work and they will be able to make use of interactive computer programs and video clips. A revision trip to France is offered during year 11.

The aims of the course are to:

- Develop the language as an effective means of communication.
- Develop an awareness and understanding of the countries, their people, and their way of life.
- Increase understanding of language and how it works.
- Give a sense of enjoyment and achievement.
- Lay foundations for further study, should this be desired.

Homework will be set each week in line with college policy. This may take the form of learning and/or written tasks, but students will also be expected to learn independently at home. In order to achieve well at GCSE it is expected that students will spend 10 to 15 minutes each day learning or revising grammar and vocabulary covered during lessons.

Assessment

Assessment will be made to full course GCSE specifications with Eduqas. The examination assesses four areas and is currently in draft form awaiting Ofqual accreditation.

All 4 skills (Speaking, Listening, Writing, Reading) are assessed in end of course examinations at the end of year 11.

Career Paths

Studying a foreign language opens a gateway to travel and greater employment opportunities.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.

CERTIFICATE IN FURTHER MATHEMATICS AND GCSE STATISTICS

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA 8360	Level 2 Qualification (1 GCSE)	5 hours in a two week timetable	Miss D Downes
Pearson Edexcel 2ST01	GCSE		

The Aim of the Course

The Level 2 qualification in Further Mathematics is aimed at the top mathematicians and is separate to the compulsory GCSE each student will take. The course will be accessible to those students currently on a level 7.5 or above and will also help towards those students achieving a grade 8 within their standard GCSE. A third of the content covered reflects the GCSE grade 8 topics with the remaining being new material that introduces some of the underpinning concepts introduced in the A-Level course such as Calculus, Differentiation and matrices. The qualification itself shows real determination and commitment to Mathematics and displays a higher level of problem solving skills that can be transferred across subject areas.

The Statistics GCSE will be run alongside the Further Mathematics course and will be examined at the end of year 10. This course emphasizes the theoretical, practical and applied nature of the subject; it provides an excellent platform for cross-curricular studies and activities. It gives a great background for the study of statistics beyond GCSE level.

This option is an excellent choice for anyone looking at taking A-Level Maths.

Course Content

Over the course of the two years, students will study a variety of topics that will extend their knowledge in the GCSE syllabus. These include:-

Number
Algebra
Geometry
Calculus
Matrices
Statistics

The course has a much larger content of Algebra as this is included within most parts of the course to ensure the students have a clear understanding of the form of mathematics within A-Level and beyond.

Assessment

Within the Further Mathematics qualification, there are 2 formal exams at the end of the 2 year period, One calculator and one non calculator paper. They carry equal weighting.

The statistics GCSE has a coursework component (25%) and one formal exam (75%) which will be sat at the end of year 10.

Career Paths

All of us use Maths in our lives to some extent! However, a particular skill in Maths can open the doors to some wonderful careers. For example:-

Accountant, Architect, Videogame designer, Rollercoaster Design, Maths Teacher(!), Scientist, Lawyer, Statistician, Meteorologist.....

GEOGRAPHY GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA	1 GCSE	5 hours in a two week timetable	Miss J Colborne

Course Content

GCSE Geography helps pupils to develop an understanding of the intricate world and culture around them. The course strives to create successful global citizens by stimulating pupil curiosity and interest in the world, whilst also nurturing a desire to care for their environment. Our GCSE students achieve this by benefiting from all the opportunities Geography has to offer such as fieldtrips, topical debates, and access to contemporary knowledge. Above all, our Geographers receive a solid foundation that supports great prospects for future employment.

Over the course of 2 years, pupils will study a balance of human and physical geographical topics. The physical element of the course looks at natural hazards (including tectonics, climate change, tropical storms and extreme weather), ecosystems, coastal zones and rivers. The human section of the course looks at the challenge of managing energy use, the development gap between countries, and the sustainability of our cities.

This will be examined as follows:

Unit 1: Living with the Physical Environment (35%)

In this unit we look at Natural and Tectonic Hazards (Tropical storms and other extreme weather events, Climate change, Earthquakes, Volcanoes and Tsunamis.), Physical Landscapes within the UK (Highland and lowland areas, Coasts, Rivers) and The Living World (Ecosystems, Tropical Rainforests, Hot or Cold Environments)

Unit 2: Challenges in the Human Environment (35%)

In this unit we study Urban issues and Challenges, The changing Economic World and The Challenge of Resource Management (How can the ever increasing demand for energy be made sustainable?)

Unit 3: Geographical Applications and Skills (30%)

This unit comprises both fieldwork and an issue evaluation exercise. This involves critical thinking and problem solving. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.

Assessment

All of these skills are assessed by 3 exams at the end of year 11. Unit 1 and Unit 2 will be 2 separate exams of 1 hour and 30 minutes. Unit 3 will be a 1 hour long exam.

Career Paths

Having studied Geography to GCSE level pupils can continue to A level and afterwards a degree. Many employers like students who have studied Geography and it is useful for many jobs in both the public (i.e. Local government workers, the armed forces.) or private (i.e. Travel agents, delivery drivers.) sectors.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics, Science (x 2); a Modern Foreign Language and either History or Geography.

LEVEL 1 GERMAN

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Eduqas	Level 1 (plus entry level) qualification	5 hours in a two week timetable	Mrs M Shepherd

Course Content

Studying a Modern Foreign Language has great benefits to all students, but some may struggle with the examination components of a traditional GCSE structure. This entry level qualification teaches students the basics of communication in German in reading, writing, listening and reading and assesses them in class. Students will learn a variety of topics such as introducing themselves and discovering information about others; booking into a hotel; buying tickets for travel or visitor attractions; giving information about your school and/or work; ordering food. All of these skills would be useful for travel in a German speaking country and will also enhance the cultural awareness and tolerance of other nationalities.

The aims of the course are to:

- Develop the language as an effective means of communication.
- Develop an awareness and understanding of the countries, their people, and their way of life.
- Increase understanding of language and how it works.
- Give a sense of enjoyment and achievement.
- Lay foundations for further study, should this be desired.

Homework will be set each week in line with college policy. This may take the form of learning and/or written tasks, but students will also be expected to learn independently at home.

Assessment

Assessment will be made to full entry level specifications with Eduqas. The examination assesses four areas. All 4 skills (Speaking, Listening, Writing, Reading) are assessed in class during the 2 years.

Career Paths

Studying a foreign language opens a gateway to travel and greater employment opportunities.

German GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
WJEC Eduqas	1 GCSE	5 hours in a two week timetable	Mrs M Shepherd

Course Content

Some students will be 'guided' into studying a Modern Foreign Language like German, but all students are welcome to discuss their language option with Mrs Shepherd. Students are encouraged to become more actively involved in their learning process, so no one course book is used. Instead a number of resource books are available as well as tape recordings and television programs to give variety. Dictations and translations now form a part of the new GCSE structure along with studying short literary texts and poems in German.

This more flexible approach to language learning requires students to take more responsibility for their work. They will be expected to take a lively part in class work, especially in oral work and they will be able to make use of interactive computer programs and video clips. A revision trip to Germany is offered during year 11.

The aims of the course are to:

- Develop the language as an effective means of communication.
- Develop an awareness and understanding of the countries, their people, and their way of life.
- Increase understanding of language and how it works.
- Give a sense of enjoyment and achievement.
- Lay foundations for further study, should this be desired.

Homework will be set each week in line with college policy. This may take the form of learning and/or written tasks, but students will also be expected to learn independently at home. In order to achieve well at GCSE it is expected that students will spend 10 to 15 minutes each day learning or revising grammar and vocabulary covered during lessons.

Assessment

Assessment will be made to full course GCSE specifications with Eduqas. The examination assesses four areas and is currently in draft form awaiting Ofqual accreditation.

All 4 skills (Speaking, Listening, Writing, and Reading) are assessed in end of course examinations at the end of year 11.

Career Paths

Studying a foreign language opens a gateway to travel and greater employment opportunities.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.

HISTORY GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA (8145)	1 GCSE	5 hours in a two week timetable	Miss C Hopgood

The aim of this course

GCSE History will enable students to explain and understand the world around us today. They will develop and extend their knowledge and understanding of key events, periods and societies in local, British and wider world history. In addition they will develop as independent learners and as critical and reflective thinkers. Students will develop the ability to ask relevant questions and also develop an awareness of different interpretations of the past.

Course Content

Paper 1 (1 hour 45 minutes) – UNDERSTANDING THE MODERN WORLD (50% of the final grade)

Section A: Period Study

Germany 1890-1945

This period study focuses on the development of Germany during a turbulent half-century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Section B: Wider World Depth Study

Conflict and tension, 1918-1939

This depth study focuses on the search for global order and peace after the First World War (The Treaty of Versailles and the League of Nations). Students will also explore the origins and outbreak of the Second World War.

Paper 2 (1 hour 45 minutes) – SHAPING THE NATION (50% of the final grade)

Section A: Thematic Study

Britain: Power and the People: c 1170 to present day

This thematic study will enable students to investigate the relationship between the citizen and the state in Britain over a long period of time. By charting the journey from feudalism to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority. It allows students to construct an understanding of the rights and responsibilities of the citizen.

Section B: British Depth Study and Historic Environment

Students will study one of the following British depth studies: Norman England, Medieval England, Elizabethan England or Restoration England.

Related to the chosen depth study, students will also be examined on a specific historical site such as a castle or a stately home.

Assessment and Examination

Students will sit the two GCSE Examinations in the Summer Term of Year 11.

Homework

GCSE History students are expected to spend between 1-2 hours per week completing homework. The completion of homework will give students opportunities to: learn subject material covered in class; undertake independent research and complete set tasks linked to skill development.

Career Paths

The study of History can be used to support a wide range of further and higher education courses including academic studies at A Level and University Degree Level. In addition the skills developed in History are important assets to have in a range of careers e.g. Law, Media & Communications, Journalism, Research, Librarianship, Public Services, Art & Design, Archaeology and Business Management.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.

MUSIC GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teachers:
AQA 8271	1 GCSE	5 hours in a two week timetable	Mr M Coates, Mr Munkley

Course Content

This year continues with an exciting course that now boasts a large practical content. You can perform individual music (acoustic or technology based) and also take part in a group performance with friends not even on the course and even with a backing track!

You will be taught how to compose music yourself using our super-duper music IT suite, slowly learning how to create master pieces that will not only surpass your own imagination but also make you extremely proud probably keeping your own Mp3 versions for the rest of your life.

Finally there is a written paper worth a small percentage of the marks, consisting of either multiple choice questions or short brief answers. The skills needed for this part are gradually taught following five technically based areas of study.

All of your efforts are constantly monitored and assessed and you will be kept in regular touch with information regarding your progress, your predicted individual progress trends and your personal target areas.

Come and join us and get that closer personal teaching experience where you can feel really looked after and encouraged to reach your true, probably at the moment, hidden potential!

Homework is regularly set and consists of the personal research necessary to build up a vocabulary of musical terms, understanding what they mean and how to recognize them when you hear them. This knowledge is regularly tested and your personal progress will be carefully monitored and guided.

Brief Course Outline

Learn & perform 2 pieces of music.

Improvise through to composing 2 pieces of music.

Study, do homework & sit a written paper responding to instructions/music played from a CD.

Career Paths

Further study of this subject could enable students to enroll onto A' Level and BTEC performing arts courses. They could also progress onto specific Music Technology courses. The skills learnt within this GCSE course would benefit any further education pathway as the transferable skills of structural analysis & a creative mindset will be invaluable.

CERTIFICATE IN SPORTS STUDIES (Level 1/2)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teachers:
OCR Cambridge National	1 GCSE	5 hours per fortnight	Mr Evans, Mr Hallam

Course Content

Mandatory Units

1. Contemporary Issues in Sport (Examination)
2. Developing Sports Skills (Internally Assessed)

Plus two Specialist Units from the following:

3. Sports Leadership
4. Sport & the Media
5. Working in the Sports Industry
6. Developing Knowledge & Skills in Outdoor Activities

The OCR National Certificate in Sports Studies is a vocationally-related qualification that takes an engaging and practical approach to learning and assessment. It will provide students with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry.

If you choose this course then you should be someone who enjoys learning in both theoretical and practical ways that are related to the world of work. You will learn about how and why people participate in sport, how the media plays a key role in promoting sport and will have the opportunity to develop your practical skills and leadership ability within sport, through numerous opportunities working with our local Primary schools. To Study this course you will need to be prepared to get involved in physical activity as well as take part in theory lessons.

Assessment

The assessment approach for this course is 75% internally assessed coursework and 25% as an externally assessed examination. Coursework evidence will be gathered through a range of methods and activities including; written assignments, witness statements, presentations and practical assessments. Students will have opportunities to improve upon their work and re-submit assignments after receiving teacher feedback.

Career Paths

The OCR National Certificate in Sports Studies is equivalent to 1 GCSE and enables students to progress to College and study Sport related Level 3 qualifications such as the BTEC National Diploma in Sport and A Level PE.

NCFE L2 Certificate in Food and Cookery

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
NCFE	1 GCSE	5 hours in a two week timetable	Mrs O'Connell

Course content outline and how learning will be assessed

NCFE (vocational qualification) – **75% Controlled Assessment (3 tasks) and**

25% exam Unit 01 Preparing to cook (25%, coursework)

This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to produce a variety of dishes

Unit 02 Understanding food (25%, coursework) This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.

Unit 03 Exploring balanced diets (25%, exam) Learners will understand the individual requirements of a balanced diet. They will learn about reference index (RI)/guideline daily amounts (GDAs) and how food labels can inform healthy eating. Learners will understand how to change recipes to make them healthier.

Unit 04 Plan and produce dishes in response to a brief (25%, coursework) This unit will give learners the opportunity to bring together their learning and skills developed throughout the course to produce a menu in response to a brief. Learners will plan, make and review their completed dishes. Skills developed: This qualification is designed for learners who have an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

Progression This course is great preparation for a BTEC Hospitality & Catering course or apprenticeships. It also gives you good skills for being independent.

You will probably enjoy this course if you love cooking or want to improve your cooking skills or you are interested in working in the catering or hospitality industry.

Please note that there will be a financial contribution required for this course to provide ingredients for practical sessions.

GCSE Sports Science

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AOA Physical Education 8582	1 GCSE	5 Hours in a two week Timetable	Mr Hallam

Course Content

The new GCSE Sports Science will be **60% theory** and **40% practical performance** of which 30% will be based on students assessed in the role of player/performer and 10% will be analysis and evaluation of performance, meaning students wishing to choose this course need **both academic as well as sporting ability**.

An **essential expectation** of students opting for this course is a **Level 6+ in Science & English**, as well as participation and representation in **competitive sports, activities, clubs and teams both in and out of school**.

Lessons and activities will be planned and delivered to best suit the students to maximise their learning and attainment.

Students will undertake an Analysis of Performance (AOP) in one of their chosen sports.

Theory Assessment:

The theoretical content of the course focuses upon the Theory of Physical Education and will include the following:

Paper one: The human body and movement in physical activity and sport

Paper two: Socio-cultural influences and well-being in physical activity and sport

How it's assessed

Written exam: and Internal assessment, external moderation.

Homework:

Homework will be set weekly and is an essential component of the course.

Resources

AQA has a range of PE revision guides and textbooks which will be available direct from their website and also to purchase from the PE Department.

GCSE Sports Science kit

Students will have the option to purchase a special GCSE Sports Science shirt (not compulsory).

Career Paths

A GCSE in Sports Science will provide the opportunity for anyone interested in sport to pursue A Level courses, University Degrees and ultimately, a career in this sector. This course develops the skills, knowledge and understanding for students' with aspirations of becoming PE Teachers, Exercise Scientists, Coaches, Professional sports men and women, Sports Physiotherapists, Sports Doctors, Exercise Physiologists, Sports Psychologists and many other occupations within the sports, teaching and coaching industries.

SPANISH GCSE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Pearson Edexcel 1SP0	1 GCSE	5 hours in a two week timetable	Mrs M Shepherd

Course Content

Some students will be guided into learning a language like Spanish, however if any other student would like to study Spanish please see Ms Geeson. Spanish is the second most spoken language in the world after Chinese and it is highly sought after in the world of tourism and business, especially in North America. Students are encouraged to become more actively involved in their learning process, so no one course book is used. Instead a number of resource books are available as well as recordings, podcasts and television programs to give variety.

This more flexible approach to language learning requires students to take more responsibility for their work. They will be expected to take a lively part in class work, especially in oral work and they will be able to make use of interactive computer programs and video clips and will have the opportunity to participate in video-conferencing with students in Spain. A visit to Spain is offered during Activities Week.

The aims of the course are:

To lay the foundations for further study if desired.

To develop effective communication skills in the target language.

To acquire knowledge of the Spanish speaking world.

To give students a sense of enjoyment and achievement in learning Spanish.

Homework will be set, each week in line with College policy. This may take the form of learning and/or written tasks.

Assessment

Assessment will be made to full course GCSE specifications with Edexcel. The examination assesses four areas:

Speaking the target language. 30% - 2 x controlled assessments completed in school and externally moderated over the two year course

Listening and understanding the spoken language. 20% External paper at higher or foundation entry tier at the end of the course.

Understanding the written language. 20% - External paper at higher or foundation entry tier at the end of the course.

Writing in the target language. 30% - two controlled assessments completed in school over the two year course and externally moderated.

Career Paths

Spanish is widely spoken around the world and learners of the language increase their opportunities to travel and their potential in the world of work.

This subject counts towards the English Baccalaureate. To gain an English Baccalaureate you will need to pass 6 GCSE's at grade C or above in English, Mathematics; Science (x 2); a Modern Foreign Language and either History or Geography.

TRIPLE SCIENCE GCSE

(Biology, Chemistry & Physics)

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA Biology Chemistry Physics	3 GCSEs	14 hours in a two week timetable	Mr P Scarbrough

Science Pathway Two – Triple Science.

This pathway will be for students who have a level 6 at the end of Y8/Y9. You will need to select triple science in one of the options blocks.

This course will lead to 3 separate GCSEs in Biology, Chemistry and Physics. We will be following the AQA separate sciences specifications. Under the new grading criteria the GCSEs will be graded from grade 1 (lowest passing grade at level 1) to grade 9 (highest passing grade at level 2).

This course is a more academic option for students who are either talented in science or who simply enjoy this subject and who may want to study a science at advanced level in the future. Students have timetabled lessons in Biology, Chemistry and Physics, which are taught by subject specialists. Each subject has a number of taught modules which are examined at the end of the course.

Course Content

In Biology you will find the answers to questions like – Why do we all look different? How are we affecting the environment? What are plants made from? How does exercise change our bodies?

In Chemistry you will find the answers to questions like – How do rocks provide building materials? Where did our atmosphere come from? How can we control chemical reactions? What is organic chemistry?

In Physics you will find the answer to questions like – What is meant by energy efficiency? How can we generate electricity? How did the universe start and how is it changing? What does radioactive mean?

Assessment

These courses will be assessed by 2 exam papers, lasting for 1 hour and 45 minutes, for each subject.

Progression

These courses will give students the best progression route to A level Sciences (Biology, Chemistry or Physics as appropriate) or any other level 3 course.

Certificate in Cooking and Hygiene

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
No Exam	St Luke's Certificate	5 Hours in a two week timetable	Mrs J O'Connell

Course Content

This non-accredited course will build confidence and skills in the planning, preparation and cooking of food. Students will learn how to choose recipes which are healthy, balanced and nutritious. The course will include pricing and planning menus within a range of budgets so some basic Maths skills will also be taught.

Students will sometimes work in groups to take responsibility for different courses in a meal and learn the basic techniques for creating a range of sweet and savoury dishes. Food storage and hygiene will be studied and students will have the opportunity to pass a level 1 food hygiene certificate. Some basic housekeeping skills will also be covered depending on the needs and interests of the students.

The course is intended for students who would benefit from a non-examined course which will develop their independence in everyday life skills.

ENTRY LEVEL COMPUTING

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
OCR	Entry Level	5 hours in a two week timetable	Miss L Pearce

Course Content

This course provides students with opportunities to become familiar with how computer technology works and a look at what goes on 'behind the scenes'. Through the introduction of programming, this course will help candidates develop their problem solving skills. It is a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

Students will be able to study topics such as:

- Hardware
- Binary
- Software
- Logic
- Programming...
- Selection
- Input and Output
- Iteration
- Trends in Computing

Assessment

Hardware, Software and Logic: (30% of qualification) OCR set end of item tests, each approx. 15 minutes in duration, to be taken after teaching a topic.

Programming: (50% of qualification) Programming task internally assessed, externally moderated.

Trends in Computing: (20% of qualification) Presentation Internally assessed, externally moderated.

LEVEL 1 FRENCH

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
Eduqas	Level 1 (plus entry level) qualification	5 hours in a two week timetable	Mrs M Shepherd

Course Content

Studying a Modern Foreign Language has great benefits to all students, but some may struggle with the examination components of a traditional GCSE structure. This entry level qualification teaches students the basics of communication in French in reading, writing, listening and reading and assesses them in class. Students will learn a variety of topics such as introducing themselves and discovering information about others; booking into a hotel; buying tickets for travel or visitor attractions; giving information about your school and/or work; ordering food. All of these skills would be useful for travel in a French speaking country and will also enhance the cultural awareness and tolerance of other nationalities.

The aims of the course are to:

- Develop the language as an effective means of communication.
- Develop an awareness and understanding of the countries, their people, and their way of life.
- Increase understanding of language and how it works.
- Give a sense of enjoyment and achievement.
- Lay foundations for further study, should this be desired.

Homework will be set each week in line with college policy. This may take the form of learning and/or written tasks, but students will also be expected to learn independently at home.

Assessment

Assessment will be made to full entry level specifications with Eduqas. The examination assesses four areas. All 4 skills (Speaking, Listening, Writing, and Reading) are assessed in class during the 2 years.

Career Paths

Studying a foreign language opens a gateway to travel and greater employment opportunities.

PRACTICAL HORTICULTURE SKILLS

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
ABC Practical horticulture skills award or certificate	None if taken at foundation level One if taken at level 1	5 Hours	Mr P Scarbrough

Practical Horticulture

This is a guided option that will only be available to a small number of students following the vocational pathway or on a reduced timetable.

Students will work in the school poly tunnels for the St Luke's Plant Nursery. This will be a business staffed by the students who will be expected to behave as employees working for an employer. Students following this course will have to work outside in all weathers and expect to get dirty and come across worms and insects! Students will learn a range of real life skills directly related to work and will be able to work towards a certificate in Practical Horticulture Skills. The level of attainment will depend on how the students' progress and will be at either entry level or level 1.

Course content

Some of the skills they will be learning are preparing ground for planting, planting seeds in pots, potting on and planting out, taking and raising cuttings, weed control, pest control, planting of hanging baskets and project and financial management.

Assessment

Students will have to complete a skills diary in either written or electronic form to demonstrate the skills they have learned. There are no exams or tests.

Progression

Depending on the level the student reaches, they can progress onto either level 1 or level 2 courses to further their studies of horticulture or other areas of study.

LEVEL 1 SPANISH

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
WJEC Eduqas	Level 1 (plus entry level) qualification	5 hours in a two week timetable	Mrs M Shepherd

Course Content

Studying a Modern Foreign Language has great benefits to all students, but some may struggle with the examination components of a traditional GCSE structure. This entry level qualification teaches students the basics of communication in Spanish in reading, writing, listening and reading and assesses them in class. Students will learn a variety of topics such as introducing themselves and discovering information about others; booking into a hotel; buying tickets for travel or visitor attractions; giving information about your school and/or work; ordering food. All of these skills would be useful for travel in a Spanish speaking country and will also enhance the cultural awareness and tolerance of other nationalities.

The aims of the course are to:

- Develop the language as an effective means of communication.
- Develop an awareness and understanding of the countries, their people, and their way of life.
- Increase understanding of language and how it works.
- Give a sense of enjoyment and achievement.
- Lay foundations for further study, should this be desired.

Homework will be set each week in line with college policy. This may take the form of learning and/or written tasks, but students will also be expected to learn independently at home.

Assessment

Assessment will be made to full entry level specifications with Eduqas. The examination assesses four areas. All 4 skills (Speaking, Listening, Writing, and Reading) are assessed in class during the 2 years.

Career Paths

Studying a foreign language opens a gateway to travel and greater employment opportunities.

ENTRY LEVEL SCIENCE

Examination Board:	GCSE Equivalent:	Time Needed:	Lead Teacher:
AQA Entry Level Certificate	None	5 Hours	Mr P Scarbrough

Science Pathway three – Entry Level Science

This is a guided science pathway that will only be available to a small number of students following the vocational pathway.

This Entry Level course will follow the AQA Entry Level Certificate in Science specification. This course will cover the national curriculum content for science. The course is available in both single and double award formats and the level of entry will depend on the progress students make on the course. The awards are simply graded as a pass or not.

Course content

This course will cover the human body, environment, evolution and inheritance, elements mixtures and compounds, chemistry in our world, energy, forces and matter, electricity, magnetism and waves.

Assessment

This course is assessed by a mixture of internally set practical assignments completed in class and externally set tests. The course has 6 units of teaching and a student would complete an internal assignment and the external test for each unit. For the single award we would submit a total of 6 of the 12 assessments and for the double award we would submit all 12 assessments.

Depending on the individual progress of the students, students may be double entered for the foundation level of the AQA GCSE Double Science exams, and/or follow on with progression onto the AQA Stem Technical Award, which is a new qualification designed to develop real life practical and technical skills. The actual content of this course has yet to be confirmed.

Progression

This pathway will allow students to move on to level 1 courses (at the end of the ELC) or level 2 courses (at the end of the Stem Tec Award).