

Key Stage 4



Options Booklet 2011

KEY DATES

Assemblies for Year 9 students on optional subjects and subject information given to students in class: **10 Jan – 28 Jan**

Key Stage 4 booklet and options information sent home: **Thurs 20 Jan**

Presentation by Mr Brown and Mr Jones to Year 9 students on 'How the Options process works': **Period 1 or 2 Thurs 20 Jan**

Year 9 Options forms sent home: **Thurs 20 Jan**

Year 9 Briefing Evening (Windmill Lane): **6.30 or 7.45pm Thurs 20 Jan**

East Grinstead Careers Convention at Imberhorne (Upper) School: **6.00 to 8.30pm Tues 1 Feb**

Careers and Options Mentoring Interviews with all Year 9 students: **31 Jan – 4 Feb**

Year 9 Consultation Evening. Students are invited along with their Parents/Guardians. As well as the opportunity to discuss targets and progress in Year 9, there will also be information about Key Stage 4 courses and teachers available to answer your questions about them:

School finishes at 1.30 pm Consultation: 3.00 to 7.30pm Thurs 10 Feb

Options forms returned to Mr Marshall **Tues 15 Feb**

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INTRODUCTION

I very much hope that you will be able to attend the Year 9 Briefing Evening on **Thursday 20th January 2011 either at 6.30pm or 7.45pm at Windmill Lane**. The 6.30pm Briefing is for parents of students in 9SHE, 9PFO, 9WSI, 9NRO and 9CGO. The 7.45pm Briefing is for parents of students in 9FGR, 9SPU, 9CDU, 9LCH and 9DCL. If the suggested time is not convenient, please do not hesitate to come to the other session. Whilst every effort has been made to give full information within this booklet, the Briefing Evening will provide a clearer perspective on Key Stage 4 and the Sixth Form, as well as the opportunity to discuss any other school issue that requires clarification. Information presented at this Briefing Evening will also be made available on the school website.

In order to support your son / daughter in making the right decisions, all Year 9 students will have a one-to-one Mentoring interview that covers Careers and Options with a teacher in the week beginning 31st January.

As a school we are committed to providing a broad and balanced curriculum as the basis for the well-rounded education that will enhance the future career, training and educational opportunities of Imberhorne students. Our Language College status allows us to offer even more. The National Curriculum, enhanced by the opportunities brought about by specialist school status, provides the framework for most courses in Years 10 and 11. We do expect students to maintain the widest possible subject choice, but there are opportunities for some specialisation or access to additional support.

Year 9 is the end of Key Stage 3 and Year 9 students are assessed by their teachers in all subjects and awarded an end of Key Stage Level. Progress towards these levels may well be a factor for students when they decide what subjects they wish to study.

We hope that your son or daughter will enjoy studying during the next two years. Academic standards at Imberhorne are high and we shall make every effort to ensure that students fulfil their potential. However, whilst success in examinations is crucial, we must not forget that achievements in other aspects of school life such as Community Action and Work Experience are also important. Playing a full part in these activities, in school sports teams, in cultural activities and on educational visits, is central to a balanced curriculum. Managing time to fit in all of these opportunities is an important skill.

Please return your options form no later than **Tuesday 15th February 2011**. Every effort will be made to provide students with their first choices for their options, but this cannot be guaranteed as courses can only run if group numbers are viable and suitable staffing and accommodation is available.

I look forward to meeting you at the Briefing Evening on **Thursday 20th January**.

J. Ford
Headteacher

Achieving Success

This booklet aims to support our students in making choices at the end of Key Stage 3 (KS3). At Imberhorne we aim to provide a curriculum that is broad and balanced but is able to meet the individual needs of students.

To achieve this aim all students will be required to follow a core curriculum plus optional subjects. Most courses will lead to a full GCSE, but some will lead to Double Award GCSE (two GCSEs), short GCSE (half a GCSE), GCSEs in Vocational Subjects, BTEC Diploma, OCR National Award or NVQ.

Core Subjects

The core curriculum will consist of the following subjects:

| Core subjects | Qualification |
|---|----------------------------|
| English Language & English Literature OR English & Media Studies | Two GCSEs Two GCSEs |
| Mathematics | GCSE |
| Core Science and Additional Science (Triple Science may be followed by adding time from the optional curriculum) | One or Two GCSEs |
| 1 st Modern Foreign Language OR 1 st & 2 nd Language (accelerated) | GCSE or Asset Two GCSEs |
| Religious Studies | Short GCSE |
| PE (Core) | No examination |
| Learning for Life | Record of Achievement |

Optional Subjects

In addition to this students may choose subjects from the following curriculum areas:

| Curriculum area | Subjects offered | Qualification |
|--------------------------------------|---|--|
| Arts | Art Drama Music Media | GCSE or Short GCSE GCSE GCSE GCSE |
| Humanities | Geography History Religious Studies (RS) Religious Studies | GCSE or Short GCSE GCSE or Short GCSE GCSE (in addition to core RS) AS level |
| Physical Education | Dance PE (GCSE) Sports Studies | GCSE GCSE BTEC First Diploma |
| Technology | Graphic Products Resistant Materials Electronic Products Textiles Food | GCSE GCSE GCSE GCSE GCSE |
| Additional Language | Italian | GCSE |
| Applied Learning | Leisure and Tourism Health and Social care Business Studies Single ICT Double ICT | Single and Double Award GCSE Double Award GCSE OCR National Certificate OCR National First Award OCR National Double Award |
| Additional Vocational Options | Certificate of Personal - Effectiveness Construction Salon Services | ASDAN Level 1 or Level 2 City and Guilds Certificate (Level 1) City and Guilds Certificate (Level 1) |

Optional Subjects

We encourage students to follow a broad and balanced curriculum by choosing optional subjects from those offered, each one from a different curriculum area. It will allow entry to the widest possible range of career opportunities and is recommended for most students. The number of optional subjects students will study varies according to whether they choose 'double option' courses, short courses or full GCSE's. We call these alternative combinations of subjects and qualifications 'pathways'. Details about this will be explained during the parents' briefing meeting. Broadly speaking students will be able to combine the study of different size qualifications that are taught in different amounts of time.

Diplomas

Diplomas are new qualifications and will be offered in a few local institutions. Students wishing to follow a diploma must be prepared to study for part of the week at the 'host' institution. The remaining time will be spent following the core curriculum at Imberhorne.

If any student would like to know more about studying a diploma please contact Mr Brown (Deputy Headteacher) directly.

Core Curriculum

The core curriculum is the compulsory element of the National Curriculum for students in Key Stage 4. There are however some slight variations in how this might be followed. All students study a combination of either English Language and English Literature GCSE **or** English and Media Studies GCSE. There are a limited number of places for students to study Media (three classes). Places are therefore allocated randomly to ensure that the system is open and fair. If a student wishes to study Media they should state this as a preference on their options form, although this will not guarantee a place. To provide the opportunity for all students to follow the Media course if they so wish we also offer it as an optional subject.

Most students will study two sciences (Core and Additional Science). For a small number of students we think that this is not appropriate. These students follow the Core Science curriculum only and, in place of the Additional Science curriculum may choose to follow a slightly broader range of optional subjects. We will notify the students we think are most suited to this pathway. Other students may wish to follow the Triple Science course (studying Biology, Chemistry and Physics separately). To do this they must choose an optional add-on to the double science course (Core and Additional Science).

Specialisation

The school is aware that some students may wish to specialise in Humanities, Languages or Arts and therefore opt for two subjects from these curriculum areas. This may be an appropriate option for a limited number of students.

Students may not specialise in Technology. Students wishing to take advantage of this flexibility should discuss this at the Mentoring (Careers and Options) interview.

Applied Learning

- *Double option subjects* - Leisure & Tourism; Health and Social Care (both Double Award GCSEs in Vocational subjects); Sports Studies (BTEC First Diploma); Business Studies (OCR National Certificate)

These subjects are under the category heading of 'Applied learning'. They have a vocational element to them and are broadly assessed through a portfolio of evidence relating to different tasks that the students undertake. **Each of these options takes up a time allocation of at least 8 periods a fortnight (a normal Full GCSE option takes 5 periods a fortnight) and are therefore called 'double option' subjects.** They are equivalent to between two and four GCSE grades upon successful completion of the course. For further information please refer to the more detailed subject-by-subject guide later in this booklet.

- *Three lesson option subject* – Single ICT and Double ICT (OCR National Award)

ICT is available as an optional subject in two sizes. Single ICT is available as a 3 period option with Double ICT available as a 5 period option. The courses have a vocational element to them and are assessed through a portfolio of evidence. The single award is equivalent to one GCSE, the double award, two GCSE's, upon successful completion of the courses. For further information please refer to the more detailed subject-by-subject guide later in this booklet.

Modern Foreign Languages

At Imberhorne we attach great importance to the study of languages at all levels in the school. For this reason we chose to become a language college. We think it is important that our students see themselves as global citizens and, therefore, see the acquisition of language skills as a fundamental part of 21st century learning.

Most students study two languages in Key Stage 3. There are now a number of opportunities to study languages in Key Stage 4. Some students have already started (from the beginning of Year 9) an accelerated language course in their second language, making an early start to their GCSE study. We anticipate that these students will continue with two languages in Key Stage 4. They will complete their two GCSE's in 7 periods a fortnight, a suitable option for our more able linguists. We expect most other students to follow a full GCSE course in their first language. We also offer Italian as an additional second language, this will be available (as a 3 period option) to students who currently study it in Year 9. Some accelerated linguists may consider Italian as a third language.

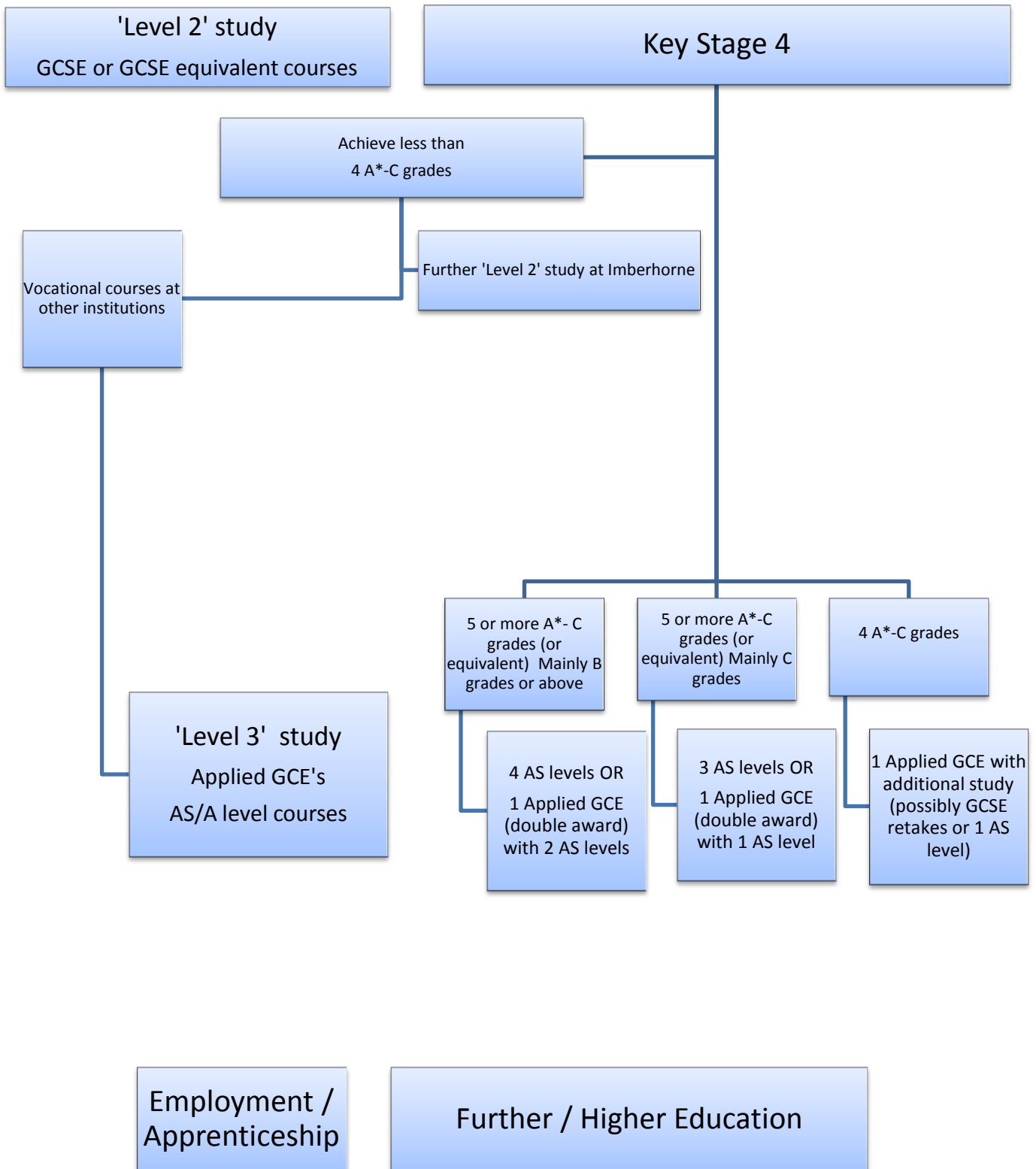
For a small number of students who wish to have greater flexibility with their options we will offer the opportunity to follow an accelerated GCSE course in one language only, French or Italian (following the full GCSE in 3 periods a fortnight). This will be suitable for students who are able linguists currently working at level 6 or above in French in Year 9 (or for those currently studying Italian who do not wish to continue with their first language). For less confident linguists we will offer an alternative 'Asset' qualification in either French or Spanish. The Asset qualification will be offered at both level 1 and level 2 (GCSE equivalent) and will suit students who prefer to build their confidence in individual skills before they are assessed.. Asset courses will also be completed in 3 periods a fortnight.

Students following the 'Core Science only' pathway or those following an 'Applied Learning, double option' course will not need to study a Modern Foreign Language.

Progression Routes - post 16

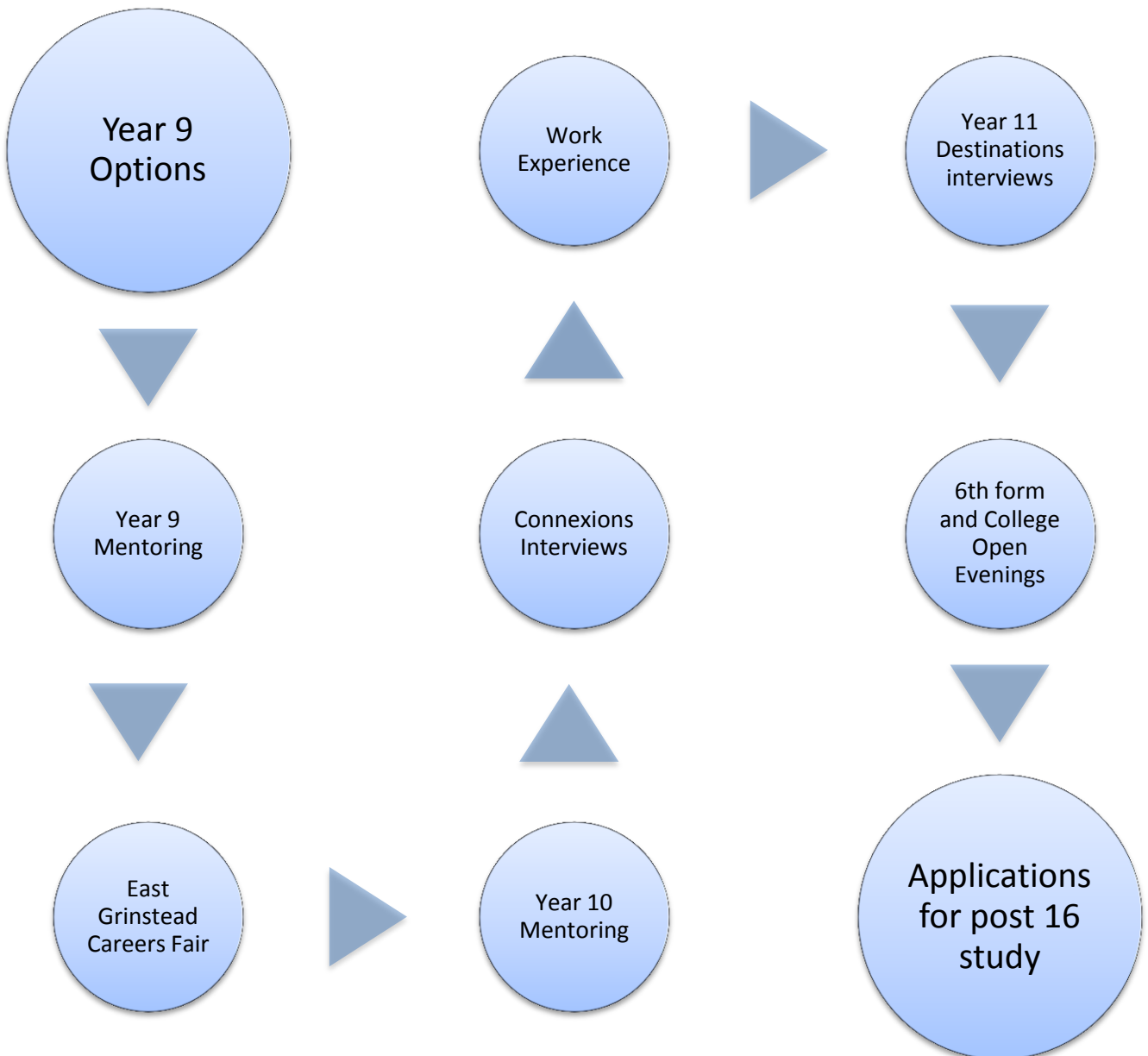
We encourage every student to do their best and to achieve their potential. To best cater for our diverse population we also wish to clarify what post-16 options are available for students. Many students choosing double option (Applied learning) courses in Key Stage 4 may wish to continue with those subjects as Applied GCE's (Applied A levels) in the 6th form. Students who have studied mainly GCSE courses (short and full) often progress to AS levels or Applied GCE's. Choosing to study either AS/A levels or a combination of Applied GCE's and AS/A levels provides equal access to further or higher education. Those students who do not achieve the number of GCSE qualifications (or equivalents) needed to start either Applied GCE's or AS/A level courses by the end of Year 11 may decide to stay on in the 6th form at Imberhorne or move onto other vocational courses at different institutions.

All students will be supported in making these decisions during their time in KS4 and will receive specialist advice at critical points



Support and guidance

Throughout Key Stage 3 and 4 students have support and guidance to inform their decision making and to help them consider the next steps in their educational journey. That journey starts in earnest with the Year 9 options process. Through mentoring discussions and Learning for Life lessons students' decision making is supported by their form teacher. More specialised careers advice can be sought, at this stage, through a requested Connexions (careers) interview. This support continues throughout KS4. Important elements include one to one interviews for students with a Connexions advisor, work experience at the end of Year 10 and Learning for Life lessons where we provide information for students about potential progression routes either at Imberhorne or elsewhere. In the Autumn term of Year 11 students are encouraged to attend open evenings in order to talk to teachers and tutors directly about possible courses they may study. The Imberhorne Open Evening usually takes place in mid-November.



Support Option

For those students who feel that the curriculum we have described will be too demanding, we also offer a Support Option. This option is primarily intended for those who have been receiving special needs support in KS3. Other students who could benefit from the reduced workload may be considered after consultation with parents and staff.

Year 9 Mentoring (Options and Careers) Interview

In February, all Year 9 students have an individual meeting with their mentor where they will have the opportunity to discuss likely options or pathways. It is not expected that students have made career decisions at this point. We do, however, expect them to start the process of finding out about careers and qualifications because they will be making decisions about their next step (into Post 16 education, training or employment) in a little more than 18 months' time.

All students should visit the careers library, request a careers interview in Year 10 or 11, organise work experience and talk to adults about their jobs.

Qualifications

| | |
|---|--|
| GCSE | General Certificate of Secondary Education; graded from A*-G |
| Double Award GCSE | A vocational GCSE with increased content that is regarded as equivalent to 2 GCSEs |
| Short GCSE | A GCSE with reduced content that is regarded as equivalent to half of a normal GCSE |
| Asset | A language qualification offered at either level 1 or level 2 is equivalent in demand to GCSE grades A*-G (depending on the level students are entered at) |
| BTEC (First Diploma) Or OCR National Certificate | A work-related qualification that is equivalent in demand to 4 GCSE grades. Students who complete the course are awarded either a pass, merit or distinction |
| OCR National First/Double Award | A work-related qualification that is equivalent in demand to 1 or 2 GCSE grades. Students who complete the course are awarded either a pass, merit or distinction |
| AS | The first half of an A Level; graded from A-E. |
| English Bacallaureate | A recently introduced measure of school attainment. The Bacallaureate is awarded to students gaining GCSE grades (at grade C or above) in English, Maths, Double Science, a Humanities subject (either History or Geography) and a Modern Foreign Language. The value of the Bacallaureate at this stage is unknown. |

Assessment at Key Stage 4

GCSE subjects are traditionally assessed through examinations and a coursework component (now called controlled assessments). A number of subjects have modular examinations taken at various times in Years 10 and 11 (see subject details).

Homework

Imberhorne believes that regular homework is associated with a good education. The school has a clear homework policy. We set homework to help students:

- * **understand, learn and practise what has been covered in school**
- * **learn how to work independently and manage their time**
- * **have opportunities to use materials, ideas and information outside the classroom**
- * **make progress and achieve the highest standards they can**

Every student will be given a personal diary to record their homework and the completion dates.

Students will be expected to spend between 1.5 and 2 hours each evening on their homework tasks. We ask parents:

- * to encourage their children to develop a positive approach to homework
- * to provide adequate working conditions
- * to be aware of the homework and coursework deadlines
- * to discuss homework tasks with their children

If any problems arise with homework, parents are requested to contact the subject teacher involved.

Differentiation

In a number of subjects teachers are required to judge which papers are most suitable for each candidate, taking into account his or her performance in the classroom and in previous assessments. Students are then entered for the appropriate level. Each level of entry provides access to a particular range of grades.

Ethos

In KS4 we work to create an atmosphere in which students feel able to take full advantage of the opportunities offered fulfilling their potential both in and out of the classroom. We expect the majority of our students to progress into Higher or Further Education and see this Key Stage as preparation for future choices as members of our Sixth Form.

Learning for Life (L4L)

'Learning for Life' lessons cover elements of Personal, Social and Health Education, Citizenship, Careers Education and Guidance. In addition to this students are also introduced to Learning to Learn concepts and practices. The course includes units on the law, sex education, drug and alcohol abuse, and the environment. Students will also be taught revision and study skills in preparation for their GCSEs. A major element of this programme is preparation for Community Action and Work Experience, both of which are usually the highlights of Year 10.

Options Proformas

These are shown on the following pages. The first two pages provide an overview of what qualifications are available, the time allocated to their study and how to complete the options forms. The next two pages show the different pathways available and how the selection of a double option award affects option choices. We expect students to complete the options sheet and for it to be countersigned by parents/guardians to confirm agreement with the option choices that have been made. We may need, on occasions, to discuss the choices of an individual after their options have been submitted.

Your time at Key Stage 4

The Core Curriculum

These are the subjects that all students study:

| English Language + Media or Literature | Maths | Core Science | Core PE | RE | Learn 4 Life |
|---|--------------|---------------------|----------------|-----------|---------------------|
| 7 lessons | 6 lessons | 5 lessons | 4 lessons | 1 lesson | 1 lesson |

The Personalised Curriculum

The Core Curriculum takes up just over one half of the lessons available. The Options process is all about how you can personalise the subjects that you study in the remaining lessons. Different subjects and courses are taught in different lengths of time – there are 5, 3, 8 and 10 lesson Options. The tables below show the subjects offered and it will help if you have this information in front of you when you are completing your Options form.

| 5 Lesson Options | | | |
|--|-----------------------|---|--|
| Languages | Arts | Humanities | Technology |
| In Year 9 you are currently studying your 1 st Language for 2 lessons per week. This will be your language of study in Key Stage 4 unless you are following the accelerated language course or a shortened language course. | Art Drama Music | Geography History Single Leisure & Tourism RE (AS-Level) | Electronic Products Food Graphic Products Resistant Materials Textiles |
| ICT (Double) | | | |

| 3 Lesson Options | | |
|---|--|--|
| Languages | Short course GCSE or equivalent | Full course GCSE or equivalent |
| Italian GCSE Accelerated GCSE (level 6 or higher): French Asset courses (level 4 or below): French or Spanish | Art Geography History | CoPE (Certificate of Personal Effectiveness) Dance GCSE PE Media ICT (Single) RE (short course to full) Triple Science |

| Applied Learning (8 Lesson Options) | | |
|--|----------------------|-------------------|
| Humanities | Technology | PE / Dance |
| Business Studies (10 lesson option) Leisure & Tourism | Health & Social Care | Sport Studies |

Completing your Options Form

1) You only complete and return one form.

- Use the first form if you have chosen to follow one of the Additional Science pathways (blue).
- Use the second form if you have chosen to follow one of the Core Science pathways (yellow or purple).

2) For each form, complete the top section.

- Indicate your preference for English Literature or Media Studies.
- If appropriate, tick if you would like to be considered for the Support Option.

3) If you are **NOT choosing an Applied Learning Option, then **complete ONE coloured Pathway in the FIRST table only.****

If you **ARE** choosing an Applied Learning Option, then **complete ONE coloured Pathway in ONE of the other two tables.**

- Use the middle table if you are choosing Health & Social Care, Double Leisure & Tourism or Sport Studies.
- Use the final table if you are choosing Business.

4) If you have chosen a Technology subject, then give a Reserve Technology choice in the bottom table, and remember to circle **YES (if you would be equally happy to study your 1st or Reserve Technology choice) or **NO**.**

5) Make sure that your Options Form is signed by yourself and by a parent or guardian.

6) Return your completed Options Form by **Tuesday 15th February**

GCSE Options 2011 – Complete this form if you are choosing an Additional Science pathway

We recommend that you follow one of the ... **Science** Pathways (...)

I have a strong preference for studying:

English Literature rather than Media Studies

Media Studies rather than English Literature

I would like to be considered for:

Support Option

| | 5 Lesson Options | | | 3 Lesson Options | |
|---|--------------------|-----------|-----------|--------------------------------|-----------|
| 1st Language as 5 lesson option | FL1 | 1: | 2: | 1: | 2: |
| Accelerated 1st & 2nd Languages (only 2 hours Core PE) | FL1 FL2 | 1: | 2: | 1: | 2: |
| 3 lesson Language option (circle the 3 lesson Language required) | 1: | 2: | 3: | GCSE: French or Italian | 1: |
| | | | | NVQ: French or Spanish | |

| Applied Learning Option – TICK ONE ONLY | | | 5 Lesson Options | | | 3 Lesson Options | |
|--|---|---|------------------|-----------|-------------------------|------------------|--|
| Health & Social Care | Not combined with Technology, or Leisure & Tourism | Applied Learning | 1: | 2: | Applied Learning | 1: | |
| Double Leisure & Tourism | Not combined with a Humanities subject | If you have chosen double Leisure & Tourism, you need to give a reserve 3 LESSON OPTION: | | | | | |
| Sport Studies | Not combined with GCSE PE, Dance or Leisure & Tourism | | | | | | |

| Applied Learning Option – Business | 5 Lesson Options | | | 3 Lesson Options | |
|--|------------------|-----------------|-----------|------------------|-----------|
| Not combined with Humanities, or Leisure & Tourism | Business | Business | 1: | 1: | 2: |

I have chosen a Technology subject. My Reserve Technology choice is:

I would be equally happy to study my 1st Technology choice or my Reserve:

YES

NO

Signature of Student:

Signature of Parent/Guardian:

GCSE Options 2011 – Complete this form if you are choosing a Core Science pathway

We recommend that you follow one of the ... **Science Pathways** (...)

| I have a strong preference for studying: | |
|--|--|
| English Literature rather than Media Studies | |
| Media Studies rather than English Literature | |

| In addition to 2 hours Study Plus, I would like to be considered for: | |
|---|--|
| 3 hours Support | |
| 3 hours ICT | |

| | 5 Lesson Options | | | 3 Lesson Options | |
|--------------------------------------|------------------|----|----|------------------|----|
| Core Science only | 1: | 2: | 3: | 1: | 2: |
| Core Science & Vocational | 1: | 2: | 3: | Construction | 1: |
| | | | | Salon Services | |

| Applied Learning Option – TICK ONE ONLY | | | 5 Lesson Options | | | 3 Lesson Options | |
|---|---|---|------------------|----|----------------|-------------------------|-------------------------|
| Health & Social Care | Not combined with Technology, or Leisure & Tourism | Applied Learning | 1: | 2: | 1: | Applied Learning | |
| Double Leisure & Tourism | Not combined with a Humanities subject | Applied Learning | 1: | 2: | Construction | 1: | Applied Learning |
| | | | | | Salon Services | | |
| Sport Studies | Not combined with GCSE PE, Dance or Leisure & Tourism | If you have chosen double Leisure & Tourism, you need to give a reserve 3 LESSON OPTION: | | | | | |

| Applied Learning Option – Business | | 5 Lesson Options | | | 3 Lesson Options | |
|--|-----------------|------------------|----|--------------|------------------|----------------|
| Not combined with Humanities, or Leisure & Tourism | Business | Business | 1: | 1: | 2: | |
| | Business | Business | 1: | Construction | 1: | Salon Services |
| | | | | | | |

| | |
|---|----------------------|
| I have chosen a Technology subject. My Reserve Technology choice is: | |
| I would be equally happy to study my 1 st Technology choice or my Reserve: | YES NO |

Signature of Student:

Signature of Parent/Guardian:

ENGLISH

A Core subject

Why study English?

In KS4 all students follow the National Curriculum in either English Language and English Literature or English and Media Studies. At the end of the course most students will gain two GCSEs. However, if there are students doing English Literature who wish to do Media Studies as well, this year we will also provide Media as an additional optional subject.

What will you study on the course?

There are key common units in the **English** and **English Language** courses:

Unit One - Understanding and Producing Non - Fiction texts 40% Externally Assessed

Unit Two - Speaking and Listening 20% Controlled Assessment

Unit Three is different for the two syllabuses – the **English** course will cover aspects of the programme of study which are covered on the **Literature** course including Shakespeare, Exploring Cultures and the Literary Heritage. The **English Language** course consists of an extended text study, spoken language investigation and a creative writing component.

Unit Three for both courses 40% Controlled Assessment

The **English Literature** course offers students the opportunity to study modern prose and drama and poetry as well as undertaking a linked study of Shakespeare and a Literary Heritage text.

Unit One: Exploring Modern Texts 40% Externally Assessed

Unit Two: Poetry Across Time 35% Externally Assessed

Unit Three: Shakespeare and the Literary Heritage 25% Controlled Assessment

(There are two routes for the Shakespeare and the Poetry Assessment where the controlled and external assessment can be alternated)

How will the course be taught?

Students undertake a wide range of activities in English and English Literature including group and pair work, whole class discussion and role play as well as individual written work which will include coursework assignments.

Media Studies:

Media is an important part of all our lives. We are constantly bombarded with media texts including: television, newspapers, film, advertising, radio and so on. The climate of information and communication technology is also constantly evolving and changing. The aim of this course is to take a closer look at the various media and develop a critical understanding of how they work, who controls them and how they affect us.

What will you study on the course?

There is an equal balance of creative and academic work, as Media Studies consists of three coursework assignments and an exam. Practical assignments allow students to use video cameras, desk-top publishing and editing software.

How will the course be assessed?

Clarification of how the percentage of each type of assessment contributes to the final grade is detailed below.

English

| | |
|---|-----|
| Written and Oral Controlled Assessments | 60% |
| Final examination | 40% |

English Language

| | |
|---|-----|
| Written and Oral Controlled Assessments | 60% |
| Final examination | 40% |

English Literature

| | |
|-------------------------------|-----|
| Written Controlled Assessment | 25% |
| Final examinations | 75% |

Media Studies

| | |
|-----------------------|-----|
| Controlled Assessment | 60% |
| Final examination | 40% |

If there is a strong preference for whether a student studies English Literature or Media Studies as part of their core curriculum, please indicate this on the options form. Please note that there will be nine or more Literature classes and up to three Media classes (in core curriculum time).

For further information please contact Ms S Morgan or Ms E Newman.

Why study Mathematics?

Mathematics is a compulsory subject for all KS4 students. It is a stimulating subject and the skills developed will frequently be used in later life. It has now become an entry requirement of universities that students have a C grade pass or above in Mathematics. A good GCSE pass is also essential for many careers. In order to study Mathematics or Science in the sixth form students need a minimum grade B at GCSE.

What will you study on the course?

There are 3 assessment objectives

- A01 - recall and use knowledge of prescribed content
- A02 - select and apply mathematical methods in a range of contexts
- A03 - interpret and analyse problems and generate strategies to solve them.

You will be taught mathematics in the four areas of number, shape, space and measures, algebra and trigonometry and must learn how and when to apply the maths. There is an emphasis on explaining your answers and justifying your choices.

How will the course be taught?

Mathematics is taught in sets in each band. Sets 1 and 2 follow the higher tier programme of study. Sets 3 and 4 start on Foundation Tier. For those making good progress it is possible to be entered for Higher Tier. There is a progress test every half term and sets are regularly reviewed.

Lessons are teacher led with a variety of student activities including use of ICT. Students are expected to use the website www.mymaths.co.uk for homework and revision, in addition to the course textbook.

How will the course be assessed?

| | | |
|------------------|-------------|--------|
| Higher Tier | GCSE Grades | D – A* |
| Foundations Tier | GCSE Grades | G - C |

All the assessment is through examination. There is no coursework.

There are 3 units A, B and C. You will have completed Unit A in Year 9, it is worth 25% of the GCSE. Unit B is examined in June of Year 10 and is also 25%. Unit C, worth 50% is taken in June of Year 11. You can take a combination of tiers e.g. Unit A at Higher, Unit B at Higher, Unit C at Foundation. You may re-sit each unit once only.

For further information please contact Ms J Pritchard

Why study Science?

Science has become a fundamental part of everyday life and as such is a core subject in the National Curriculum. This means that all students must take a Science course that includes coverage of Biology, Chemistry and Physics. The scientific skills developed in practical work and assessments are very important tools needed in all walks of life.

Many vocational courses at Post-16 apply knowledge from GCSE Science, these include Health and Social Care and BTEC Sport and Exercise Sciences. Careers such as Medicine, Engineering, Pharmacy, Physiotherapy, Veterinary and Forensics are increasingly only accessible with good grades from the relevant A level science courses.

What will you study on the course and how will it be taught?

Science lessons will involve theory, discussions, practical work, videos, group work etc. and will be similar in approach to the work done in Science in KS3. The work will also build on Biology, Chemistry and Physics topics studied during KS3. Practical work will concentrate on the skills involved in the design of experiments, carrying them out, analysing the results and evaluating the work.

Students will be given a revision guide to help with homework and preparation for exams. In addition, a small A5 study guide will be issued for each topic studied. This provides a very useful summary of what will be taught and is also helpful during revision.

New specifications are due to start in September 2011. At the time of writing this they are not yet finalised (“accredited”) however we plan to follow a combination of the AQA Science courses. In both years ten and eleven there will be discrete topics on Biology, Chemistry and Physics.

At present we believe the majority of students will be completing “GCSE Science” in Year 10 followed by the “GCSE Additional Science” course in Year 11. This combination of two GCSEs in science allows progress to all science A level courses.

Some students will follow only the single “GCSE Science” course but spread over years 10 and 11. (This is often called “the core only option”). This will provide the student with greater flexibility in their optional curriculum. It is often offered to students to allow vocational and college course attendance. However it does not allow any progression to science A levels and as such is an option offered only to relevant students.

For students gaining Level 6 or above for Science at the end of KS3 there is the opportunity to enter for 3 separate Science GCSEs, Biology, Chemistry and Physics. (This is often called “the triple science option”). To allow those students that choose triple science to cover the extra content, of three rather than two GCSEs, this option uses up a “three lessons option” in addition to the ten lessons a fortnight used for “Science and Additional Science GCSEs” as part of the core curriculum. Please see <http://www.aqa.org.uk/> for more details.

How will the course be assessed?

Both Science and Additional Science are now assessed by externally set written exams (not multiple choice exams) – these are available on fixed dates in November and May/June. Biology makes up 25% of the GCSE marks as do the Chemistry and Physics topics.

All exams are available at Foundation Tier (for students targeting up to C grade) or Higher Tier (more challenging exams but allowing access up to A* grades). The Foundation Tier tests are more straightforward but have a “ceiling” of marks that they can contribute towards a student’s total marks. At all stages, the tier of entry and preparation for assessments will be co-ordinated by the Science teacher.

A Controlled Conditions assessment (CCA) assesses the remaining 25% of each GCSE. The students first do some normal class practical work. Then students take a test paper with questions related to the practical they did and results they produced. The test is 45 minutes long and is set by the exam board. The CCA is teacher assessed but exam board moderated.

For further information please contact Mr J Hutchinson or Ms C Skene.

Why choose Languages?

The ability to communicate in a language other than English is an important skill in today's world. Extensive trade and business links with Europe and the wider world make proficiency in a modern foreign language a most desirable asset; many companies now consider a qualification in a language a must. Language courses at Imberhorne are supported by extensive links with schools in Germany, France and Italy.

Students who wish to take one language:

1. The vast majority of students are expected to continue with their first foreign language to GCSE as a five lesson option, we believe this is an appropriate option for most students.
2. We offer an accelerated course for those who wish to study a language in a reduced amount of time. By choosing this route students can study French or Italian in three periods a fortnight. Students will be entered for the Full GCSE award which means it would suit more able linguists who are currently working at or near a level 6 in Year 9.
3. We also offer a course with reduced contact time for students currently working up to National Curriculum Level 4. By choosing this route students may study French or Spanish in three periods a fortnight and will be entered for an Asset award.

Students who wish to take two or more languages:

A significant number of students will be strongly advised to continue with a second foreign language. There are two ways this can be done:

1. As an accelerated course for those studying two languages. A number of students have already started their accelerated language course at the beginning of Year 9. We expect these students to continue with their first and second language in KS4. By choosing this route students will study two languages in seven periods a fortnight.
2. By opting to study Italian in addition to their first language (or in addition to the accelerated language course). Students would spend five periods a fortnight studying their first language and three periods a fortnight studying Italian (or for accelerated linguists seven periods a fortnight studying their first and second language with an additional three periods a fortnight studying Italian).

What will you study on the course?

Students will develop the skills of listening, speaking, reading and writing. They will be prepared to deal with real life situations abroad, such as booking a hotel room, going shopping, what to say if they are ill and also to understand the sort of language they might come across during a visit, including newspaper articles and radio reports.

How will the course be taught?

Our language courses at GCSE in French, German, Italian and Spanish reflect a growing demand in their practical approach to language learning. Students continue working at the four skills of listening, reading, speaking and writing in a range of topic areas and settings, including

the world of work, staying with a family abroad and visiting a French, German, Italian, or Spanish town. Whilst we continue to emphasise the ability to communicate in the foreign language, vocabulary and grammar learning play a part in all KS4 language courses. In order to achieve the highest grades, students will be expected to manipulate the language confidently and accurately.

Pair work and group work play an important part in lessons and we now make extensive use of a wide range of software to support students' study inside and out of class.

How will the course be assessed?

At present students are entered for a final examination in Reading and Listening at either the Foundation or the Higher Tier, whichever is more appropriate. Writing and Speaking are assessed under controlled conditions across the two years of the course.

| | |
|--|------------------------|
| Controlled assessment (Writing and Speaking) = | 60% of the final grade |
| Examination (Reading and Listening) = | 40% of the final grade |

**For further information, please contact Mrs C Garnsey, Ms F Sharratt or Mrs S Trusler
For specific information about: Italian - contact Mrs C Garnsey, German - Ms F Sharratt,
Spanish - Mrs E Hutcheson, French – Mrs S Trusler.**

PHYSICAL EDUCATION (Core)

A Core subject

Core Physical Education is a compulsory subject in Years 10 & 11. Core PE time has been increased to two hours a week which means that some students will have the opportunity to follow a qualification of their choice during core PE time.

As part of their Year 10 Core PE lessons, pupils can choose from one of the following pathways (decisions about this will be made once groupings are known):

1. GCSE PE SHORT COURSE (one year course)
2. JUNIOR SPORTS LEADER AWARD (JSLA) (one year course)

These two awards cannot be followed if a student opts for the Full GCSE Dance course (this course is explained later in this booklet).

For further information please contact Mr. Byrne or Mr. Celani.

RELIGIOUS STUDIES (Core)

A Core subject

All students will complete a course in Religious Studies in Years 10 and 11. We will follow the AQA syllabus Specification B, which will enable students to gain a Short Course qualification. In order to give students the best possible chance of achieving a good grade at the end of the two years in Key Stage 4 this course will have started in Year 9.

The module chosen is **'Religion and Morality'**. The aim of this module is to enable candidates to address fundamental questions about the basis for religious beliefs and behaviour and to investigate ways in which religious beliefs and values are relevant to specified moral issues and behaviour. It requires students to look into the meaning and nature of Truth and Spirituality and how these are experienced and expressed by individuals and members of faith communities. The following contemporary issues are covered: **Religious attitudes to Matters of Life (Medical Ethics)**, - The concept of the sanctity of life in relation to medical research and practice in the areas of: human genetic engineering, including designer babies and saviour siblings; embryology; cloning; stem cell research; transplant surgery; blood transfusion. The desire to have children and the ways in which this can be fulfilled by artificial means and the implications of these methods on those involved. **Religious attitudes to the Elderly and Matters of Death** - The role of the family and the community in caring for the elderly; the concepts of the sanctity and quality of life; euthanasia (active and passive and the law); the role of the hospice; the use of life support machines; religious views on life after death. **Religious attitudes to Drug Abuse** – The religious beliefs and teachings concerning the mind and body; religious attitudes to drugs, including medically prescribed, legal and illegal drugs; the effects of drugs; the use of taxes raised on legal drugs; the reasons why illegal drugs are taken; the law, drugs and their classification. **Religious Attitudes to World Poverty** – Teachings of religions on world poverty; religious concepts of justice, stewardship and compassion; the work of religious organisations which help to alleviate world poverty; emergency and long term aid. **Religious attitudes to Crime and Punishment** and **Religious attitudes to Rich and Poor in British Society**. These last two sections will have been covered in Year 9.

Although the syllabus stresses the importance of 'Religious Beliefs and Attitudes', the students are also expected to formulate and express coherently their own opinions too. The majority of the six main world religions will be covered during the course with particular reference to Christianity and Hinduism. Students are allowed to refer to any of the six major world faiths.

How will the course be taught?

The course will be taught in mixed ability groups by specialist staff. A number of approaches will be employed, in particular: the use of text books and videos; newspaper articles to initiate discussion; role plays to encourage more in depth argument and debate; use of the internet and active learning techniques.

How will the course be assessed?

Short tests on key words and teachings and past examination questions will be used throughout the course to enable staff to assess progress and give an indication of current and target grades.

The final external examination, at the end of Year 11 consists of one written paper lasting 1 hr 30 min and carrying 100% of the marks. They will be required to answer **four** questions, based on four of the six topics outlined above. There is no coursework component.

For further information please contact Mrs N Quick or Mr D Clubb.

Why choose Art?

The GCSE Art course follows on from the KS3 projects and enables students to achieve a greater depth of work through the development of their skills in painting, drawing and other media. It gives students the opportunity to explore and respond to our visual surroundings whilst developing their creative and expressive abilities. Students will also increase their understanding of the place of art and design in history and in today's society. The GCSE Art course is essential for those students who wish to progress to AS/A2 levels in Art or to a vocational qualification in Art and Design in the Sixth Form. These courses can lead on to university degrees and a wide range of careers in the creative industries.

What will you study on the course?

The course is in two parts: Unit 1: *Personal Portfolio in Art and Design*, and Unit 2 *Externally Set Assignment* (a final examination unit of work).

The *Personal Portfolio* will cover a range of activities and in-depth assignments. Students will have the opportunity to experiment with different media in order to explore their strengths and preferences. The main aim of the course is to develop their visual language skills and to build a comprehensive portfolio of work.

The Personal Portfolio is generally theme based, and will involve visual research and art historical study. Emphasis will be placed on observation drawing, exploration of materials and techniques, including two and three-dimensional work and the planning and production of final pieces using appropriate techniques. A research visit to an art gallery or museum is arranged for all students.

The *Externally Set Assignment* will take the form of a broad theme, for example, 'Journeys', and students will have a period of time for development of preparatory studies before producing a final piece in a ten-hour examination.

Students will collect all research work, drawings, paintings, experiments with techniques, analytical notes, ideas and source material in a sketchbook; this will also contain written explanations and evaluations of their own work and that of other artists and designers. Students will be required to purchase two hardback sketchbooks for coursework (cost approximately £7.50) and another sketchbook for the externally set assignment. An optional Art Pack will also be available containing a range of materials and a plastic folder for carrying work to and from school at a cost of approximately £15.00.

How will the course be taught?

Students are taught in mixed ability sets. Whilst much of the work is structured, students will need to be resourceful and to use initiative when carrying out research. They will need to be able to work independently, especially during the externally set assignment.

How will the course be assessed?

Unit 1: 60% Personal portfolio in Art and Design -internally set and marked; Evidence of working in at least **two disciplines** should be presented.

Unit 2: 40% Externally Set Assignment in Art and Design -externally set theme, internally marked.

Both units are marked using four assessment objectives. These can be summed up as: develop, review/experiment, record, present.

Short Course Option (3 lesson option)

The GCSE Art Short Course includes producing work for the two units explained above but would normally provide evidence of study equivalent to one year of the GCSE course. Evidence of working in at least **one discipline** should be presented for assessment.

For further information please contact Mrs A Hayden or Miss B Wearne or visit the Edexcel website for GCSE Art and Design

Why choose Drama?

GCSE Drama encourages students to be inspired, moved and changed through a broad, coherent, satisfying and worthwhile course of study. Students work imaginatively in collaborative contexts, generating, developing and communicating ideas as well as gaining and demonstrating competence in a range of practical, creative and performance skills. In the process, they will develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Communication and life-skills, team-work, confidence building and presentation are integral to all aspects of the work. This qualification is widely recognised as an excellent preparation for the world of work as well as for the AS/A2 in Theatre Studies, the BTEC in Performing Arts or other similar courses.

What will you study on the course?

In Year 10 students build on the skills learnt in KS3, developing techniques, responding to a wide range of stimuli (poetry, script, news articles, songs, artefacts, music, etc) as well as evaluating work verbally and in written form. From the Spring Term students begin assessment work, looking at a play to see how a playwright expresses their ideas about a theme or topic and exploring ways of making the play work on stage – currently this play is ‘Blood Brothers’ by Willy Russell.

In Year 11 all work studied builds towards assessment work. Throughout the course students use drama to express feelings and ideas about a range of issues and in the Autumn Term of Year 11 this forms a teacher assessment exploring the issue of ‘Fame & Celebrity Culture’. In Spring Term students have the choice of being involved in the performance of a play from an existing script or creating a play of their own – students here specialise in either a technical or acting option. This final project culminates in a performance examination in front of a visiting examiner in March of Year 11.

How will the course be taught?

Students will work both in groups and individually on a variety of topics including research, rehearsal, preparation, performance and evaluation. They will also need to produce documentary evidence based on their practical experience. Independent learning, good organisation and creative response are as important as dramatic ability.

How will the course be assessed?

60% of the course is assessed through practical workshops and accompanying documentary evidence. Students are required to keep a written record of their practical exploration which is then completed under controlled conditions. Interested students must be prepared to explore, develop and evaluate their practical work in relation to two projects. The remaining 40% is a practical examination (externally assessed) in which students demonstrate either performance or technical skills.

**For further information please contact Ms V Nash or Mr J Watson
or visit the Edexcel website for GCSE Drama (2DR01) www.edexcel.com**

Why choose Music?

The GCSE Music course provides exciting opportunities to develop and extend the knowledge, understanding and skills gained at Key Stage 3. It gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in music and to progress to further study.

What will you study in the course?

The GCSE course is based around three elements: listening, performing and composing. A wide variety of music is studied from classical to dance music, pop songs to world music. The composition and performance aspects of the course allow the flexibility to concentrate on the areas which interest you most.

How will the course be assessed?

The Music course is assessed in three components:

Performance (30%) individual and group coursework in any style, recorded and submitted in advance.

Composition (30%) two compositions submitted in advance

Listening and Appraising (40%) the only exam, where you will be expected to answer questions on musical excerpts from set areas of study.

The vital pre-requisites for the course are a love of music and a willingness to listen to a variety of styles. You will need to play an instrument or sing and have independent instrument lessons throughout your 2 years of study. There will be lots of opportunities for making music in groups and these form an essential part of the course. There will also be a showcase concert each year for students to display their talents.

For further information please contact Miss J Barwell

Why choose Media Studies?

Many students develop an early interest in the media by watching films and TV, playing video games, downloading music, reading magazines or using the internet and other new technology. Media plays an important part in all our lives. The aim of this course is to take a closer look at the various media and develop a critical understanding of how they work, who controls them and how they affect us. It is an ideal grounding for those wishing to progress to AS/A2 Media Studies but it also offers the chance to simply develop analytical skills and creative ability.

What will you study on the course?

There is an equal balance of creative and academic work, as Media Studies consists of two Controlled Assessments, one practical coursework assignment and an exam. Practical assignments allow students to use video cameras, desk-top publishing and editing software.

Two Controlled Assessments are essay-based assignments:

1. A genre investigation (film trailers)
2. A representation investigation (magazines)

One practical piece of coursework, with a written evaluation:

1. A 30 second TV advertisement

One final external examination on a designated media topic.

How will the course be taught?

Students are taught in mixed ability classes. There is an early emphasis on understanding the four concepts of media analysis: codes and conventions, media language, audience, and representation, with plenty of class discussion and practical tasks. Whilst much of the work is structured, students will need to be resourceful and show initiative when carrying out wider research. They will need to be able to work independently, to deadline, especially with the practical coursework piece.

How will the course be assessed?

| | |
|---|-----|
| Controlled Assessments + practical coursework | 60% |
| Final examination | 40% |

For further information, please contact Miss E Newman

Why choose Geography?

Geography is highly valued in a very wide range of careers and higher education courses. It is difficult to imagine that you will not spend a significant amount of time outside school talking about the many geographical issues that arise on a daily basis in our ever-shrinking world. You should choose Geography at GCSE if you want to learn more about the major physical, human and environmental issues that shape our lives. You will develop your fieldwork, communication and graphical skills as well as your ability to use new technologies, such as GIS.

In addition to providing the basis for AS/A2 level studies in Geography, GCSE Geography is relevant to those wishing to pursue careers in for example; Armed Forces, Architecture, Surveying, Urban and Rural Planning, Transport Planning and Management, Local and National Government, Forestry, Building, Banking, Management, Marketing, Geology, Oceanography, Meteorology, Environmental Science, Conservancy and Ecology, Leisure and Recreation Management, Travel and Tourism, Politics, Journalism and Law.

What will you study on the course?

You will explore a variety of physical and human topics at different scales from the local to the global. Among the physical topics there are units on natural hazards such as earthquakes and volcanoes, rivers, coastal and glacial environments, rocks and scenery. You will study a number of human topics including population, tourism, rural and urban environments, development and globalisation. Fieldwork plays an important part in this course.

How will the course be taught?

The course is taught in mixed ability groups using a wide variety of videos, DVD's, specialist textbooks and fieldwork. You will also have the opportunity to be involved in group work, debates, practical tasks and role play. You will be provided with a textbook to help with homework and revision.

You will be expected to do your own research at home, for example using the Internet which will develop your ICT skills during the course. In addition to fieldwork there will also be the opportunity to attend a revision conference out of school.

How will the course be assessed?

Examination entry will be at one of two tiers; Foundation, which will cover grades C-G, and Higher, which will cover grades A*-D. A final decision at which level students are entered will be based on assessment during the course. This is a modular course and all students will sit one examination paper at the end of Year 10 and one at the end of Year 11. Each examination is worth 37.5% of the final marks. Students also complete a local fieldwork investigation, worth 25% of the final marks which is completed under controlled conditions in school. There will be an opportunity for students to retake the Year 10 module in Year 11 should it be necessary.

Short Course Option (3 lesson option)

A short course in Geography is also available which covers some of the physical and human topics of the full course. The course is assessed by one examination at the end of Year 11 based on the physical and human units and is worth 75% of the total marks. In addition to this students must also complete a controlled assessment based on a local fieldwork investigation completed in school. This is worth the remaining 25% of the total marks. Should you wish to study AS and/or A2 Geography as well then we expect you to have reached a suitable level of attainment in the short course.

A copy of the syllabus – GCSE Geography – Syllabus A – can be found at www.aqa.org.uk

For further information please contact: Mrs J.E. Browne

Why choose History?

You should choose History at GCSE if you enjoy finding out about the past and how it shapes the world you live in. As well as finding out about important people and events in the modern world, History will train you to think, analyse, argue and provide explanations. It can also improve your literacy and communication skills to a high level.

History is also a useful qualification for anyone considering a career that involves making important decisions, such as law, personnel management, politics, social work, journalism or the civil service. The GCSE course is also good preparation for the AS/A2s in Government and Politics, Sociology, Psychology, Law and of course History.

What will you study on the course?

You will follow the Modern World AQA syllabus finding out about major events of the Twentieth Century. These include: Nazi Germany, America during the 1920s and 30s, which includes the era of the Ku Klux Klan, Prohibition and the Mafia, while also recapping Britain during both World Wars and the causes of these.

How will the course be taught?

You will use specialist textbooks and DVDs. You may also use internet and school databases to extend your knowledge. You will be expected to do your own research at home and at school. There will also be the opportunity to attend trips out of school, for example Year 10 may visit the Somme Battlefields in November.

As well as written work, you will be encouraged to join in debates and give your own presentations.

How will the course be assessed?

This is a modular course and all students will sit one examination paper at the end of Year 10 and one at the end of Year 11. Each examination is worth 37.5% of the final marks. The two written papers assess historical knowledge, interpretation and the use of sources. You must also complete two controlled assessments. These mainly cover the use of sources. Controlled assessment is worth 25% of the final mark. Further details may be found on the website – www.aqa.org.uk

Short Course Option (3 lesson option)

In Short Course History we will cover the causes of both World Wars and Britain's role in them and you will sit one exam paper which is worth 75% of the total marks and complete two controlled assessments worth the remaining 25% of the final marks. Should you wish to study AS and/or A2 History later, then we expect you to have reached a suitable level of attainment in the short course.

For further information please contact Mr N. Booth

RELIGIOUS STUDIES (Full GCSE)

Humanities block (3 lesson option)

Students wishing to complete a full GCSE in Religious Studies must select this as a three lesson option. This complements the core Religious Studies course. The combined elements of both courses provides a full GCSE qualification. The course will be taught and assessed in a similar way to the Core Religious Studies Course. The Module chosen is AQA's Religious Philosophy and Ultimate Questions.

Why choose Religious Studies?

You should choose Religious Studies if you are interested in **Philosophical Issues and Ultimate Questions** and if you enjoy thinking, analysing and debating the, as yet unanswerable, questions about the meaning and purpose of life. The course we run is intended to encourage you to reflect upon common human experiences that raise questions about the meaning and purpose of life, and to develop your own reasoned response to these questions. This course should prove useful to students who hope to go on to study Religious Studies, Sociology, Psychology and/or Critical Thinking at AS level. Religious Studies is a useful qualification for anyone who works directly with other people. It would be seen as particularly useful for careers such as social work, medicine, personnel work, law and teaching.

What will you study on the course?

The course consists of six topics. They are as follows - **The Existence of God** - Arguments for God's existence to include the First Cause argument, Design argument, argument from miracles, religious experience and morality. Arguments against belief in the existence of God, to include basic problems, issues of plausibility and faults. **Revelation** – Looking at the idea of God's self revelation to humanity and exploring the reasonableness of the evidence of revelation, and why revelation is questioned as a real experience. **The Problems of Evil and Suffering** - Exploring the concepts of evil and suffering in a created world, God's responsibility for each and man's response. (Examples and definitions of evil and suffering, their nature and origins and the questions it raises about God's love power and purpose.) **Immortality** - Considering the meaning of death, and the afterlife and the reasonableness of such belief, as well as the problems created by it. (What is immortality? What are the problems associated with it and what evidence is there? The concept of dualism and the mind/body/soul debate). **Miracles** – Considering whether miracles occur and if we can properly define them and exploring the idea that miracles are based on interpretation rather than real evidence, and as such are always subject to doubt and cynicism. **Science and Religion** – Comparing and contrasting science and religion, trying to see how similar or different the two are. Looking, particularly at the origins of the universe and the origins of life.

How will the course be taught?

The course will be taught in mixed ability groups by specialist staff. A number of approaches will be employed, in particular: the use of text books and videos, newspaper articles to initiate discussion, role plays to encourage more in depth argument and debate; use of the internet and active learning techniques.

How will the course be assessed?

Regular tests and past examination questions will be used throughout the course to enable staff to assess progress and give an indication of current and target grades. The final external examination, at the end of Year 11 consists of one written paper lasting 1 hr 30 min. They will be required to answer **four** questions, based on four of the six topics outlined above and complete the CORE examination too. Questions will be focused on concepts and framed in open ended ways that allow them to answer with reference to the religion/s they have studied. There is no coursework component.

For further information please contact Mrs N Quick or Mr D Clubb.

AS in RELIGIOUS STUDIES

Humanities block

We are offering an AS level in Religious Studies at Key Stage 4 to challenge and extend students beyond GCSE level. We have chosen the Welsh Board (WJEC) as it offers a course that incorporates a module on **Religion in Contemporary Society** and an **Introduction to Philosophy of Religion** module.

Why choose religious studies as an AS level in Key Stage 4?

You should choose Religious Studies if you are interested in individual, moral, ethical, social, cultural and contemporary issues. This subject will give you the opportunity to look into the relationship between religion and culture, consider moral values and attitudes of individuals, faith communities and contemporary society. It will also help you to develop skills in reasoning on matters concerning values, attitudes and actions, and develop the ability to make responsible judgments on significant moral teaching and issues. AS level Religious Studies would be a good choice for you if you are interested in this relationship between religion and society and the effect that religion has on individuals and groups within it. If you enjoy debating philosophical issues like the existence of God/ evil/ suffering then you will enjoy this subject. The AS course is a more contemporary look at religion in society with elements of Sociology and Psychology coupled with a more traditional Philosophy course too.

What will you study on the course?

There are two main areas of study. The first is **Religion in Contemporary Society** (covered in year 10) and deals with **Medical and Environmental Issues**, (Euthanasia and animal rights) **Religion and TV** (Soap operas, *The Simpsons*, religion specific broadcasting and negative religious images) **Religion and Community** (secularization and New Religious Movements) and **Religion and the Individual** (Freud – religious belief as illusion and Jung – religion as a product of the ‘collective unconscious’). The second area is **An Introduction to the Philosophy of Religion** (covered in year 11) and includes the following topics: **The Existence of God** (Cosmological/first cause and teleological/design arguments), **Evil and Suffering** and **An introduction to Religious Experience: Mysticism**. This subject will help you to reflect on and develop your own values, opinions and attitudes and encourage you to adopt an inquiring, critical and reflective approach to study and life in general. If you would like more information please contact Mrs. Quick or look up the course on the website – www.wjec.org.uk

How will the course be taught?

This course may be taught in mixed year groups if numbers are low (i.e. year 10s with year 12). The group will be taught by specialist staff using a number of approaches. In particular, active learning techniques, discussion and debate, use of video clips, the internet and newspaper articles to extend knowledge and understanding and to promote more in depth argument.

How is the course assessed?

There is one 1¼ hour exam at the end of each year. There is no course work component.

Please read the syllabus outline above and if you’re interested talk to Mrs Quick, Mr Clubb or Mrs Hayward.

GCSE DANCE

PE block (3 lesson option)

Why choose Dance?

Students will develop the use of dance movement as a medium of expression and communication in the performance, creation and appreciation of dance. Students who opt for GCSE Dance need to demonstrate the potential to involve themselves in the study and application of dance. The course will require commitment and energy but in return the rewards will be exciting. Your confidence as both a choreographer and performer will be increased as your skills develop. Core PE time is also used to deliver this as a full GCSE.

What will you study in the course?

Both the theory and practical aspects of dance are studied. Students will develop a deeper understanding of what it is like to be a dancer (good studio practice), the different choreographic devices and movement components used in dance and develop a deeper understanding of the process of choreography. A variety of choreographers and professional dances will be studied throughout the course. Although other dance styles are covered, the predominant style for GCSE dance is contemporary dance.

Skills Required:

- A willingness and enthusiasm to learn is more important than formal dance training but it is recommended and highly desirable that students currently attend extra-curricular clubs or dance classes in the wider community
- A genuine interest in all aspects of dance and performance
- A willingness to explore the medium of dance through theoretical and practical application
- A commitment in attending productions, meeting deadlines, attending extra curricular clubs within school and taking control of your own rehearsal schedule is important

How will the course be taught?

Within this course, students have to study both the practical and theoretical aspects of dance, although the theory is, where possible, delivered via practical application. The new GCSE is weighted more heavily on the practical aspect. The course is taught in mixed ability groups and the work varies between group, duo or independent tasks. Both practical and theoretical homework will be set.

How the course is assessed

Students will be expected to critically write about dance and perform different dance works set by the exam board and also those they have created themselves. There is no written coursework element and the written exam is only an hour so the students are predominantly being assessed on their practical ability. The practical assessment pieces will have strong links to professional dance works.

Examined components:

| | | |
|---------|--|------------------------|
| Unit 1: | Critical Appreciation of Dance Written Paper | 20% of the final grade |
| Unit 2: | Set Dance Practical Examination Solo Performance | 20% of the final grade |
| Unit 3: | Performance in a duo/group dance | 20% of the final grade |
| Unit 4: | Choreography – | |
| | Task 1: Solo Composition | 15% of the final grade |
| | Task 2: Choreography – solo/duo/group | 25% of the final grade |

For further information please contact Miss S Marchent

PHYSICAL EDUCATION (GCSE)

PE block (3 lesson option)

Why choose GCSE Physical Education?

This is an ideal course for those students with a passion and talent for sport and provides a good grounding for further studies at AS/A2 level, AVCE and Sports Leadership courses in the Sixth Form. It is essential that students realise that lessons are academically based and not always practical. To do well in GCSE PE students should play sport outside of school for local clubs and represent the school in at least one sport. Core PE time is also used to deliver this as a full GCSE. It may be possible to enter some students for a double award (the equivalent of two GCSE's).

What will you study on the course?

The course combines the theory and practical elements of physical education. The theory component deals with human anatomy and physiology, the effects of exercise, fitness and training on the body, and it also deals with sport in a social and historical context. The application of these components to physical education and sport is an important aspect of the course.

Students will study a number of activities that can be catered for onsite. Sports that cannot be catered for onsite can still be assessed (such as martial arts, swimming and skiing to name a few). The practical elements consist of being the performer/player of a sport, the coach with observations and analysis, the referee/umpire and how to improve the fitness for your chosen sport. Pupils are expected to be able to demonstrate practical skills in controlled practice and match situations.

Practical lessons concentrate on developing skills and knowledge and are still academically based.

How will the course be taught?

Groups are usually in mixed ability and mixed gender groups.

Pupils will be taught in a range of classroom and outdoor environment styles that cover all subject content in both theory and practical lessons.

How will the course be assessed?

- 60% school based practical assessment of skills and knowledge in 4 areas of sport.
- 40% written examination of the theory components studied in Year 10 and 11. Success in this part of the course is essential to ensure an overall achievement in the subject.
- All GCSE PE students are encouraged to obtain the GCSE PE options package which consists of GCSE PE white polo top, work booklets to last the course, a revision guide which contains exam questions, a homework booklet and the loan of a text book for the duration of the course. The cost for this is approximately £20 and it ensures students are prepared for the next one or two years.
- There will be the opportunity within the course to achieve the JSLA coaching award

Further details of the courses available from the AQA exam board can be found on their website: www.aqa.org.uk

For further information please contact Mr. Byrne or Mr. Celani.

SPORTS STUDIES (BTEC First Diploma)

*PE block
Applied Learning (double option)*

Why choose GCSE Sports Studies?

This is a new two year vocational course that focuses upon the sports industry and the individual as a coach and performer. The course is a double option.

The BTEC First Diploma provides a pathway into a range of sports related careers. It is challenging which would suit students who have a genuine interest in sport, exercise and fitness. The course offers opportunities to gain qualifications in Coaching, First Aid and Refereeing. It will also entail sport related work experience.

What will you study on the course?

This course will provide students with a stepping stone to a career in the sports industry. In addition to this the course will develop skills required in the work place such as: working as part of a team, events organising, time management, leading a team, presentation skills, health and safety awareness.

Core units

Unit 1: The body in Sport

Unit 2: Health, safety and injury in Sport

Specialist units

Unit 3: The Sports Industry

Unit 4: Preparation for Sport

Unit 5: Practical Sport

Unit 6: Technical Skills and Tactical awareness

How will the course be taught?

Students must be able to meet deadlines and be able to work well independently. Students should be able to fit into a work place seamlessly and appreciate the value that can be gained from such an experience. It is important that students applying for this course have a sound knowledge of sport, exercise, fitness and keep abreast of current sporting issues.

The BTEC First Diploma in Sport is a demanding course that requires students to manage time appropriately. Successful students will ensure that all project based work is done to the best of their ability. It is likely that students will spend several hours a week on projects, homework, research or presentations.

How will the course be assessed?

The course is divided into six units of which two are compulsory. Each unit requires students to hand in one piece of coursework that is assessed accordingly. There are no examinations in this course.

Grades range from Pass (Equivalent to 4 C GCSE Grades); Merit (Equivalent to 4 B GCSE Grades); Distinction (Equivalent to 4 a GCSE Grades) and finally Distinction* (Equivalent to 4 A*GCSE Grades)

For further information please contact: Mrs N Hughes or Miss E Wood

What is Graphics and why choose it?

Graphics is the art of communicating information and ideas through the use of drawings, lettering, words and images, using both photographic and illustration techniques. All these can be done by hand, created and modified on the computer and through making 3D models. Graphics can be used to inform, educate, amuse, send a message, attract attention or advertise a product, place or event. Any product with printed information or imagery on it is using graphics.

The Graphic Products course has been designed to encourage students to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. Students will be encouraged to take on the role of 'the designer' and work as part of a team or as an individual and by working through design problems become more aware of the designers' responsibility to the environment, and be mindful of moral and social issues when designing products for potential users. Together this will help students to appreciate the impact designers have on our daily lives and help prepare students for the world of work.

Some careers leading from this subject could be: Interior or Graphic Designer, Artistic or Technical Illustrator, Website Designer, Product Designer eg: mobile phone casings, sports products, perfume and after shave bottles and so on. Architecture and Landscape design could also follow on from this course.

What will you study on the course?

- Course work includes theme based project work:- for example – a 'DVD information pack' helping to promote a zoo/theme park which includes logo design, surface graphics and creating interactive card packaging for the DVD and pop ups.
- How to sketch and draw ideas using traditional technical drawing and illustration techniques.
- How to plan and present information and apply colour in a variety of ways.
- How to design and use lettering and images to create the right message or mood.
- How to develop design ideas through the use of hand drawn or ICT generated images to suit a target audience.
- How to make 3D concept models using different modelling materials to help test and present ideas to a potential client.
- How to use computer generated design and computer aided manufacture.
- How printed products are designed and manufactured in industry.

How will the course be taught?

Students will be placed in mixed ability groups of no more than 20 students. In year 10 skills and theory will be taught through different mini projects planned around the syllabus designed to give the students a range of experiences and to build up their knowledge to answer the written paper in Year 11. The Year 11 Major Project will be a culmination of research, analysis, designing and making skills learnt during Year 10 and will be conducted through continuous and controlled assessment.

How will the course be assessed?

The final course work is assessed through a Major Project. Students are given a set task with the project work tailored to suit each individual's strengths and ability.

Designing and Making are of equal weighting and are by far the most important aspects of the project work.

The remaining 40% of the marks will be acquired from the external written paper.

For further information please contact Mr M Bradford.

Why choose Resistant Materials?

Do you enjoy: *Thinking creatively? Problem solving? Designing products of the future and making full size products*

If you answered 'yes' to any of the above questions then GCSE Resistant Materials is the ideal course for you. If you enjoy creative designing and making you will enjoy Resistant Materials Design & Technology. Whether you are interested in a practical career, in design, or simply enjoy making full scale objects such as furniture then this course has a lot to offer. The course also allows you to specialise in the second year so that you can develop your interest in any preferred material.

Resistant Materials covers a wide range of activities based on designing and making products from materials such as wood, metal and plastics. As well as learning hand skills you will also use a range of industrial processes to shape and form materials into functioning products.

Progression from this course is possible post 16 by studying A Level Product Design, either Resistant Materials or Graphic Products.

Pupils will also gain a wide range of invaluable transferable skills such as problem solving, creative thinking, drawing, team working and time management.

What will you study on the course?

GCSE Resistant Materials covers a wide range of activities based on designing & making.

The course comprises two units:

Unit 1 – Creative Design and Make Activities

These activities may be linked (combined design & make) or separate (design one product and manufacture another) and allows the students more creative freedom. Additionally the best work from throughout the course can contribute to the final coursework mark.

The choice of final project(s) is left to the individual pupil but will fall within one of a number of themes set annually by the examination board. For example:

- **Storage** – eg. a cabinet or jewellery box.
- **Lighting** – eg. an adjustable lamp.
- **Furniture** – eg. seating for use by a young child or when fishing.
- **The Garden** – eg. a trolley for moving heavy objects.

Products are manufactured using a variety of hand tools & processes as well as methods of industrial manufacture such as Computer Aided Design and Manufacture (CAD/ CAM) and Vacuum forming.

Unit 2 – Knowledge and understanding of Resistant Materials

Pupils will develop their knowledge and understanding of a wide range of materials and processes used in design & technology.

They will learn about wood, metal, plastic and modern and smart materials and design in a variety of contexts. In addition they will learn about industrial and commercial practices, the importance of quality checks and health & safety issues.

How will the course be taught?

The course is taught using a variety of design & make activities including individual & group work. You will complete a series of minor projects focussing on individual materials designed to improve your knowledge, designing and practical skills.

Use will be made of a range of specialist software packages for designing and modelling 3D products.

How will the course be assessed?*Unit 1 – Creative Design and Make Activities*

This unit comprises internally assessed coursework and is worth 60% of the GCSE grade.

Marks are evenly split between designing & making.

Approximately 40 hrs of time in school will be required to complete this unit.

Unit 2 – Knowledge and understanding of Resistant Materials

This unit is assessed through a 1hr 30min examination paper consisting of multiple choice, short answer, and extended writing questions. This is worth 40% of the GCSE grade.

For further information please contact Mr M. Bradford

Why choose Electronic Products?

Do you enjoy: *Thinking creatively? Problem solving? Designing products of the future? Making models? Testing your ideas?*

If you answered 'yes' to any of the above questions then GCSE Electronic Products is the ideal course for you. If you particularly enjoy the creative design side of design & technology you will enjoy GCSE Electronic Products.

Electronic Products investigates the impact that electronics and computer control have on our everyday lives.

You will learn about electronic components and systems and use this knowledge to build and test a variety of electronic circuits. The course is technically demanding and most suitable for pupils achieving Level 6 or above in KS3 Science, Maths and Technology and those in possession of an inquiring mind!

Progression from this course is possible post 16 by studying A Level Electronics or A Level Product Design. The development of your creativity would be beneficial if you wish to study Art & Design or Media.

Pupils will also gain a wide range of invaluable transferable skills such as problem solving, creative thinking, team working and time management.

What will you study on the course?

GCSE Electronic Products covers a wide range of activities based on designing & making. The course comprises two units:

Unit 1 – Creative Design and Make Activities

These activities may be linked (combined design & make) or separate (design one product, manufacture another). This allows the pupils more creative freedom.

Additionally the best work from throughout the course can contribute to the final coursework mark.

The choice of final project(s) is left to the individual pupil but will fall within one of a number of themes set annually by the examination board. For example:

- **Security** – e.g. a bicycle alarm, a room alarm.
- **Recording** – e.g. a 5-a-side football or netball score counter.
- **Environmental control** – e.g. a sensing system to warn when the soil in a greenhouse becomes dry, an automatic fan that turns on when a room gets too hot.
- **Indicators** – e.g. safety warning lights for pedestrians, a flashing/ chasing bike light.
- **Entertainment** – e.g. a board game timer with a variety of time settings, an electronic moneybox that rewards the user for saving.

Products are manufactured using a variety of hand tools & processes as well as methods of industrial manufacture such as Computer Aided Design and Manufacture (CAD/ CAM) and Vacuum forming.

Unit 2 – Knowledge and understanding of Electronic Products

Pupils will develop their knowledge and understanding of a wide range of materials and processes used in design & technology.

They will learn about electronic circuits including sensors, amplifiers, timers, counters and alarm systems. They will also investigate computer control and the use of programmable control devices.

In addition they will learn about industrial and commercial practices, the importance of quality checks and health & safety issues.

How will the course be taught?

The course is taught using a variety of design & make activities, individual & group work.

You will learn the theory behind specific electronic components and then use these components to produce working products. In year 10 the first product you will make will be an automatic night light, followed by a timer, a counter and an electronic die.

Use will be made of a range of specialist software packages for designing and testing circuits and the 3D modelling of products. You will also use computer controlled milling machines.

As part of the course the pupils will work as part of a small team to enter the Toyota challenge competition to design & make a solar powered model vehicle.

How will the course be assessed?

Unit 1 – Creative Design and Make Activities

This unit comprises internally assessed coursework and is worth 60% of the GCSE grade.

Marks are evenly split between designing & making.

Pupils begin work on their project(s) towards the end of the summer term in year 10 and spend approximately 40 hrs of time in school to completion.

Unit 2 – Knowledge and understanding of Electronic Products

This unit is assessed through a 1hr 30min examination paper consisting of multiple choice, short answer, and extended writing questions. This is worth 40% of the GCSE grade.

For further information please contact Mr J. Turner or Mr Bradford

Why choose Textiles?

Technology Textiles enables creative and practical students to build on their KS3 knowledge and allows them to achieve a very high standard at GCSE. The course involves designing and making activities through textiles, working in fashion, as well as other products made from fabric e.g furnishing products. We encourage students to be aware of recycling issues and students will adapt fashion items to be displayed at the Trash Fashion Show. A visit to the 'Clotheshow Live' exhibition is organised as part of the year 10 course.

What will you study on the course?

- You will study the fashion industry, the world of haute couture and how fashion is designed for the High Street outlets.
- You will make garments or products using a paper pattern and then learn the basic practical skills that will help you sew it together, eg using the sewing machine.
- You will study the way fabric is made and how it is used to make a variety of items.
- You will learn through practical work how fabric has different properties and functions and how to choose fabric for a particular purpose.
- You will learn how to do more complex decorative techniques.e.g batik, tie dye, silk painting and sublimation transfer printing.
- You will use ICT to research and study new ideas and to develop pattern designs for fabric.
- You will look at the Textiles Industry and how products are manufactured in bulk.
- You will learn about how fabrics are recycled and can be used to make new items.
- You will draw and develop your ideas having looked at existing products. Using a range of presentation techniques and/or fashion templates to design and present your ideas.

How will the course be assessed ?

The GCSE exam is made up of 60% coursework, (folder and practical item), with the written exam making up the remaining 40%. In year 10 the work will be assessed against the GCSE criteria through both practical and written tasks.

How will the course be taught?

Textiles is taught in mixed ability groups and pupils will carry out individual practical projects and work in small teams on a batch production project. They will assess existing products as well as designing and drawing their own ideas. ICT will be used throughout the course to research and find new ideas and to develop new ways of printing onto fabric. There will be a strong emphasis on creativity and innovation.

In Year 10, students will study a number of short projects which are planned around the syllabus and are designed to give students the knowledge to answer the written paper in Year 11.

In Year 11, students focus on their "Controlled Assessment" coursework. This is a design project which involves individual research, practical work and development of students' own ideas. It will also involve a piece of practical work.

For further information please contact Mrs Bonaccorsi

Why choose Food Technology?

Food Technology is a popular and highly successful subject at GCSE. Food Technology focuses on the making of food products and a high proportion of the course will involve practical work. Students are encouraged to be creative, and develop and research their ideas independently. Although the course is linked to Food Production in Industry, we do focus strongly on food as a life skill and integrate nutrition and food skills into all the work we do.

What will you study on the course?

- You will study the nutritional properties of food, nutritional/ healthy guidelines and how diets vary for different groups in society e.g. vegetarians, diabetics etc.
- You will learn through practical work how food has different properties and functions.
- You will learn basic practical skills e.g. how to make sauces, bread, pastry, cakes etc.
- You will consider food packaging materials and the impact they have on the cost of a produce and the environment.
- You will study important food issues e.g. genetically modified food, cultural and religious influences, organic/ free range foods, fair-trade and food miles.
- You will understand the importance and consequences of good/poor food hygiene.
- You will learn how to store foods safely, how to monitor temperature when cooking and storing foods.
- You will have an awareness of how new technologies are used to produce new foods and ingredients.

How will the course be taught?

The course will be taught in mixed ability groups of no more than 20 students. Practical work alternates between written/ theoretical tasks and on average students cook every two weeks. In Year 10, students will study a number of short projects which are planned around the syllabus and are designed to give students the knowledge to answer the written paper in Year 11.

In Year 11, students focus on their "Controlled Assessment" coursework. This is a design project which involves individual research, practical work and development of the student's own ideas.

How will the course be assessed?

Unit 1: Written paper, 40% of total marks, 2 hours duration.

Unit 2: Controlled Assessment Coursework, 60% of total marks, 45 hours. Coursework assessment combines practical marks and written assessment.

For further information please contact Mrs M A Gilani

LEISURE AND TOURISM *Applied Learning (Double Option or Single Option)*

Why choose Leisure and Tourism?

This applied course is for those interested in the Leisure or Travel Industries as a possible career. It incorporates a different style of learning with 60% of the assessment being based on portfolio work. This may suit students who like to take responsibility for their own learning.

Students taking this course would be able to extend their studies in the Sixth Form by following one of the popular and successful Applied GCE courses in Leisure Studies or Travel & Tourism.

This year there are two options to choose from. The first is the traditional “double award” which means it counts as two GCSEs and as such takes the place of two of your option choices. However, for the first time this year we are also pleased to offer a “single award” which is one GCSE and takes up just one option.

What will you study on the course?

The double award is made up of four mandatory units:

1. Understanding the Leisure and Tourism Industries
2. Moving forward in Leisure and Tourism
3. Working in the Leisure and Tourism Industries
4. Meeting customer needs in the Leisure and Tourism Industries

Units 1 and 2 make up the single award.

Unit 1: Understanding the Leisure and Tourism Industries

This unit will help you understand the important part that Leisure and Tourism play in today's society. The industries provide a variety of activities for people to enjoy in their leisure time. You will learn that the industries are made up of many different facilities and organisations, from Leisure Centres and Theatres to Travel Agents and Airlines.

Unit 2: Moving forward in Leisure and Tourism

This unit is a real life investigation into a Leisure and Tourism facility. You will conduct research into the organisation and then recommend a future development.

Unit 3: Working in the Leisure and Tourism Industries

This unit will provide an insight into working in the Leisure and Tourism industries. The industries consist of a wide variety of organisations who between them employ thousands of people throughout the world. This unit looks more closely at these organisations and the jobs they offer.

Unit 4: Meeting Customer Needs in the Leisure and Tourism Industries

This unit looks at how organisations in the Leisure and Tourism industries must look after customers to succeed. Customer needs must be catered for by Leisure and Tourism organisations and in this unit you will investigate a series of travel destinations before recommending a package of products, services and experiences to meet the needs of a particular customer brief.

How will the course be taught?

All Leisure and Tourism groups are mixed ability and lessons are delivered in a wide variety of ways including group work, individual research, practical tasks, role plays etc. There is an

element of Controlled Assessment where students type up their research in controlled conditions. The majority of work for the portfolio units is word processed and computer rooms/laptops are used regularly for this.

How will the course be assessed?

On the double award units 1 and 3 carry a weighting of 20% each and are assessed by written examinations. Units 2 and 4 are assessed by written portfolios and are worth 30% each.

On the single award unit 1 is worth 40% and unit 2 is worth 60%.

| <u>Unit</u> | <u>Assessment</u> | <u>Weighting</u> |
|----------------|---|------------------|
| Single award 1 | Written examination – 1 hour 30 mins | 40% |
| 2 | Portfolio – Internally assessed and externally moderated. | 60% |
| Double award 1 | Written examination – 1 hour 30 mins | 20% |
| 2 | Portfolio – Internally assessed and externally moderated. | 30% |
| 3 | Written examination – 1 hour 30 mins | 20% |
| 4 | Portfolio – Internally assessed and externally moderated. | 30% |

For further information please contact Mr. D Weaver

BUSINESS STUDIES (OCR National Certificate) *Applied Learning (Double Option)*

Why choose Business Studies?

This course help prepare students for further study or entry into the commercial world, particularly for job roles where they will be expected to use communication and IT skills, liaise with customers and carry out customer facing roles.

Students taking this course would be able to extend their studies in the Sixth Form by following the popular and successful Business Studies or Economics courses.

This is a “Double Option” and as such takes the place of two of your option choices.

What will you study on the course?

Students will complete the following units:

Unit 1: Investigating Business

Understanding of business ownership and structures. Study of a single business and how it operates.

Unit 2: Enterprise and Operations

How businesses identify opportunities and obtain support for new ventures.

Unit 3: Finance in Business

Understanding financial elements involved in a new business.

Unit 4: Communication in Business

Different methods used in business including continuing development of ICT.

Unit 5: Working with people in business

The recruitment, motivation and organisation of staff.

Unit 11: Keeping Customers happy

Skills and knowledge required to meet the needs of customers

How will the course be taught?

Students are taught in mixed ability classes and a range of teaching strategies are used. Each of the units contributes to the development of students’ portfolios. Group research and presentations are frequently used alongside practical demonstrations, visits to local services and guest speakers.

The teaching, learning and assessment approaches encourage independent and active learning. In practical and relevant contexts students benefit from the opportunity to feel closer to the world of work and see the relevance of their studies.

Skills and maturity are developed as students learn to plan their work, carry out research, organise visits, evaluate their outcomes and work effectively as part of a team.

How will the course be assessed?

Assessment is portfolio based. These are assessed internally and moderated externally. Each unit is worth approximately 17% of the final award.

Students are awarded a pass, merit or distinction. If students successfully complete the course it is the equivalent of four GCSE grades.

For further information please contact Mr C Mumby.

HEALTH AND SOCIAL CARE

Applied Learning (Double Option)

Why choose Health and Social Care?

This applied course is for those interested in the Health and Social Care profession as a possible career. It incorporates a different style of learning with much of the assessment being based on portfolio work and may particularly suit students who like to take responsibility for their own learning.

Students taking this course would be able to extend their studies in the Sixth Form by following the popular and successful Applied GCE in Health and Social Care.

This is a “Double Award” which means it counts as two GCSEs and as such takes the place of **two** of your option choices. One of the options it replaces is the Technology subject and as such is an alternative to Resistant Materials, Graphic Products, Food or Textiles but it will also replace the option in one other curriculum area.

What will you study on the course?

Students choosing this option will study four mandatory units:

- Health, Social Care and Early Years provision
- Promoting Health and Well-Being
- Understanding Personal Development and Relationships
- Safeguarding and Protecting individuals

Unit 1

Health, Social Care and Early Years Provision

This unit will help you understand the important part that Health and Social Care play in today's society. You will investigate:

- The range of different client groups and their needs
- The type of services available which meet client needs
- The main roles and skills of people who work in the health, social care and early years services.

Unit 2

Promoting Health and Well-Being

You will learn about the importance of health and well-being including balanced diets, regular exercise, supportive relationships and ways of preventing illness.

This unit also looks at the risks to health and well-being for example substance misuse, poor quality diets, stress, poverty and inadequate housing.

Health promotion is an important way of informing and motivating people to improve their health and well-being. Students will be required to produce a health plan to improve or maintain the physical health and well-being of an individual.

Unit 3

Understanding /Personal Development and Relationships

Health, social care and early years workers need to know about the different ways that people grow and develop during their lives. You will look at the different life stages from infancy 0-3 years through to later adulthood 65 years plus.

This unit also looks at the physical, social and emotional, economical and environmental factors that affect human growth and development.

Finally, you will look at the life events that affect people's personal development.

Unit 4

Safeguarding and Protecting individuals

You will learn about basic first aid and get the chance to practice your skills. The unit also looks at how health professionals assess risk in health care settings and prevent infection from spreading.

Finally, you will learn about other ways people may need protection and how health professionals ensure this happens.

How will the course be taught?

Students are taught in mixed ability classes and a range of teaching strategies are used. Two of the units comprise extended portfolio work and a proportion of lesson time will be allocated to working on this. Group research and presentations are frequently used alongside practical demonstrations, visits to local services and guest speakers.

How will the course be assessed?

Units 1 and 2 are portfolio based and will be assessed internally and moderated externally. Each unit is worth 30% of the total GCSE.

Units 3 and 4 are assessed externally, each by a 1 hour written exam. Each unit is worth 20% of the total GCSE.

For further information please contact Ms S Collyer.

INFORMATION AND COMMUNICATION TECHNOLOGY

SINGLE ICT (OCR National First Award) *Applied Learning (3 lesson option)*

Why choose ICT?

ICT skills help prepare students for a world increasingly dominated by computers. Studying this course will provide the analytical, communication and technical skills necessary to be part of this dynamic arena. The Government has identified ICT skills as among those vital for Britain's prosperity and growth – in fact, there are few areas of employment now which do not demand some basic knowledge of ICT. It also has many uses as a leisure tool for everyday life such as internet-shopping, research, e-mail and downloads.

Students are taught in mixed-ability groups of 20 – 25 in specialist rooms. All the resources which the students use are stored in the ICT desktop area of 'Resources' and easily accessed from home via 'Remote Access'. The rooms are open at lunchtimes for students' use and staff can be reached at other times via e-mail or their Work Postbox.

What will you study on the course?

This course specifically aims to develop learners' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.

- All students study a first, mandatory unit - "ICT skills for business"

Two further units are also studied, chosen from the following options

- Web page creation
- Interactive multimedia products
- Desktop publishing
- Spread sheet – design and use
- Creating animation for the WWW using ICT
- Creating computer graphics
- Creating sound using ICT
- Creating video

How will the course be taught?

Students must be able to meet deadlines and be able to work independently. Students should be able to fit into a work place seamlessly and appreciate the value that can be gained from such an experience. The OCR National Award in ICT is a demanding course that requires students to manage time appropriately. Successful students will ensure that all project based work is done to the best of their ability.

How will the course be assessed?

All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification. The full award and units from this qualification are graded as Pass, Merit or Distinction equivalent to a **single** GCSE at grade C, B or A respectively.

For more information, please contact Mrs B Schofield or visit ocr.org.uk

DOUBLE ICT (OCR National Double Award)

Applied Learning (5 lesson option)

Why choose Double ICT?

Students following this course will study five units from those offered below. This course provides access to additional exciting multimedia applications. Students with a particular interest in ICT or who anticipate either working or further extending their learning in the IT sector post-16 will find this course provides an enhanced appreciation of ICT and an opportunity to develop a wider range of skills.

What will you study on the course?

This course specifically aims to develop learners' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector.

- All students study a first, mandatory unit - "ICT skills for business"

Four further units are also studied, chosen from the following options

- Web page creation
- Interactive multimedia products
- Desktop publishing
- Spread sheet – design and use
- Creating animation for the WWW using ICT
- Creating computer graphics
- Creating sound using ICT
- Creating video

How will the course be taught?

Students must be able to meet deadlines and be able to work well independently. Students should be able to fit into a work place seamlessly and appreciate the value that can be gained from such an experience. The OCR National Double Award in ICT is a demanding course that requires students to manage time appropriately. Successful students will ensure that all project based work is done to the best of their ability.

How will the course be assessed?

The course is divided into five units. Each unit requires students to complete a series of tasks that are then saved in a student's 'portfolio' that is assessed accordingly. There are no examinations in this course.

Successful completion of the course will result in either a Pass, Merit or Distinction. These are equivalent to **two** GCSE grades at C, B or A respectively.

For more information, please contact Mrs B Schofield or visit ocr.org.uk

SUPPORT OPTION

Why choose the Support Option?

Students who have found it difficult to acquire literacy skills or have another sort of learning difficulty receive additional support at KS3. The KS4 curriculum is more challenging and a few students benefit from studying one less subject to GCSE level.

What will you study on the course?

Firstly, students are taught a variety of study skills to aid independent learning. We also help them to address any literacy difficulties they might have. This combined programme takes up approximately half of the time during these lessons. For the rest of the time, we provide additional subject support so that the students can keep up-to-date with their homework and coursework. Students will, however, be expected to complete the bulk of their homework and coursework at home.

We also offer support to students when they are applying for work experience placements and when completing their Records of Achievement.

Students who wish to be considered for the Support Option should indicate this on their options form. Each application will be judged on its own merits and parents consulted where necessary. It is strongly recommended that those following the Extra English programme should choose this option. KS3 SEN staff will discuss this issue with students prior to their final choices. The Head of Year, the KS3 SEN Team Leader, Mrs Latham and Ms Capp, Inclusion Manager, will be involved in the final decision as to whether a student's choice of the Support Option is appropriate.

For the Support Option to be truly effective there needs to be a partnership between all those involved. Staff will undertake to provide specific support to develop study and literacy skills, as well as offer specific support for homework and coursework. Students must be prepared to work on tasks set by their Support Option teacher, as well as agreeing to bring along appropriate work and materials to the sessions. Parents agree to provide encouragement and practical help to enable homework and coursework to be completed on time.

How will the course be taught?

Students may work on their own individual programme of work and as part of a group for literacy and study skills tasks. They are encouraged to use not only their preferred learning style but also to develop other styles to make them more multi-sensory learners.

When completing subject work, relevant support is provided.

Groups are small and in addition to the special needs teachers, they may also have support from our learning support assistants.

How will the course be assessed?

Students' reading and spelling ages are tested twice yearly and progress monitored. If students are not making enough progress in these two areas, we will increase the time they spend on their individual literacy programmes.

We also keep a check on how students are coping in their mainstream lessons and liaise with staff to ensure their needs are being met. Subject staff set targets and review them twice yearly, with input from SEN staff. Students are also encouraged to set and review these targets.

For further information please contact:

KS3 SEN Team Leader: Mrs C Latham, Inclusion Manager: Mrs C Capp

CERTIFICATE OF PERSONAL EFFECTIVENESS

(CoPE)

Vocational Options (3 lesson option)

Why choose CoPE?

The Certificate of Personal Effectiveness is a skills-based qualification. The aims of the qualification are to help students develop and demonstrate a range of skills. It is also a way to gain credit for learning from a wide variety of activities both inside and outside formal education. It aims to recognise personal achievements, help students to manage their own learning, broaden their experience, develop employability skills and personal effectiveness and add to any GCSE qualifications.

What will you study on the course?

The course will consist mostly of practical activities that will take place both in school and off-site. There will be opportunities to work with local organisations, such as the Mid Sussex Landscape team and local organic and non-organic farms. The theoretical side of the course is taught through the practical activities and focuses on students' ability to effectively plan, carry out and reflect upon their practical tasks. These tasks may involve such activities as pond construction, making natural seating areas, construction of natural fencing, path making, planting and harvesting organic and non-organic crops, and animal husbandry. In addition to such tasks students will also have additional vocational opportunities providing some experience of different employment sectors such as construction and catering.

How will the course be taught?

Students will spend most of the time completing practical tasks off-site. At various times throughout the qualification students will also spend time in a classroom where they will be required to reflect upon and log the practical tasks they have undertaken. They will also need to collate evidence of in-school activities they have completed that can count towards the qualification. Finally, they will be required to plan certain assessment tasks and conduct research, presentation and discussion tasks.

How will the course be assessed?

To gain the qualification, students must provide evidence to show that they have taken responsibility for planning, organising and carrying out a number of activities or challenges. Students must also provide evidence that they have worked on projects successfully with other students, improved their own learning and performance and completed a problem solving exercise. Students will also need to provide evidence to show that they are able to research effectively, be able to have a constructive discussion on a topic of their choice and be able to present information to an audience. All evidence of achievements will be in the form of a portfolio of evidence that should include a range of media, such as photos and videos.

Additional Information

Students opting to follow this course will need to purchase their own protective clothing – waterproof clothing and safety boots/wellington boots. Further information about this will be available from Mr R Langstone – CoPE Coordinator.

Students should discuss their suitability for this course prior to selecting it as one of their options. There will be a limited number of places available. The expectation is that students who started this course in Year 9 will continue in KS4.

CONSTRUCTION (Building Craft Occupations)

Vocational Options (3 lesson option)

Why choose Construction?

We hope to be able to offer this course at the school but taught by tutors from Central Sussex College. The course is suitable for students who are keen to develop both their theoretical and practical knowledge of a broad range of basic, industry construction skills. Successful students can progress to NVQ and other recognised qualifications courses in the construction industry including bricklaying, carpentry, painting and decorating.

What will you study on the course?

The course will contain a mixture of both practical and theoretical elements taught through the following units;

- Health and Safety – handling and storage
- Remove and replace fixtures and fittings
- Cut, lay and fix
- Mix materials
- Applying finishing materials
- Setting out

How will the course be taught?

Students will spend most of the time completing practical tasks in the workshop. At times students are withdrawn to a classroom area, also within the skills centre, where they are taught theoretical elements relating to the practical tasks they are undertaking.

How will the course be assessed?

Students are assessed continuously throughout the course. Each unit must be completed successfully to achieve the award. Units are tested using portfolios of evidence. Regular feedback on progress is reported to parents via the school.

The course is a City and Guilds qualification.

The construction course is a level 1 qualification and therefore aimed, primarily at students wishing to progress to further courses and qualifications in construction post-16.

Additional Information

Students opting to follow this course will need to purchase their own protective clothing – overalls and safety boots. Further information about this will be available from Mrs P Jones – Head of Key Stage 4.

Students should discuss their suitability for this course prior to selecting it as one of their options. There will be a limited number of places available.

Salon Services (Hairdressing and Beauty Therapy)

Vocational Options (3 lesson option)

Why choose Salon Services?

This course is taught at the 'East Grinstead Central'. This is a skills centre in the centre of East Grinstead and is staffed by specialist tutors from Central Sussex College. The course is suitable for students who are keen to develop both their theoretical and practical knowledge of beauty therapy and hairdressing. Successful students can progress to higher level hairdressing and beauty therapy courses.

What will you study on the course?

The course will contain a mixture of both practical and theoretical elements taught through the following units;

- Customer service
- Reception duties
- Personal presentation
- Health and safety
- Hairdressing services
- Perming and colouring hair
- Basic make-up
- Basic manicure
- Industry and occupation awareness

How will the course be taught?

Students will spend most of the time completing practical tasks in the salon. At times students are withdrawn to a classroom area, where they are taught theoretical elements relating to the practical tasks they are undertaking.

How will the course be assessed?

Students are assessed continuously throughout the course. Each unit must be completed successfully to achieve the award. Units are tested using portfolios of evidence. Regular feedback on progress is reported to parents via the school.

The course is a City and Guilds Diploma.

The course is a level 1 qualification and therefore aimed, primarily at students wishing to progress to further courses and qualifications in Hair and Beauty post-16.

Additional Information

Students opting to follow this course will need to purchase their own equipment and uniform. Further information about this will be available from Mrs P Jones – Head of Key Stage 4.

Students should discuss their suitability for this course prior to selecting it as one of their options. There will be a limited number of places available.

Young Apprenticeship Scheme

These courses give students the opportunity to study a range of vocational courses e.g. '**Motor Vehicles**', '**Engineering**' or '**Beauty Therapy etc.**'. The student would be tutored for one whole day per week for both Years 10 and 11. Upon completion of the course, the student would receive a level 2 qualification which is the equivalent of 5 A* - C grades. This option will involve work placements throughout KS4 which total 50 days. Some of these days may have to be undertaken in holiday periods. The course can lead to either a Level 3 qualification (equivalent to 'A' levels) or an Advanced Apprenticeship.

(The Young Apprenticeship Scheme will require students to be a 'Teacher Assessed' level 5 or above in Mathematics and Science.)

The Increased Flexibility Programme

Arrangements can be made for our students to attend Central Sussex College for one day per week throughout Key Stage 4. The College offers Level 1 qualifications in:

- Motor Vehicle Maintenance
- Construction
- Childcare
- Salon services (Hair and Beauty)
- Catering

(There are no minimum entry requirements to attend the courses on the Increased Flexibility Programme. However, we would only forward students for the Construction course if our own centre was full.)

Parents / Guardians must be aware of the potential implications of missing lessons in school to create time for vocational pathways. Please discuss this with your son / daughter before applying for any of the above courses.

For further information please contact Mrs P Jones.

POST -16 EDUCATION IN IMBERHORNE'S SIXTH FORM

Key Stage 4 is a very important time for a student. The outcome of the effort and hard work of the next two years will have far reaching effects on your future hopes and plans. The vast majority of students choose to stay in education once they have completed their GCSE courses and view Post-16 study in Imberhorne's Sixth Form as a natural and valuable progression. It seems, therefore, sensible to mention here something about our Sixth Form and the choices available when you reach sixteen.

During years 10 and 11 you will be invited to think about the opportunities open to you after your GCSEs. Through their guidance your tutors will encourage you to consider what career you might want and how best to achieve that aim. You will have an interview with a Connexions careers advisor, as well as an interview with the Head of Sixth Form or member of the 6th form team. Subject teachers will also offer you advice and help in the vital process of making the right decision.

The tradition of academic and personal achievements at Imberhorne is based upon a close partnership between students, staff and parents. Our Sixth Form is successful, energetic and innovative. We encourage our students to be committed to their learning and involved in a wide range of activities, both within the school and the community. Extensive opportunities are provided to develop your leadership skills along with imaginative challenges to prepare you for the future.

What do we offer

- Excellent academic standards with lessons taught by experienced staff
- Our A level results are currently in the top 25% of schools and colleges nationally
- Lessons which are taught in groups of no more than 20 and in a more informal way than in Key Stage 4
- Opportunities to develop good working habits through private study periods.

When considering Post-16 education there are a number of different pathways towards qualifications. There are traditional A-levels, Applied A Levels, BTec, OCR National courses and the Vocational Diplomas.

Opportunities open to you at Imberhorne

- ✓ We offer a wide range of A-level equivalent courses and add to this range each year
- ✓ All Level 3 qualifications offered are recognised qualifications for higher education
- ✓ A variety of Language courses are offered at all levels from introductory to Advanced levels of study
- ✓ Many exciting opportunities to work or study abroad. Currently we have links with America, France, Germany, Italy, Norway, Sweden and Tanzania.

The Sixth Form Prospectus outlines these courses in more detail, as well as giving a fuller picture of the rich and varied opportunities open to students here at Imberhorne. It is available on our website (<http://www.imberhorne.co.uk>). We wish you good luck with your GCSE choices. Work hard and do well! We look forward to seeing you in two years time.

Mrs A Walker, Head of Sixth Form