

The Howard School

A Specialist Sports College

KEY STAGE 4 CURRICULUM GUIDE

2009 - 2011

*Choices for your
future*

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Message to Parents/Carers

Dear Parents/Carers

We are now at that important time in your son's school career when a choice has to be made about the subjects he is to study throughout Years 10 and 11.

This booklet is designed to help you and your son make an informed decision about the nature of the courses he will follow.

We are committed to providing a curriculum which will:

- meet individual needs and aspirations
- be broad, challenging and motivating
- offer participation in learning to 19
- prepare students for a positive role in the future

Many subjects require coursework to be submitted at regular intervals. It should be understood that failure to submit coursework could lead to disqualification from an examination preventing a grade being awarded in that subject. The Howard School publishes a detailed summary showing coursework deadlines and examination requirements during Term 1 of Year 11. We ask parents/carers to assist us by ensuring that students keep to these deadlines and that the work they do truly reflects their ability at all times.

Some things to consider with your son:

- Some students say that they like a subject when they are really motivated by a belief that it won't involve much work. However, your son will have to work hard in all subjects to get a good qualification.
- Some choose a subject to stay in the same class as friends – but because timetabling everyone's needs is complex, your son might well be split from a friend for a particular subject.
- Another easy mistake for students to make is to think they like the subject because they like the teacher. But again, timetabling (and the possibility of staff changes) can place them with a different teacher. Students should be confident that they will enjoy the subject no matter who teaches it.

Please discuss all issues with teaching and careers staff at the Year 9 Options Evening on Thursday 12 March 2009. In addition, the Year 9 Options Interview Day on Friday 13 March 2009 is a further opportunity to discuss subject choices with staff.

Please ensure that the Preference Form is returned to school by Monday 16 March 2009.

Message to Students

Dear Student

In your first three years at The Howard School, you have followed a general course of education covering all the National Curriculum subjects. The curriculum you have followed has hopefully provided you with a broad and interesting range of subjects and provided a solid foundation for Key Stage 4 studies.

In September you will start your Key Stage 4 courses which last until June 2011. These usually end in either GCSE examinations or BTEC qualifications and lead on to courses you will take in the Sixth Form. Students stay in the Sixth Form for two years. During the next three or four years you will be able to gain a range of qualifications including GCSEs, AS, A2 and vocational qualifications.

Your success in Years 10 and 11 will depend, more than anything else, on how much work you put into your studies. We will provide the opportunities, but you must produce the results. We hope you enjoy your new courses and wish you every success with your Key Stage 4 courses.

Your Timetable

The Key Stage 4 Curriculum is designed to keep open your opportunities for further study. You must study the core subjects of English, Maths, Science, PE, ICT, Citizenship and RE.

When you choose your optional courses you must make the correct number of choices. You cannot choose the same subject twice. You can choose up to **three** subjects and an additional 'reserve choice'. This reserve choice will only be used if it is not possible to meet one of your four main choices.

The option form is divided into two sections. These are GCSE and vocational subjects. We have tried to provide a wide range of vocational subjects to complement our broad range of GCSEs. All students should make **at least one** selection from the vocational range of subjects. This will provide students with the best possible opportunity of achieving 5 A-C grades which are necessary for progression to The Howard Sixth Form.

Getting What You Want

We try our best to make sure that every student can follow all the courses they choose.

The information in this booklet is correct at the time of going to print and we are committed to the structure and courses described.

However, if after analysing the information from students, we find that some courses are not viable due to small numbers or problems with staffing, we may have to offer students their reserve choice as stated above. If this happens, you will be fully informed.

Making your Choices

How to make your choices:

For each choice carefully consider, **in this order**:

1. How good are you at a subject?
2. What future career might you want to follow?
3. What subjects do you most enjoy?

Plan Ahead

DON'T choose a course just because you like the teacher! That teacher may not be teaching you next year.

DON'T just follow your friend's choice. You may not have the same interests or needs and you may not be in the same classes next year anyway.

THE OPTIONS PROGRAMME

- **First** Start to think about it now!
- Read this book carefully.
- Get some idea of the courses you would like to do.
- **Next** Ask your teachers about specific courses.
- Talk to your tutor about the ideas you have.
- Discuss your choices with your parents.

Important Dates and Deadlines

<p>Thursday 12 March 2009</p>	<p>Year 9 Options Evening. Information about Key Stage 4 courses.</p> <p>On this evening you will have the opportunity to find out more about the courses on offer for September 2009.</p> <p>The introductory talks will take place in the school hall:</p> <ul style="list-style-type: none"> • 6.30pm for tutor groups 9O1, 9W1, 9A1, 9H2, 9O2; • 7.00pm for tutor groups 9W2, 9A2, 9H3, 9O3, 9W3. • The introductory talk for 9H1 will take place in the Gallery Theatre at 6.45pm. <p>You will then be able to browse the subject displays at your leisure. Careers staff and curriculum advisors will be available to answer any questions.</p>
<p>Friday 13 March 2009</p>	<p>This is the Year 9 Options Interview Day. Lessons will be collapsed for Year 9 on this day and students need only be in school at the time of their interview. Every student should make an appointment with their Form Tutor.</p> <p>The timing of these interviews will be during the school day.</p>
<p>Monday 16 March 2009</p>	<p style="text-align: center;">Return of Preference Form</p>
<p>April/May 2009</p>	<p>Options will be processed and a curriculum will be arranged using the data you have given us.</p> <p>Some students may be informed that it is necessary to take their reserve choice.</p> <p>Once the curriculum is completed parents and students will be given confirmation of their choices by the end of Term 5.</p>

Core Subjects

These must be studied

Core Subjects	Periods	Notes
Citizenship	1	Citizenship and some RE is offered as a GCSE short course which will contribute to post 16 entry. However, the majority of RE is offered as a full course.
RE	1	
GCSE English	5	The English course can lead to two GCSEs: English Language and English Literature. Many students take both.
GCSE Maths	4	The higher ability students take GCSE mathematics in Year 10. Successful students then have the opportunity to study GCSE statistics in Year 11.
GCSE Science	4	This will be the Single Award/Core Science. Students who are successful in Year 10 will go on to study a further science.
ICT (OCR National First Award)	3	This will be the Single Award ICT qualification. Students who are successful in Yr 10 may go on to study a further ICT qualification (BACS) in Year 11.
Sport (BTEC) Double Award	3	Two periods will be for practical lessons and one period for theory lessons.

There will be the opportunity for some students to complete certain GCSEs early at the end of Year 10.

SUBJECT	CITIZENSHIP Short Course GCSE
EXAM BOARD	EDEXCEL
SYLLABUS NUMBER	3CS01
TEACHER RESPONSIBLE	Ms K Moore

Key Features

- Based on the Key Stage 4 Citizenship programme of study in the National Curriculum.
- Approach based on lively and topical themes.
- Linked to other areas of the curriculum, eg English, Geography, History, Religious Studies.

Summary of scheme of assessment:

Paper	Mode of Assessment	Weighting
1	Examination Paper	40%
2	Internal Assessment Participation in Society	60%

Paper 1: Written Paper – 1 hour 40%

The content of the examination paper will be drawn from three themes:

Theme 1	Human Rights
Theme 2	Power, Politics and the Media
Theme 3	The Global Village

There will be one question from each theme

Paper 2: Participating in Society 60%

You will be required to take part in a school or community-based activity chosen from a range offered by the department.

A controlled internal assessment will be completed, based on the activity undertaken by the students.

SUBJECT	ENGLISH LANGUAGE & ENGLISH LITERATURE
EXAM BOARD	WJEC
SYLLABUS NUMBER	LANGUAGE 015001, LITERATURE 015302
TEACHER RESPONSIBLE	Ms S Ahmed

Introduction

English continues as a compulsory subject in Year 10 and Year 11. You will be placed in a teaching group that reflects your ability, as shown in your classroom performance and SAT result and teacher assessment. All students do English Language (one GCSE). Some students will be entered for English Literature as well. This means they will have the opportunity to gain two GCSE awards in English.

Aims of the Course

- To develop the ability to communicate clearly, adapting your speech to different situations.
- To develop the ability to read with insight and engagement and use references and text to support ideas.
- To develop the ability to write for a range of purposes and audiences and to produce technically accurate writing.

Coursework

English Language

40% of the assessment for Language is based on coursework. This comprises 20% for Speaking and Listening and 20% for Reading and Writing. English Language only entrants will be required to produce three oral assignments and four written pieces: Shakespeare, Poetry and two pieces showing development in writing.

English Literature

30% of the mark is for coursework. Two pieces will be required in addition to the two Language pieces, Shakespeare and Poetry, which are used as cross-over assignments. The additional pieces for Literature are based on the study of a novel and of a selection of poems.

How you are assessed

Language:	Coursework	40%
	Examinations (2 papers)	60%
Literature:	Coursework	30%
	Examination (1 paper)	70%

For both English Language and English Literature, there will be a strong emphasis on reading and developing an understanding of what you read. There are two levels of entry in each subject: Higher and Foundation. All levels of entry are decided in Year 11.

Foundation:	Grades C → G
Higher:	Grades A* → D

SUBJECT	ICT – GCSE (National First Award)
EXAM BOARD	OCR
SYLLABUS NUMBER	06325
TEACHER RESPONSIBLE	Mr M Pyrke

Introduction

The OCR Level 2 National Award in ICT has been developed to provide learners with an introduction to the skills, knowledge and understanding required to prepare for work in the information and communication technology world.

Aims of the Course

This qualification has been designed to help learners develop their personal skills in the areas of office-based practical software skills, communication skills and problem solving. The course recognises learners' abilities to carry out a range of tasks and has been designed to certify learners' achievements in a modern, practical way that is relevant to the world of work.

Coursework

During the course learners will produce two coursework folders of evidence and will be expected to keep electronic evidence of all work completed.

How you are assessed

Learners study for the National First Award in ICT. On successful completion they will have the opportunity to sit the Business and Communications Systems GCSE which is 100% exam based.

- National First Award: 1 x GCSE
- Business and Communications Systems 1 x GCSE (on completion of First Award)

During the course learners will produce evidence which will be marked by their teacher and will be assessed by an OCR visiting moderator. There is no examination for the OCR Nationals First Award course but students will sit an examination (100%) on the selected entry Business and Communication Systems course.

In addition to the above, all learners will be taught ICT Functional Skills alongside the National Award in ICT. Learners will be required to sit the ICT Functional Skills examination, equivalent to ½ GCSE.

SUBJECT

MATHEMATICS

EXAM BOARD

EDEXCEL

SYLLABUS NUMBERS

1380: Linear with no coursework

TEACHER RESPONSIBLE

Mrs J Blanshard

Introduction

There has been a change to the mathematics syllabus and the first exams will take place in June 2009.

The subject content for the examination papers is now presented in only two tiers:

Foundation and Higher

The course you will follow depends on your ability as determined by your end of Key Stage 3 SATs result. You will complete one of the following:

- The Linear 1380 syllabus in one year and take the examination at the end of Year 10 (Higher Tier) or
- The Linear 1380 syllabus in two years and take the examination at the end of Year 11 (Higher/Foundation Tier)

Regardless of which syllabus you follow, there is **no coursework** to be completed for Mathematics.

At Foundation level this subject is mainly concerned with the mathematics you will experience in every day life. The Higher level includes mathematics for its own sake and is mainly preparation for 'A' Level and Degree courses.

Aims of the Course

To develop the confident use of percentages, fractions, decimals and statistics for the real world. To improve skills needed to examine problems and search for patterns and logical explanations. For more able students, to introduce Mathematics that will support chosen careers in engineering, science, accounting and economics.

Examination Assessment Structure

For the Linear 1380 syllabus, you will take two examination papers, each worth 50% of your final grade; a non-calculator and a calculator paper.

Grades available are:

Foundation Tier:	G to C
Higher Tier:	D to A* (E)

It is possible to get Grade E with the Higher Tier, however, candidates achieving a mark below the minimum award for the lowest grade in each tier will be ungraded (U).

If you pass your Maths examination one year early at the end of Year 10, you will have the opportunity to study either:

- Additional Mathematics at Higher or Foundation level, or
- Maths with Finance at Certificate level in Year 11.

SUBJECT	RELIGIOUS STUDIES
EXAM BOARD	AQA B
SYLLABUS NUMBER	4055
TEACHER RESPONSIBLE	Ms K Moore

Introduction to the course.

We will study an introduction to Ethics, Philosophy and Religion in Society.

Students will complete 2 units of study that will address a range of social issues. The study of each issue will be approached from an ethical and philosophical perspective.

Topics will include:

- Matters of life and Death
- Crime and Punishment
- Planet Earth and Animal Rights
- War and Peace
- Prejudice and Discrimination
- Poverty
- Drug Use and Abuse

Aims of the Course

You will:

- Gain knowledge and understanding of beliefs, values and traditions of religions.
- Consider religious and other responses to moral issues.
- Identify, investigate and respond to fundamental questions of life raised by religious and human experience.
- Think critically, and solve problems.

Coursework

None

How you are assessed

An examination for each of the two modules studied.

Completion of one examination will lead to a Short Course qualification

Completion of both examinations will result in Full Course qualification

SUBJECT
EXAM BOARD
SYLLABUS NUMBERS

SCIENCE
EDEXCEL
GCSE Science (2101); Additional Science (2103);
GCSE Biology (2105); Chemistry (2107); Physics
(2109)

TEACHER RESPONSIBLE **Mr D Harvey**

Introduction

Triple Science students study all of the modules shown which leads to the award of the three separate science GCSEs. Non-triple science students study GCSE Science in Year 10 and GCSE Additional Science in Year 11.

Course content: GCSE Science

Biology Topics		Chemistry Topics		Physics Topics	
1	Environment	5	Patterns in Properties	9	Producing & Measuring Electricity
2	Genes	6	Making Changes	10	You're in Charge
3	Electrical & Chemical Signals	7	There's one Earth	11	Now you see it, Now you don't
4	Use, Misuse & Abuse	8	Designer Products	12	Space and it's Mysteries

GCSE Science

⇒ All topics are studied to achieve GCSE Science

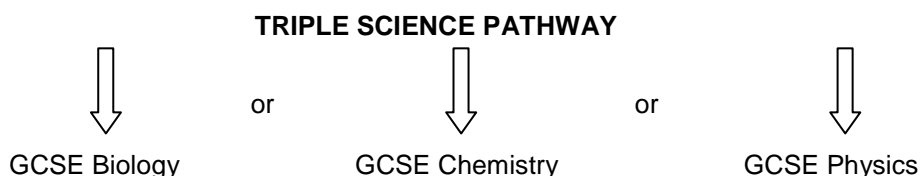
Course content: GCSE Additional Science

Biology Topics		Chemistry Topics		Physics Topics	
1	Inside Living Cells	5	Synthesis	9	As fast as you can!
2	Divide & Develop	6	In your Element	10	Rollercoasters & Relativity
3	Energy Flow	7	Chemical Structures	11	Putting Radiation to use
4	Interdependence	8	How fast? How furious?	12	Power of the Atom

Additional Science

⇒ All topics are studied to achieve GCSE Additional Science

Biology Extension Units		Chemistry Extension Units		Physics Extension Units	
1	Biotechnology	1	Chemical Detection	1	Particles in Action
2	Behaviour in Humans and other animals	2	Chemistry Working for us	2	Medical Physics



Assessment

Assessment for each pathway consists of tiered multiple choice papers, internally assessed activities and tiered structured examinations.

Subject	SPORT: BTEC (Double Award)
Exam Board	EDXCEL
Syllabus number	4391
Teacher responsible	Mr A Kemp

BTEC First Certificate in Sport equivalent to 2 GCSEs grade A* - C

Introduction

The course offers the opportunity to develop your knowledge and understanding of a wide range of issues relating to sport and the sports industry. You will learn about exercise, how the body works and how improve performance through training, diet and lifestyle changes.

Aims of the Course

This is a theory based course covering the National Curriculum requirements.

The course is based on two distinct units:

- Health and Safety
- Body in Sport

The student must complete another unit of work from the following:

- Practical Sports Portfolio
- Sports Industry
- Preparation for Sport
- Planning and Leading Sports Performance

There is no assessment of sports performance in the course and therefore all students, regardless of practical ability, could access the Distinction criteria.

Coursework

The subject is entirely coursework based, meaning that there is no final exam. Students will be expected to complete 11 pieces of coursework over the two years.

All coursework is graded as being either:

- A Referral (not yet met the pass criteria)
- A Pass (equivalent to grade B and C at GCSE level)
- A Merit (equivalent to grade A and B at GCSE level)
- A Distinction (equivalent to grade A* and A at GCSE level)

Coursework will be done in class as well as there being a significant amount of home study. All coursework will be on a vocational basis. Coursework is marked initially by the subject teacher before being sent to the exam board for ratification.

Entitlement Subjects – Optional Choices
You must make your choices from these subjects

4 choices are available plus one reserve choice.

Entitlement Optional Subjects	No of Choices	Notes
GCSE/internally assessed subjects		
Art & Design	1	
Art & Design 3D	1	
Business Studies	1	
Film Studies	1	
French	1	
French Early	1	
Geography	1	
German	1	
German Early	1	
History	1	
Photography & Digital Media	1	This will be a maximum group size of 20. There will be a cost of £10 each term to cover equipment.
Practical Crafts	1	This is a school certificated course.
Psychology	1	
Science (triple award)	1	
Sociology	1	
Spanish	1	
Technology: Resistant Materials	1	
Vocational Subjects		
Art & Design (BTEC)	2	This course is equivalent to 4 GCSEs.
Business Studies (BTEC)	1	This course is equivalent to 2 GCSEs.
Drama (BTEC)	1	This course is equivalent to 2 GCSEs.
Music (BTEC)	1	This course is equivalent to 2 GCSEs.
Public Services (BTEC)	1	This course is equivalent to 2 GCSEs.
Sport, Outdoor Education plus Duke of Edinburgh Bronze Award (BTEC)	1	This course is equivalent to 4 GCSEs. There will be a charge of £100 per academic year to cover the cost of the use of off-site facilities.
Sport: Performance (BTEC)	1	This course is equivalent to 4 GCSEs.
Technology (BTEC)	1	This course is equivalent to 2 GCSEs.

Please read the information about each subject before making your choice

SUBJECT	ART & DESIGN
EXAM BOARD	AQA
SYLLABUS NUMBER	3201/3202
TEACHER RESPONSIBLE	Mr P Graham

Introduction

Art & Design is a popular option choice, building directly upon the National Curriculum and providing firm foundation for post-16 studies. It gives students the opportunity to continue to follow a practical and creative course. We live in a highly visual world; skills in communicating ideas visually and creative and imaginative thinking are highly desirable attributes for a wide range of careers. Students aim for, and achieve, high GCSE grades in Art & Design with the large coursework component allowing for continued effort and hard work to be rewarded.

Aims of the Course

The course aims to develop the students' skills in being able to research, plan their ideas and to produce good quality Art & Design work on a variety of themes. Course members will increasingly develop their creative thinking and their technical skills in using a variety of media. With the course the use of ICT is encouraged to:

- Use appropriate software packages in the selection, composition or digital manipulation of images.
- Use CD Rom or the Internet to find and select information on the work of artists, craftspeople or designers, to visit the Galleries or to download images as part of the student's research.
- Use relevant ICT skills to present visual or textual information.

Coursework

Coursework is produced throughout Yr 10 and Yr 11 with every piece of classwork and homework being able to be included in each student's coursework submission (3/4 Units of work). The course is taught in a thematic way with sustained projects allowing students to plan thoroughly and to produce quality final pieces. There is an integrated approach to the critical, practical and theoretical study of Art, Craft & Design which includes first-hand experience of original work. A Gallery visit is an integral part of the course, which all students are expected to attend.

How you are assessed

Coursework accounts for 60% and the Controlled Test 40% of the marks for the final grade. There is no tiering, giving all students the opportunity to work towards and achieve high grades. All grades from A* to G are available. The assessment objectives are:

- AO1: record observations, experiences and ideas in forms that are appropriate to intentions.
- AO2: analyse and evaluate images, objects and artefacts showing understanding of context.
- AO3: develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.
- AO4: present a personal response, realising intentions and making informed connections with the work of others.

The Controlled Test paper is issued to students at least 4 weeks in advance of the examination to allow students to prepare their ideas fully and to work to the best of their ability. 10 hours are given for the completion of the final examination work.

SUBJECT	ART & DESIGN – THREE DIMENSIONAL DESIGN
EXAM BOARD	AQA
SYLLABUS NUMBER	3205
TEACHER RESPONSIBLE	Mr P Graham

Introduction

Art & Design is a popular option choice, building directly upon the National Curriculum and providing a firm foundation for post-16-studies. It gives students the opportunity to follow a practical and creative course based on Three-Dimensional studies. Students will develop their ability to use a variety of 3D media including clay, wood, plaster, wire, card and found objects to build 3D sculptures and models. Students aim for and achieve high GCSE grades in Art & Design with the large coursework component for continued effort and hard work to be rewarded.

Aims of the Course

The course aims to develop the students' skills in being able to research, plan their ideas and to produce good quality Art & Design work on a variety of themes. Course members will increasingly develop their creative thinking and their technical skills in using a variety of 3D media. With the course the use of ICT is encouraged to:

- Use appropriate software packages in the selection, composition or digital manipulation of images.
- Use CD ROM or the Internet to find and select information on the work of artists, craftspeople or designers, to visit Galleries or to download images as part of the student's research.
- Use relevant ICT skills to present visual or textual information.

Coursework

Coursework is produced throughout Yr 10 and Yr 11 with every piece of classwork and homework being able to be included in each students' coursework submission (3/4 Units of work). The course is taught in a thematic way with sustained projects allowing students to plan thoroughly and to produce quality final pieces. There is an integrated approach to the critical, practical and theoretical study of Art, Craft & Design which includes first-hand experience of original work. A Gallery visit is an integral part of the course, which all students are expected to attend.

How you are assessed

Coursework accounts for 60% and the Controlled Test 40% of the marks for the final grade. There is no tiering, giving all students the opportunity to work towards and achieve high grades. All grades from A* to G are available. The assessment objectives are:

- AO1: record observations, experiences and ideas in forms that are appropriate to intentions.
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- AO3: develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.
- AO4: present a personal response, realising intentions and making informed connections with the work of others.

The Controlled Test paper is issued to students at least 4 weeks in advance of the examination to allow students to prepare their ideas fully and to work to the best of their ability. 10 hours are given for the completion of the final examination work.

SUBJECT	BUSINESS STUDIES
EXAM BOARD	EDEXCEL
SYLLABUS NUMBER	2BS01
TEACHER RESPONSIBLE	Ms B Darragh

Introduction

As a subject which is new to students at Key Stage 4, Business Studies offers the opportunity for students to broaden their horizons, whilst at the same time acquiring valuable skills and knowledge in preparation for adult life.

Aims of the Course

By investigation students will be introduced to the world of small businesses. The course aims to develop an understanding of the dynamics of business activity. Students are encouraged to apply theory to practice in a variety of areas such as Marketing, Enterprise, Human Resources, The Environment, Production and Accounting and Finance. Throughout the course the aim is for students to formulate opinions and judgements based on evidence. The use of relevant terminology, concepts and methods to focus on current business practice is explored. Three units will be explored throughout Year 10 and Year 11. GCSE Business Studies provides a firm foundation for advanced level study in a wide range of subjects.

Coursework

The coursework assignment is set in Year 10 accounting for 25% of the GCSE qualification. Coursework involves research into a task on enterprise issues.

How you are assessed

Unit 1 is a 45 minute multiple choice and objective test (25%)

Unit 2 consists of coursework (25%)

Unit 3 is a 1½ hour examination which comprises multiple choice short/extended answers, and data response questions (50%)

SUBJECT

FILM STUDIES

EXAM BOARD

WJEC

TEACHER RESPONSIBLE

Mr R Lewis

Introduction

GCSE Film Studies aims to place students' experiences and creative ideas at the centre of the specification. It is designed to allow them to explore a wide range of films and to learn through creating their own. The specification is underpinned by the relationship between films, their audiences and the organisations which produce, distribute and exhibit them.

Content

- Film Language
- Film Organisations
- Film Audiences

Assessment

50% of assessment is by external examination. Paper 1 assesses students on their knowledge and understanding of film language and industry/audience issues relating to a set genre (eg disaster films, horror, science fiction). Paper 2 assesses students on a chosen non-Hollywood film, with questions based on characters; narrative; issues; representation and response.

50% of assessment is by coursework, in four parts:

1. An exploration of film language (eg camerawork, sound, editing) in a film sequence of the student's choice.
2. A 'pitch' for an imaginary film with an example of preproduction planning (eg script, storyboard, film magazine, marketing campaign).
3. Production (eg a short film sequence; a promotional website; posters; press pack; magazine features).
4. Reflective Analysis.

Please note that Film Studies requires **good** analytical writing skills. A creative mind and ICT skills are beneficial.

SUBJECT	FRENCH/ FRENCH EARLY
EXAM BOARD	AQA
SYLLABUS NUMBER	Specification A GCSE 3651
TEACHER RESPONSIBLE	Mrs N Johal

Introduction

There are many misconceptions about how languages are used at work. Many think that the only jobs available for language students are in translation, interpreting and teaching –not true.

These occupations represent only some of the many opportunities out there in a huge variety of industries. Despite its importance to the UK's engineering industry there is a shortage of people who can combine technical skills with competence in another language. Construction is becoming increasingly multinational, both in the composition of the workforce and in the reach of its markets. With the 2012 Olympics, people with languages will be needed to help both athletes and the tourists who come to see the games. There are limitless opportunities that are open to you if you have language skills!

Aim of the course

- ❖ To understand and provide information and opinions relating to a wide variety of topics such as: Lifestyle, Leisure, Environment, Work, Education and the Home.
- ❖ It also provides a foundation for further study and a practical use of French.

Depending on the number of students selecting French the department may offer two routes of study.

French

Coursework

Coursework counts 60% of the final grade: 30% writing which is divided into 2 pieces of at least 200 words and 30% speaking which is divided into 2 role plays of at least 4 minutes. Both skills will be prepared in advance and will be produced under exam conditions.

How you are assessed

Final exam consists of Listening (20%) and Reading (20%). All individual exams can be entered at either Foundation or Higher level either in January or June. The highest grade for all Foundation exams is a C but this will be added to the coursework component, which goes up to A*.

French Early

This option is open to students who have studied French early in Year 9.

Coursework

Coursework counts 25% of the final grade and there is no exam for writing. Three pieces of at least 150 words each have to be submitted for grade C or above.

How you are assessed

Final exam consists of Speaking (25%), Listening (25%), Reading (25%). All individual exams can be entered at either Foundation or Higher level. The highest grade for all Foundation exams is C. It is expected that at least two components are entered at Higher level.

SUBJECT	GEOGRAPHY
EXAM BOARD	WJEC A
SYLLABUS NUMBER	500/4596/9
TEACHER RESPONSIBLE	Ms K Moore

Introduction to the course

A full course GCSE with two tiers of assessment: Foundation (C - G) and Higher (A* - D).

Aims of the Course

The aims of the course are to acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scale. Pupils will develop a sense of place, understand the importance of sustainable development and recognise the challenges and constraints that face people worldwide.

Assessment

Two examinations and one piece of controlled assessment.

Paper 1: 40%

A 1¾ hour examination based on the six compulsory units, including a map skills element. Questions will be structured in a data response format

Topic to include:	Water	Population Change
	Climate Change	Globalisation
	Plate Tectonics	Development

Paper 2: 35%

A 1¼ hour examination of 3 detailed data response questions, and extended writing. Students will study at least one physical geography and one human geography topic from Weather, Coasts, Tourism and Economic Change

Controlled Assessment : 25%

Following a field work trip in Year 10, students will complete an enquiry based on their findings.

Students will complete a Decision Making Exercise Task.

SUBJECT	GERMAN/ GERMAN EARLY
EXAM BOARD	AQA
SYLLABUS NUMBER	Specification A GCSE 3661
TEACHER RESPONSIBLE	Mrs N Johal

Introduction

There are many misconceptions about how languages are used at work. Many think that the only jobs available for language students are in translation, interpreting and teaching –not true.

These occupations represent only some of the many opportunities out there in a huge variety of industries. Despite its importance to the UK's engineering industry there is a shortage of people who can combine technical skills with competence in another language. Construction is becoming increasingly multinational, both in the composition of the workforce and in the reach of its markets. With the 2012 Olympics, people with languages will be needed to help both athletes and the tourists who come to see the games. There are limitless opportunities that are open to you if you have language skills!

Aim of the course

- ❖ To understand and provide information and opinions relating to a wide variety of topics such as: Lifestyle, Leisure, Environment, Work, Education and the Home.
- ❖ It also provides a foundation for further study and a practical use of German.

Depending on the number of students selecting German the department may offer two routes of study.

German

Coursework

Coursework counts 60% of the final grade: 30% writing which is divided into 2 pieces of at least 200 words and 30% speaking which is divided into 2 role plays of at least 4 minutes. Both skills will be prepared in advance and will be produced under exam conditions.

How you are assessed

Final exam consists of Listening (20%) and Reading (20%). All individual exams can be entered at either Foundation or Higher level either in January or June. The highest grade for all Foundation exams is a C but this will be added to the coursework component, which goes up to A*.

German Early

This option is open to students who have studied German early in Year 9.

Coursework

Coursework counts 25% of the final grade and there is no exam for writing. Three pieces of at least 150 words each have to be submitted for grade C or above.

How you are assessed

Final exam consists of Speaking (25%), Listening (25%), Reading (25%). All individual exams can be entered at either Foundation or Higher level. The highest grade for all Foundation exams is C. It is expected that at least two components are entered at Higher level.

SUBJECT	HISTORY
EXAM BOARD	AQA
SYLLABUS NUMBER	B 4055
TEACHER RESPONSIBLE	Ms K Moore

Introduction

History is a successful and popular subject at The Howard School. The AQA Specification provides an opportunity to study in a variety of ways: in depth, across broad spans of time, through a local context and with reference to a diversity of cultures.

Aims of the Course

The Department aims to provide an engaging and interesting syllabus that teaches the pupils a range of issues from the twentieth century. During the course, the student will address a range of historical skills such as the use of source work, comparison, validity and interpretation that will coincide with literacy and numeracy requirements.

A student of history should be articulate, inquisitive and hard working.

Content:

Students will complete three units of study

Unit 1: International Relations: Conflict and Peace in the 20th Century
Topics will include WW1, WW2 and the Cold War

Unit 2: 20th Century Depth Studies
Topics will include studies of the USA and Nazi Germany

Unit 3: Historical Enquiry British History.
Students will undertake an independent enquiry and complete their own research.

Assessment

Students are required to attend two examinations at the end of Year 11, which each account for 37.5% of the final grade. These are Units 1 and 2.

Unit 3 will take the form of an internal controlled assessment.
There is one tier of entry and students can obtain the full range of GCSE grades

SUBJECT	PHOTOGRAPHY AND DIGITAL MEDIA
EXAM BOARD	AQA
SYLLABUS NUMBER	1913
TEACHER RESPONSIBLE	Mr P Graham

Introduction

This course will be an exciting opportunity for students to develop both their Art & Design and ICT skills. We live in a highly visual world where we are faced with a vast amount of images – in magazines, advertising, graphics, games design, books, TV and video, film and animation etc. There is a huge demand for people with Photographic/Image manipulation skills. There is excellent progression to Intermediate GNVQ and A/S levels in Photography, Art & Design and ICT on successful completion of the course.

Aims of the Course

The course aims to develop the students' skills in being able to take Photographic images and skilfully and creatively manipulate them digitally and manually. Students will develop skills and knowledge of imaging techniques such as depth of field, film and shutter speeds, lighting, exposure and viewpoint. The course is a highly practical one with students working creatively to produce Photographic/Film images whilst gaining a very good technical understanding of using cameras and digital manipulation software.

Coursework

Coursework is produced throughout Year 10 and Year 11 with three units of work. Students produce work achieved through lens based media such as:

- Photography
- Film
- Video
- Animation

There is an integrated approach to the critical, practical and theoretical study of the subject. The course is taught in a thematic way with sustained projects allowing students to plan thoroughly and to produce quality final outcomes.

How you are assessed

Coursework accounts for 60% and the Controlled Test 40% of the marks for the final grade. There is no tiering, giving all students the opportunity to work towards and achieve high grades. All grades from A* to G are available. The assessment objectives are:

- AO1: record observations, experiences and ideas in forms that are appropriate to intentions.
- AO2: analyse and evaluate images, objects and artefacts showing understanding of context.
- AO3: develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.
- AO4: present a personal response, realising intentions and making informed connections with the work of others.

The Controlled Test paper is issued to students at least 4 weeks in advance of the examination to allow students to prepare their ideas fully and to work to the best of their ability. 10 hours are given for the completion of the final examination work.

Due to the high costs involved in running this course the department does request a £10 contribution to the budget each term. This helps pay directly for top level equipment to be purchased which will be available for immediate use.

SUBJECT

PRACTICAL CRAFTS (Carpentry, Metal Work, Plastic Work)

EXAM BOARD

INTERNAL ASSESSMENT

TEACHER RESPONSIBLE

Mr P Cottam

Students will have the opportunity to develop Practical Craft skills in a workshop situation (4 periods a week). The skills gained will be very useful to any individual on a DIY basis or for anyone wanting to go into carpentry, practical engineering or any craft based activities.

The course is designed to give students the chance to make products in the workshop and to give students a break from academic study and the opportunity to work with their hands.

This will not be an externally accredited course, but will be assessed internally and students will receive internal certificates of achievement to recognise the skills they have developed.

SUBJECT	PSYCHOLOGY
EXAM BOARD	OCR
SYLLABUS NUMBERS	J611
TEACHER RESPONSIBLE	Ms K Moore

What is Psychology?

Psychology is the scientific study of human mind and behaviour: how we think, how we act, react and interact individually and in groups. Psychology is concerned with all aspects of behaviour and the thoughts, feelings and motivations underlying such behaviour.

Aims of the Course

The aims of this are to enable students to:

- engage in the process of psychological enquiry in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- acquire, knowledge and understanding of how psychology works and its essential role in society;
- develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues and the impact of psychology on everyday life;
- develop an understanding of ethical issues in psychology;
- develop a critical approach to scientific evidence and methods.

What topics will I study?

<p>Unit B541: Studies and Applications in Psychology 1</p> <ul style="list-style-type: none"> • Biological psychology: sex and gender • Cognitive psychology: memory • Developmental psychology: attachment • Social psychology: obedience • Individual differences: atypical behaviour <p>Assessment: 40% - written</p>	<p>Unit B542: Studies and Applications in Psychology 2</p> <ul style="list-style-type: none"> • Biological psychology: criminal behaviour • Cognitive psychology: perception • Developmental psychology: cognitive development • Social psychology: non-verbal communication • Individual differences: the self <p>Assessment: 40% - written</p>	<p>Unit B543: Research in Psychology</p> <p>Discovering and learning about the research process:</p> <ul style="list-style-type: none"> • Planning research • Doing research • Analysing research • Planning an investigation <p>Assessment: 20% - written</p>
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How will I be assessed?

GCSE candidates must be entered for all three units. This scheme of assessment is untiered, covering all ability range grades from A* to G.

Careers

Psychologists work in many different areas of society and are concerned with practical problems such as:

- Helping people to overcome depression, stress, trauma or phobias
- Easing the effects of parental divorce on children
- Speeding up recovery from brain injury
- Helping the police, courts and prison service to perform more effectively

SUBJECT	SCIENCE (Separate awards in Biology, Chemistry & Physics)
EXAM BOARD	EDEXCEL
SYLLABUS NUMBERS	2105 (BIOLOGY), 2107 (CHEMISTRY) 2109 (PHYSICS)
TEACHER RESPONSIBLE	Mr D Harvey

Introduction

All new students in Year 10 will now take two GCSEs in Science through the core subject timetable. All will take GCSE Science plus Additional Science and will have the opportunity to study their chosen field at AS and A2 Level.

The triple science course allows those students who are very good at science to obtain three separate science awards in Biology, Chemistry and Physics. It is an intense programme of study and is intended for students who wish to pursue a science based career.

Course Content

Information regarding science is included in the core science information sheet on page 13.

SUBJECT

SPANISH

EXAM BOARD

AQA

SYLLABUS NUMBER

Specification A GCSE 3691

TEACHER RESPONSIBLE

Mrs N Johal

Introduction

There are many misconceptions about how languages are used at work. Many think that the only jobs available for language students are in translation, interpreting and teaching –not true.

These occupations represent only some of the many opportunities out there in a huge variety of industries. Despite its importance to the UK's engineering industry there is a shortage of people who can combine technical skills with competence in another language. Construction is becoming increasingly multinational, both in the composition of the workforce and in the reach of its markets. With the 2012 Olympics, people with languages will be needed to help both athletes and the tourists who come to see the games. There are limitless opportunities that are open to you if you have language skills!

Aim of the course

- ❖ To understand and provide information and opinions relating to a wide variety of topics such as:
 - Lifestyle
 - Leisure
 - Environment
 - Work
 - Education
 - Home

- ❖ It also provides a foundation for further study and a practical use of Spanish.

Coursework

Coursework counts 60% of the final grade: 30% writing which is divided into 2 pieces of at least 200 words and 30% speaking which is divided into 2 role plays of at least 4 minutes. Both skills will be prepared in advance and will be produced under exam conditions.

How you are assessed

Final exam consists of Listening (20%) and Reading (20%). All individual exams can be entered at either Foundation or Higher level either in January or June. The highest grade for all Foundation exams is a C but this will be added to the coursework component, which goes up to A*.

SUBJECT

TECHNOLOGY: Resistant Materials

EXAM BOARD

AQA

SYLLABUS NUMBER

3545

TEACHER RESPONSIBLE

Mr H Campbell

Introduction

Technology is all around us and used by everyone. It is an area that plays an ever more increasingly important part in everyone's lives and it will continue to grow. There is an ever-expanding range of careers that require a good understanding and knowledge of Technology.

Resistant Materials is a two year GCSE course. 60% of the final grade is coursework and 40% is exam based.

Students will experience and develop a new range of manufacturing skills such as casting metal, welding and simple joinery before embarking on a single project which involves designing, making and testing a 3-dimensional product. Students are encouraged to use a range of materials including woods, metals and plastics to make a product of their choice. Examples of products that pupils make are tables, CD racks, storage units, subwoofers and toys. The course is suited to students who hope to go into careers such as engineering, building and constructions, any of the trades, the design industry and anyone who enjoys designing and making products or furniture.

Summary

Both courses develop a number of skills such as researching, testing, designing, modelling, manufacturing, and evaluating. Much of the folder is completed using ICT. We believe that these skills will not only contribute to the all round development and achievement of the students, but that the skills learned will help the students in a very wide range of careers.

SUBJECT ART & DESIGN (BTEC First) DOUBLE OPTION

EXAM BOARD EDEXCEL

TEACHER RESPONSIBLE Mr P Graham

Duration: 2 Years

Course Outline:

BTEC First Diploma equivalent to 4 GCSEs grade A*-C

The BTEC First Diploma in Art and Design is aimed at providing a wide range of skills across many aspects of vocational Art and Design practice. This course is aimed at students who wish to pursue a career in the creative arts / media industry and are willing to spend a large proportion of their optional timetable pursuing these skills. This course will provide a transition to the Creative Media Level 3 Diploma in the 6th form.

The work involved will include working to briefs, using modern technology, graphic design and advertising, budgeting, business planning, client awareness, critical and analytical skills and access to work experience and industry practitioners. The course will provide students with the skills used in this sector and will provide students with the opportunity to prepare themselves for the workplace.

This course is recommended for talented Art and Design students and those who prefer a “hands on” learning approach.

The course will provide the following:

- Enable learners to start building the technical skills and knowledge relevant to a sector (or sectors) of the industry.
- Motivate learners via applied learning and assessment.

BTEC qualifications are recognised by employers and education institutions.

Structure

For the BTEC First Diploma the learner is required to complete the four core units and two specialist units from the list provided for a combined total of 360 guided learning hours (GLH) to complete the qualification.

The course will cover skills in 2D / 3D Art, Photography, Media and Film, Graphic Design, interactive Media and ICT / Communication.

For more information on this course please follow this link

<http://www.edexcel.org.uk/quals/first/art/btec-fd-sep-2006/btec-fd-ad/>

SUBJECT	BUSINESS STUDIES (BTEC First Certificate in Business)
EXAM BOARD	EDEXCEL
TEACHER RESPONSIBLE	Ms B Darragh

BTEC First Certificate in Business equivalent to 2 GCSEs grade A* - C

Introduction

This course provides opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

The BTEC Firsts in Business have been designed to develop knowledge and understanding in the business sector, focusing on providing opportunities:

- for learners to acquire technical and employability skills, knowledge and understanding which are transferable and will enable individuals to meet changing circumstances.
- for learners to gain a nationally recognised vocational qualification to enter employment or progress to other vocational qualifications.

There are three units

Unit 1: Exploring Business Purposes: this aims to develop learner's knowledge and understanding of the importance of businesses and how they operate.

Unit 2: Developing Customer Relations: this aims to develop and broaden the learners understanding of customer service in different businesses.

Unit 5: People in Organisations: learners are introduced to the importance of the roles people have and to the contribution individuals and groups make to the effectiveness of the organisation.

Assessment:

Pupils will carry out a range of assignments. All units are internally assessed. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation.

A grading scale of pass, merit and distinction is applied to all units.

SUBJECT	DRAMA (BTEC – First Certificate in Drama)
EXAM BOARD	EDEXCEL
TEACHER RESPONSIBLE	Ms R Cordell

BTEC First Certificate in Drama equivalent to 2 GCSEs grade A* - C

Introduction

Drama is an excellent creative outlet for many of our students. It is a good choice for boys who have enjoyed drama at Key Stage 3. The subject suits candidates from across the ability range. Pupils who opt for drama are often looking for a more practical, imaginative course to compliment predominantly academic courses.

Aims of the course

To develop:

- Creative and imaginative powers and the practical skills for communication and expressing ideas, feelings and meanings in Drama.
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
- Understanding of drama forms and awareness of the contexts in which they operate.
- Knowledge and understanding of drama within a social, cultural and historical context.

Coursework and Assessment

- The BTEC is assessed throughout Years 10 and 11 through a combination of written evidence, actors' log books, interviews and performance.
- The course follows three separate units – Acting, Understanding Drama and Devised Theatre. You pass each unit by completing a set number of tasks. Some will be written and some will be practical.
- You will get the opportunity to perform many different types of plays in and out of school – some will be devised by you, others will be using a script.
- You can also be assessed on direction, stage management and technical skills.
- You will finish the course with a Pass, Merit or Distinction. This is worth two GCSE grades, Pass equals a C Grade.

SUBJECT	MUSIC (BTEC – First Certificate in Music)
EXAM BOARD	EDEXCEL
TEACHER RESPONSIBLE	Mrs H Woollett

Introduction

BTEC First Certificate in Music equivalent to 2 GCSEs grade A* - C

Single option

The course consists of three units of equal weighting, and work is internally assessed throughout the course and there is no final examination. Students will build upon skills acquired in KS3, with a strong emphasis on developing instrumental skills as a soloist and in ensemble. This is largely practical and entirely coursework based, so students will be expected to keep diaries and logs and a folder of research and materials as evidence to their progress and learning. Ability to play an instrument or sing, and/or a strong desire to learn, with a willingness to perform as a soloist and in a group, is essential for this course. All students taught at KS3 will have necessary basic skills to begin this course. Any instrument can be used as a focus for study. Choices can include singing, keyboard, and steel drums.

Aims

The course aims to encourage independent learning. It builds upon a student's prior musical experience by developing instrumental techniques. It includes compiling repertoire for a chosen instrument, and music for ensemble. Students learn time management, organisation skills, team skills, research skills, and rehearsal techniques.

Assessment

Unit 1: Solo Musical Performance 33%

Students will prepare for a solo performance of two pieces for their chosen instrument. Students will explore repertoire available for their instrument, choose which pieces would be best to learn and perform, and explain how they have improved their skill throughout the course. The Unit runs concurrently with Unit 2 and Unit 3, and evidence is collected in the form of a student progress log, reports from instrumental and subject teachers, observations, and a port folio of text based research.

Unit 2: Rehearsal techniques for performers 33%

Students are encouraged to work in an ensemble. This could be as part of a band, of a steel drum group, as a singer with an accompanist, or as an accompanist to a singer amongst many other options. As in Unit 1, students will be expected to choose a repertoire for performance, although the focus is on rehearsal techniques. At the end of the unit students will need to produce a rehearsal schedule, a rehearsal log with target and evaluations for each rehearsal session, a final evaluation, audio/video evidence of at least three rehearsals, and audio/video evidence of final performance.

Unit 3: Planning and Creating a Music Product 33%

Students will organise and stage a show/concert in which they will perform pieces rehearsed in Units 1 and 2. Evidence of this process will be a log/diary of the process, minutes of meetings, rehearsal diaries, schedules, stage layout plans, scores and lead sheets, equipment diagrams, health and safety risk assessment, set lists and programmes.

SUBJECT PUBLIC SERVICES (BTEC - Level 2 Certificate)
EXAM BOARD EDEXCEL
TEACHER RESPONSIBLE Ms K Moore

BTEC First Certificate in Public Services equivalent to 2 GCSEs grade A* - C

Introduction to the course:

The course offers you the opportunity to develop your knowledge and understanding of a range of issues related to working within the Public Services. You will learn about the knowledge and skills required to work in the Public Services, and consider the implication of wider social issues on the Public Services.

Aims of the Course

The course will comprise three units of study which will include the following:

- ❖ Public Service Skills
- ❖ Uniformed Public Services Fitness
- ❖ Community and Cultural Awareness

Assessment:

The assessment of the course is entirely coursework based. Student will be required to undertake a number of assignments during the two years.

All coursework will be graded in the following bands:

Unclassified
Pass
Merit
Distinction

All coursework will be completed in class, and as homework. It will be assessed by subject tutors before being externally moderated by examiners.

Completion of all assignments is a necessary prerequisite of the course.

There is no final examination at the end of the course

SUBJECT	SPORT, OUTDOOR EDUCATION (BTEC First Diploma plus Duke of Edinburgh Bronze Award)
EXAM BOARD	EDXCECEL
SYLLABUS NUMBER	4459
TEACHER RESPONSIBLE	Mr A Kemp

BTEC First Diploma in Sport equivalent to 4 GCSEs grade A* - C

Introduction

The course offers the opportunity to develop your knowledge and understanding of a wide range of issues relating to Outdoor Education and the Leisure Industry. You will develop your knowledge of the sports industry as well as gaining the opportunity to partake in a range of adventurous activities.

Course structure

This is a theory and practical based course covering the National Curriculum requirements. The course is based on 6 distinct units:

The Body in Sport
 Preparation for Sport
 Sports Industry
 Expedition Experience
 Outdoor and Adventurous Activities
 Sports Leadership

There is no assessment of sports performance in the course and therefore all students, regardless of practical activity, can access the highest grades. There is an assessment of the student's knowledge of issues relating to Outdoor and Adventurous activities. There is also an expectation that all students will be willing to take part in a wide range of outdoor activities such as skiing, sailing, climbing and kayaking. The units in italics will be studied during your core BTEC sport lesson and in conjunction with the units studied in BTEC Sport Outdoor Education means the qualification is worth the equivalent of four GCSEs.

Coursework will be done in class as well as there being a significant amount of home study. All coursework has a vocational basis. The subject teacher marks all coursework initially before it is sent to the exam board for ratification.

Based on the student's performance over the 6 units a final grade is given:

A Referral (not yet met the assessment criteria)
 A Pass (equivalent to BBCC at GCSE)
 A Merit (equivalent to AABB at GCSE)
 A Distinction (equivalent to A* A* AA at GCSE)

There will also be the opportunity to gain the Duke of Edinburgh Bronze Award as many of the required elements of the BTEC First Diploma in Outdoor Pursuits make up the Duke of Edinburgh Award Scheme.

Course Costs

Due to the need to use offsite facilities and registration on the Duke of Edinburgh Award it will be necessary to charge each student £100 per academic year. This will need to be paid at the start of the course.

SUBJECT	SPORT: Performance (BTEC First Diploma)
EXAM BOARD	EDXCECEL
SYLLABUS NUMBER	4459
TEACHER RESPONSIBLE	Mr A Kemp

BTEC First Diploma in Sport equivalent to 4 GCSEs grade A* - C

Introduction

The course offers the opportunity to develop your knowledge and understanding of a wide range of issues relating to Sport and the Leisure Industry. You will develop your knowledge of the sports industry as well as gaining the opportunity to partake in a range of practical activities, aimed at improving and analysing performance.

Course structure

This is a theory and practical based course covering the National Curriculum requirements. The course is based on 6 distinct units:

The Body in Sport
Preparation for Sport
Sports Industry
Practical Sport
Technical Skills and Tactical Awareness for Sport
Fitness for Sports Performance

There is a practical assessment of sports performance in the course and therefore the students should have a good level of physical performance in Sport. There is an assessment of the student's knowledge of issues relating to technical skills and tactical awareness. There is also an expectation that all students will be willing to take part in a wide range of practical sports. The units in italics will be studied during your core BTEC sport lesson and in conjunction with the units studied in BTEC Sport Performance means the qualification is worth the equivalent of four GCSEs.

Coursework will be done in class as well as there being a significant amount of home study. All coursework has a vocational basis. The subject teacher marks all coursework initially before it is sent to the exam board for ratification.

Based on the student's performance over the 6 units a final grade is given:

A Referral (not yet met the assessment criteria)
A Pass (equivalent to BBCC at GCSE)
A Merit (equivalent to AABB at GCSE)
A Distinction (equivalent to A* A* AA at GCSE)

SUBJECT

TECHNOLOGY (BTEC First Certificate in Engineering)

EXAM BOARD

EDEXCEL

TEACHER RESPONSIBLE

Mr H Campbell

BTEC First Certificate in Engineering equivalent to 2 GCSEs grade A* - C

Introduction

Technology is a specialist field that requires students to be inventive, creative but logical when it comes to designing, manufacturing or problem solving. The BTEC offers students the opportunity to train in specific areas which prepares learners to enter employment or progress to further education.

The BTEC level 2 certificate is equivalent to 2 GCSE grades A* - C. each student completes a variety of written and practical assessments which will total up to 180 guided learning hours.

The Course

The course consists of two core units which are compulsory for all students to complete:

- Working practices in engineering
- Using and interpreting engineering information

The remaining units are:

- Preparing and controlling engineering manufacturing operations.
- Selecting engineering materials
- Computer aided drawing techniques.

Students will experience and develop a range of analytical and practical based skills. They will manufacture different assignments for their assessments along with written work. There is no exam at the end of the units/year 11.

Summary

Engineering is a sought after specialist subject which can open many pathways for students. It can lead to many career opportunities such as electrical engineering, web development, carpentry, plumbing, civil engineering and so on. Students will develop many skills that will prepare them for further education, for example level 3 engineering or the world of work.

GLOSSARY

GCSE (Level 2 courses)

General Certificate of Secondary Education.

GCSEs are graded A* - G. In most subjects, students are entered for one of two GCSE tiers – foundation or higher. In most subjects, the foundation tier has a grade range of C – G and the higher tier of A* - D.

- GCSE. This is the usual qualification, sometimes called a full award.
- Short course GCSE. These qualifications cover half the subject content of a GCSE and are usually taught in one period.

Assessment of GCSE is usually by external assessment and coursework, with the balance towards external assessment. The proportion of coursework is higher in some creative and practical subjects. Skills such as spoken language and practical investigative skills are assessed in addition to the knowledge and understanding detailed in the specification.

What is Connexions?

Connexions is an advice and guidance service for all young people aged 13 to 19, and up to 25 for those with special needs. Connexions aim is to ensure a smooth transition into adult life for all young people.

Connexions is a service that is both universal and differentiated. Connexions role involves helping young people make career decisions by exploring their career ideas. The adviser's role involves supporting young people that may have barriers to learning and thinking about the future.

BTEC Information:

BTEC Firsts (GCSE)

BTEC qualifications are designed to provide specialist work-related qualifications in a range of sectors. They have been developed to provide the knowledge, understanding and skills necessary to prepare learners for employment and/or to provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres. They link to the National Occupational Standards for the sector, where these are appropriate, and are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). On successful completion of a BTEC First qualification, learners may progress into or within employment and/or continue their study in the vocational area.

BTEC First Diploma (4 GCSEs)

The Level 2 BTEC First Diploma is a 360 guided learning hour qualification comprising core and specialist units which cover aspects of knowledge, understanding and competency necessary for employment within the sector. As such the BTEC First Diploma offers a

qualification which can extend a learner's programme of study and provide vocational emphasis within their programme of study. Equally, the BTEC First Diploma offers a focused qualification for learners who wish to follow a programme of study that is directly related to their work experience, or to an aspect of employment that they wish to move into in due course.

BTEC First Certificate (2 GCSEs)

The Edexcel Level 2 BTEC First Certificate is a 180 guided learning hour qualification which offers a bite-sized opportunity for learners to experience a vocational qualification. The BTEC First Certificate offers a focused vocational qualification for learners who wish to follow a shorter programme of study related to an aspect of employment that they might wish to move into; or a taster qualification which can extend their programme of study and provide an initial experience of a vocational area. This will also enable learners to progress to a higher-level qualification relevant to the sector.

Vocational

Relates to the World of Work.

Examining Boards

- AQA - Assessment and Qualifications Alliance
- Edexcel
- OCR - Oxford, Cambridge
- RSA Examinations
- WJEC – Welsh Joint Education Committee

Post 16 Qualification

Advanced Subsidiary (AS)

The Advanced Subsidiary (AS) is the three-unit General Certificate of Education (GCE). It provides progression between GCSE at Level 2 and the full A level. It is both the first half of an A level and a qualification in its own right. All A level specifications include an AS.

The A Level is the six-unit GCE. It consists of the AS and a further three units called the A2, usually studied in the second year. At The Howard School we offer in the region of twenty Advanced Level qualifications.

GCE AS and A levels normally contain a proportion of coursework up to 30 percent, (although some practical or creative subjects have more). All GCE A levels contain an assessment at the end of the course that test students' understanding of the whole specification (synoptic assessment).