

February 2010

Dear Parents

Students are choosing their GCSEs which is an important moment in their education. The decisions they make need to be well informed and the purpose of the Options Evening on **Thursday 11th February** is to provide the necessary details to help them make their choices.

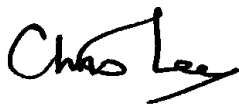
It is important that students think about what they may wish to do after leaving Broadwater. Most students will continue with further education at Godalming College or Guildford College of Further & Higher Education. A wide range of courses is available to suit all levels of ability. Careers advice, the facilities of our excellent Careers Library and work experience will be available to all students. Students at Broadwater gain automatic entry to Godalming College, providing they achieve the necessary grades for the course they wish to undertake.

As well as the traditional academic courses, we are able to offer a range of vocational opportunities through the Waverley Federation.

We trust that these final two years of compulsory education will be both stimulating and rewarding and our students will achieve results of which everyone can be justly proud. We will do all we can to support and encourage the young people and welcome your close involvement, support and co-operation.

All students will have a meeting with a member of staff to discuss final option choices. This is to help guide and support them in their future careers. The Curriculum Form (centre page) should be returned to form tutors on or by **Monday 22nd February**.

Yours sincerely

A handwritten signature in black ink that reads "Chris Lee". The signature is written in a cursive style with a horizontal line underneath it.

Chris Lee
Headteacher

NATIONAL CURRICULUM KEY STAGE 4 and GCSE

GCSE (General Certificate of Secondary Education) is the main form of assessment at the end of Key Stage 4 and consists of a combination of examinations and coursework.

Examinations and coursework are designed to allow students to demonstrate what they know, understand and can do and all GCSE results are given in the form of the following grades:

GCSE Grades:	A*	A	B	C	D	E	F	G
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A grade C or above is used to produce the league tables and is the minimum grade normally required for going on to take 'A' levels.

The National Curriculum requires that students follow a broad and balanced curriculum consisting of a number of 'core' subjects for all, together with 'option choices' to meet students' particular needs and interests.

Where students have a choice, we reserve the right to ensure that the choice is appropriate and realistic.

Approved qualifications in Key Skills provide more appropriate forms of assessment for students who benefit from having more time to develop their skills and demonstrate their achievements.

COURSEWORK

Coursework at GCSE accounts for between 20% and 60% of the final grade. It is therefore an important part of most subjects. Quality coursework helps to achieve the higher grades.

We shall be working hard to ensure that our students are well prepared for their examinations and, where coursework is completed under supervised conditions in the classroom, that they work to their highest standard.

Some of the coursework however, has to be completed at home. We would ask your co-operation to ensure that it is completed to the highest standard possible and is submitted for assessment by the required date. It is also possible to submit one piece of work for two subjects, provided it meets their individual assessment criteria.

YEAR 10/11 CURRICULUM

All students follow a two-year examination course. The teaching week consists of 25 one hour lessons. The curriculum for all students consists of two elements:

A Common Core

English (language and literature); **Mathematics**; **Science**; **Information & Communication Technology (I.C.T)**; **Physical Education**; **Citizenship**; **Religious Education** (a GCSE short course for all students)

B. Options

Students select three further subjects from those listed below:-

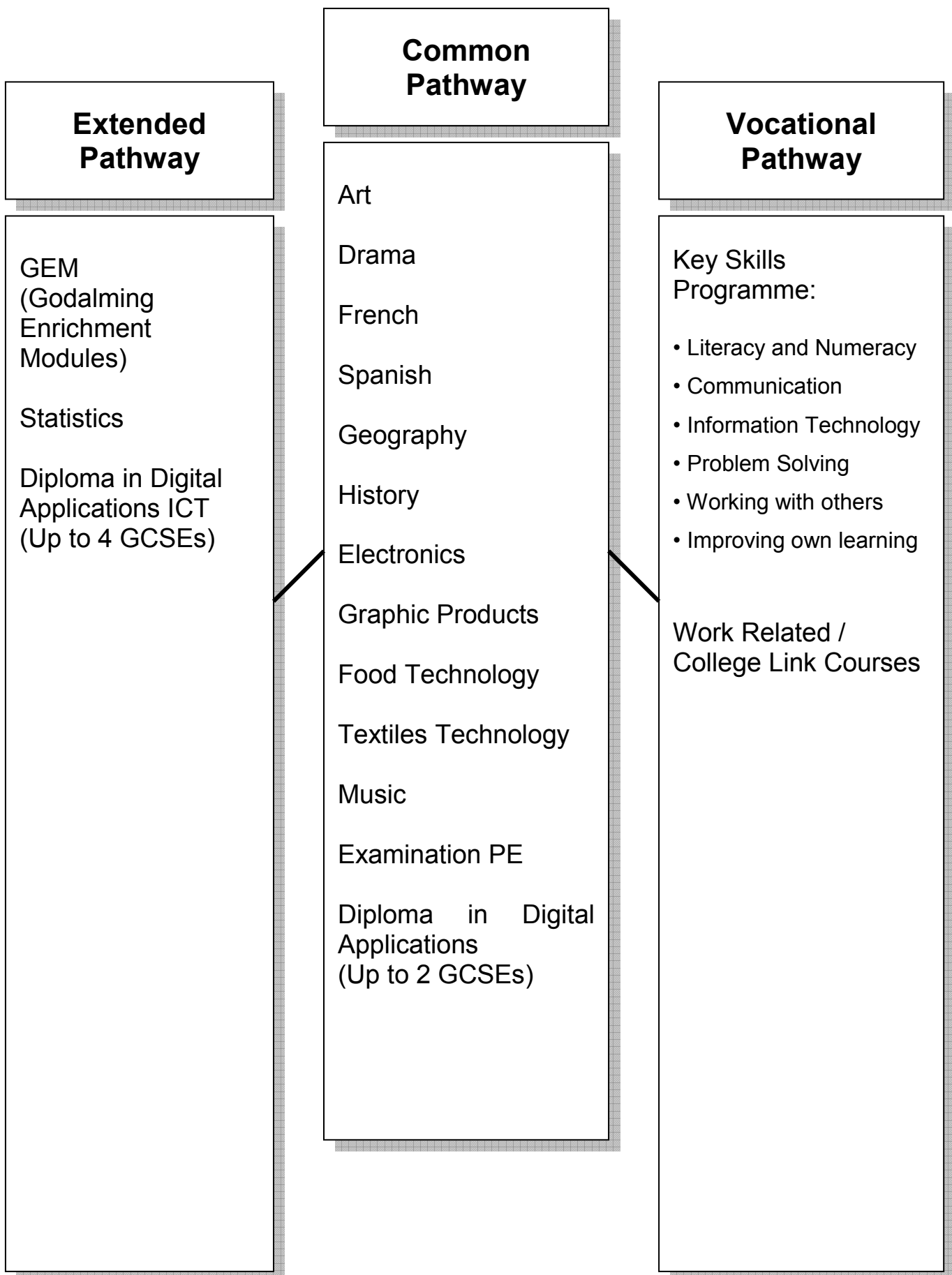
Art	French
Drama	Spanish
Geography	Food Technology
History	Electronics
Music	Graphic Products
Examination P.E.	Key Skills (selected students only)
ICT	Work related courses
Textiles Technology	

This subject list has been finalised following a survey of student preferences and students can follow an appropriate pathway, according to their aptitudes and abilities (see next page).

See option form at centre of the booklet

GROUPING OF STUDENTS IN YEARS 10/11

For core subjects students are placed, in teaching groups according to their ability. A major factor involved in this decision is their performance in the Year 9 Assessments. In option subjects where there may be only one teaching group then students have to be taught as mixed ability groups.



SUBJECT AND COURSE DESCRIPTIONS

Page	Subject	Page	Subject
5	English		Creative Arts
6	Mathematics Statistics	18	Art & Design
7,8	Science	19	Music
9	Information and Communication Technology (ICT)	20	Drama
10	Religious Education		Design & Technology
11	Physical Education	21	Graphics
12	Citizenship	22	Electronics
13	Languages	23	Food
	French & Spanish	24	Textiles
	Humanities		Additional Programmes
14	Geography	25	Key Skills for Language Unit students COPE
15, 16 & 17	History		

We will follow syllabuses as laid down by either AQA (Assessment and Qualifications Alliance), OCR Oxford, Cambridge and RSA Examinations, Edexcel Foundation, WJEC or ASDAN.

The next section gives a detailed summary of the aims, syllabus content and assessment requirements of each subject.

ENGLISH

AIMS

In the English course students will be developing their competencies in the three areas of study.

Speaking & Listening: To develop students' ability to formulate, clarify and express their ideas; adapt their speech to a widening range of circumstances and demands; listen, understand and respond appropriately to others; and, where appropriate, use the vocabulary and grammar of spoken standard English.

Reading: To develop students' ability to read accurately and fluently; understand, respond to and enjoy literature of increasing complexity drawn from the English literary heritage and from other cultures and traditions; analyse and evaluate a wide range of texts; and develop an awareness of personal, social, historical and cultural contexts and influences in the study of literature.

Writing: To develop students' ability to construct and convey meaning in written standard English, including the use of compositional skills to develop ideas and communicate meaning to a reader; the development of a wide range of vocabulary and an effective style; organising and structuring sentences grammatically and whole texts coherently; the development of essential presentational skills which include accurate punctuation, correct spelling and legible handwriting; and showing a wide variety of forms for different purposes.

These aims reflect those of the National Curriculum Order for English.

Students follow a course of English and English Literature leading to the award of two separate GCSE certificates.

Students will be provided with opportunities to:

1. develop their competence and confidence in speaking and listening through a range of situations, audiences and activities.
2. read literary and non-literary texts from a wide range of authors. The range of texts will include novels, poetry, plays, works of reference and the works of Shakespeare.
3. write in a range of styles and forms, including critical and imaginative responses to the reading of literature.

ASSESSMENT

In English, an assessment profile of 20% oral coursework, 20% written coursework and 60% examination.

English Literature is 30% coursework and 70% examination taken over two modules.

There are two tiers of assessment:

Foundation	-	Grades C-G
Higher	-	Grades A*-D

- Some students will also have the opportunity to take level 2 ALAN tests.



MATHEMATICS

The course meets the requirements of the National Curriculum in providing opportunities for students to develop skills in the following areas of Mathematics.

Using and Applying Mathematics

- a. Problem solving both in practical tasks and in mathematics for its own sake.
- b. Mathematical communication.
- c. Developing mathematical reasoning.

Number and Algebra

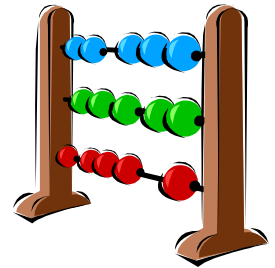
- a. Using calculators and computers.
- b. Using traditional pencil and paper methods of computation.
- c. Algebraic methods and techniques.

Shape, Space and Measure

- a. Exploring shape and space with a variety of representation and graphic images.
- b. Practical work on spatial relationships and measure.

Handling Data

- a. Formulating questions to investigate using statistical methods.
- b. Analysis of data.
- c. Graphical representation of findings.
- d. The principles of probability.



ASSESSMENT

Exam board syllabus to be confirmed due to 2010 changes in GCSE Maths.

AVAILABLE GRADES

Higher Grades	A* A B C and D
Foundation Grades	C D E F and G

In addition to GCSE Maths students may be offered the opportunity to study a BTEC in Maths and gain a functional Maths qualification.

STATISTICS

For students who in higher sets take GCSE Maths early.

The course meets the requirements of AQA GCSE Statistics. Some of the content is already covered by the Mathematics syllabus but will allow higher-level candidates to extend their knowledge.

SCIENCE

Most students will follow the AQA specification for the final assessment in 2012. The course is made up of two components; GCSE Science A and GCSE Additional Science. Each component will give rise to its own GCSE grade, so students will still achieve two GCSE grades in science.

The aims of the course are to encourage the students to:-

- Develop their interest in, and enthusiasm for, science
- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning

(1st GCSE) GCSE SCIENCE A (4461) has the following content:

Biology	- Unit 1a Human Biology - Unit 1b Evolution and Environment
Chemistry	- Unit 1a Products from Rocks - Unit 1b Oils, Earth and Atmosphere
Physics	- Unit 1a Energy and Electricity - Unit 1b Radiation and the Universe



Assessment of Science A

There are 6 externally set objective tests, 1 for each unit, each 30 minutes in length, worth 75% of the final grade, along with an externally set Investigative Skills Assignment, 45 minutes in length and worth 25% of the final grade. The objective tests are examined 3 times a year; in November, March and June.

(2nd GCSE)GCSE ADDITIONAL SCIENCE (4463)

The content in this award follows on from that of GCSE Science A; however this specification has a greater emphasis on explaining, theorising and modelling in science.

Assessment of Additional Science

There are 3 externally set written papers, each 45 minutes in length, 1 for each science discipline, Biology, Chemistry and Physics, worth 75% of the final grade, along with an externally set Investigative Skills Assignment, 45 minutes in length, worth 25% of the final grade. Papers may be sat twice a year in January or June.

There are two tiers of assessment for each GCSE:

- Foundation grades C – G
- Higher grades A* - D

EXAM BOARD: AQA

For a selected group:

After completion of the Science A Course we will be running the **Edexcel BTEC Course** instead of the Additional Science. This is 100% portfolio work with no terminal exam and would be of benefit to students who find written exams challenging.

**THREE SEPARATE SCIENCES COURSE – TOTAL OF 3 GCSEs
(1 GCSE) BIOLOGY (4411), (1 GCSE) CHEMISTRY (4421), (1 GCSE) PHYSICS (4451)**

This course is only offered to selected students who have achieved the highest levels in their Key Stage 3 End of Year 9 exams.

Biology (4411)

This comprises 3 components each with its own examination (B1, B2 and B3):

Biology 1: the Biology components from GCSE Science A (4461)

Assessment: Two externally set objective tests, worth 25% of the final grade.

Biology 2: the Biology component from GCSE Additional Science (4463)

Assessment: 45 minute written paper worth 25% of the final grade.

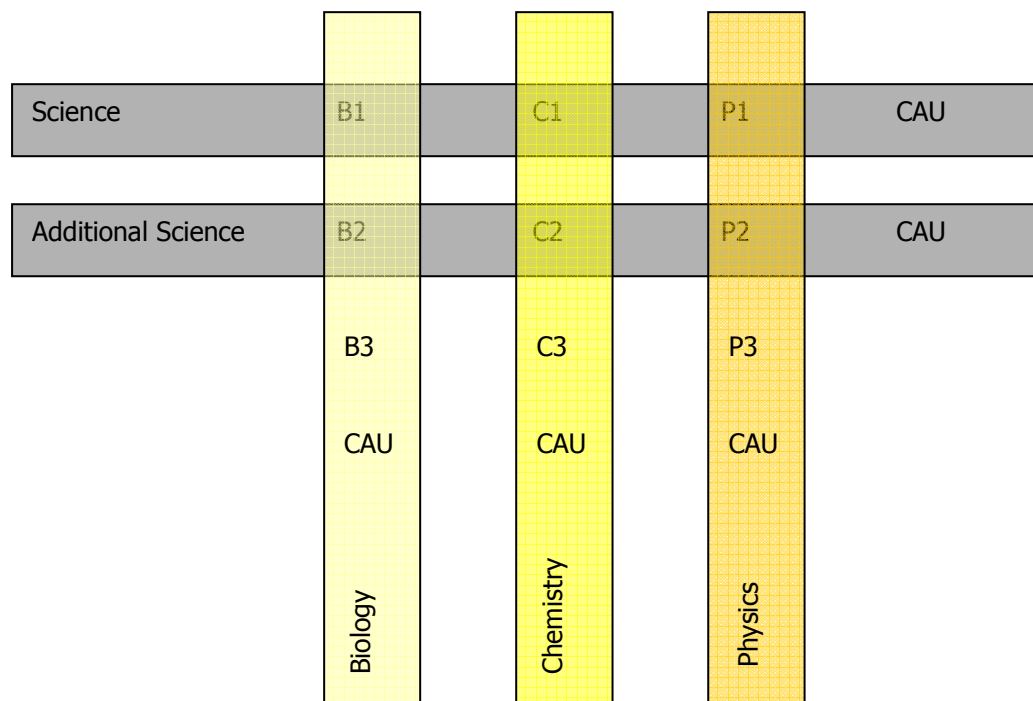
Biology 3: An additional course covering 6 further topics.

Assessment: 45 minute written paper worth 25% of the final grade.

There is also a Biology Centre Assessed Unit worth 25% of the final grade.

Chemistry (4421) and **Physics (4451)** have the same syllabus formats and assessments as Biology.

The following diagram shows the relationship between the specifications.



INFORMATION & COMMUNICATION TECHNOLOGY

GCSE

In Year 9 students complete *D201 Using ICT* the first of four GCSEs from EdExcel's Diploma in Digital Applications. There are no exams. Every GCSE is assessed by a series of linked tasks set by EdExcel.

During their Key Stage 4 **CORE LESSONS** they complete *D202 Multimedia* and/or *D203 Graphics*.

If they wish to gain all four GCSEs by completing *D205 Games Authoring* **they must either choose DiDA as one of their options or attend after school classes.**

<http://dida.edexcel.org.uk/home/>

A LEVEL

For the first time this year we are offering the chance to gain AS Applied ICT. This comprises two units: -

1. Information SystemsAge, assessed externally by examination, in part based on a practical task carried out in school in advance
2. Presenting Information Task, assessed internally

Students opting for this will be expected to complete all four DiDA GCSEs in their Core lessons. The greater skills they develop should enable them to do so in a shorter time span. However a part of their commitment to this course will be utilising extra-curricular opportunities, if necessary, to ensure they meet every submission deadline.

The demands of this higher level of study are something not every student will be able to tackle at this stage. To avoid disappointment you should talk us before submitting your final Options choices.

<http://www.wjec.co.uk/index.php?subject=72&level=21>

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RELIGIOUS EDUCATION

Religious Education (Short Course: no course work)

All non RE GCSE students will follow a two-year Short Course GCSE in Religious Education for one period each week as stated in the statutory guidelines laid down by the New Surrey Agreed Syllabus. This not only satisfies the requirements of the Surrey Agreed Syllabus, but also offers students the chance to gain an extra qualification. This is assessed at GCSE standard but with half the content of a full GCSE.

The course will make a significant contribution to students' spiritual and moral development and will enable them to develop their reasoning skills which are essential throughout their lives.

Students will study five units of work titled: Believing in God, Matters of Life and Death, Marriage and The Family, Social Harmony, Religion and the Media.

The final grade is allocated on the basis of one written exam paper

EXAM BOARD: EdExcel

PHYSICAL EDUCATION

GCSE PE

From Sept 2009 there is a totally new GCSE Syllabus for Physical Education. The major change is the opportunity to achieve a Double GCSE at the end of the course. Lessons will remain 2 hours of practical and 1 hour of theory per week.

Single Award

Knowledge & Understanding for the Active Participant (Unit 3)

External Assessment – Written Paper 40% of total marks (20% of the Double Award)

- Multiple Choice
- Short Answer Question
- Extended answers based on a scenario issued prior to the examination.

Active Participant (Unit 4)

Controlled Assessment in school – 60% of total marks (30% of the Double Award)

Four Assessments

- From at least two groups - ways of thinking
- At least two performances must be as Player/Performer
- At least one must be in a different role.

Double Award - All of the single award, plus;

Knowledge and Understanding for the Involved Participant (Unit 5)

External Assessment – Written Paper - 20% of total marks

- Short answer questions
- Extended answers based on a scenario issued prior to the exam

The Involved Participant (Unit 6)

Controlled assessment in school – 30% of total marks

Four Assessments

- Chosen from: player/performer; organiser; leader/coach; choreographer; official
- Including a third way of thinking (if three ways of thinking were not covered in Single Award)

Ways of thinking (practical assessment: Single – 4 activities from 2 groups, Double award 4 activities from 3 groups)

Group 1 – Outwitting Opponents (games activities such as Football)

Group 2 – Accurate Replication of Actions, Phrases and Sequences (gymnastic activities)

Group 3 – Exploring and Communicating Ideas, Concept and Emotions (dance activities)

Group 4 – Performing at Maximum Levels in Relation to Speed, Height, Distance, Strength or Accuracy (Athletic Activities)

Group 5 – Identifying & Solving Problems to Overcome Challenges of an Adventurous Nature (OAA)

Group 6 – Exercising Safely & Effectively to Improve Health and Wellbeing (health and Fitness activities)

Exam Board: AQA

CITIZENSHIP

This is a course followed by all students and provides a focus within the curriculum for their personal and social development, health education and citizenship. The course builds on the work done in the Lower School and will help students to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social, community and cultural issues they face as they approach adulthood. Lifeskills gives students opportunities to reflect on their experiences and how they are developing.

The AIMS are:

- To help students develop self-confidence and a sense of achievement and worth.
- To develop personal qualities, social and study skills which will enable students to make informed decisions, manage emotions, handle relationships and respond successfully to the demands of school and community life.
- To promote physical and mental well-being.
- To prepare students for their roles in school and in the wider community as responsible citizens, to show respect for the diversity of, and differences between, people; to make a positive contribution to the world of work, and gain fulfilment from leisure opportunities.
- To enable students to reflect on social, political, moral and spiritual issues in order to develop informed and rational judgement and responsible attitudes, values and beliefs.

The course is arranged in units of work, each lasting approximately six weeks. A number of topics are covered, relating to aspects of citizenship, healthy lifestyle, sex and relationships education, the environment, careers and economic and political awareness.

ASSESSMENT

Assessment is made throughout the course using self and peer group assessments.

LANGUAGES FRENCH AND SPANISH



Languages are challenging, fun and relevant to life in today's world. GCSE languages provide a stimulating and motivating step up into the world of work, travel and fulfilment.

Students at GCSE build on the knowledge that they have gained at KS3 and develop the skills they need to effectively communicate in another language. The study of a foreign language at GCSE prepares students for the world of work in Europe and the wider world as well as providing a step up to further study at A-level and beyond.

Students develop a range of self-study techniques and become more effective learners, having a set of transferable skills to draw upon. Many of the study techniques that are employed at GCSE help significantly in other subject areas, and there is no doubt that employers look favourably upon those who achieve good grades in a language, a sure indication of the ability to work consistently over a sustained period.

Motivating and challenging lessons are delivered to option groups and a range of support materials is available to ensure that students achieve their full potential.

To support the curriculum, a totally new scheme of learning has been written and we are introducing new programmes of trips abroad and continue to update the teaching resources to ensure that they are up to date.

KEY TOPICS

- **My World** includes interests, friends, school and future plans.
- **Holiday Time and Travel**
- **Work and Lifestyle**
- **The Young Person in Society**

Completing the option form:

- Those that wish to take a language at GCSE should choose one that they are currently studying.
- If you have studied French and Spanish (in Year 9) and wish to continue with BOTH languages, select French and Spanish.

ASSESSMENT

The syllabus offered at Key Stage 4 is the AQA French Linear course or the AQA Spanish Linear course, (or both). Assessments are undertaken in the key areas of listening, speaking, reading and writing with the speaking element being internally assessed and the writing element marked and assessed by the exam board.

EXAM BOARD: AQA

GEOGRAPHY

“Geography is the subject which holds the key to our future”

Michael Palin

The syllabus has been designed to reflect the changing world in which we live. It builds on the Key Stage 3 programme of study and provides students with a base for higher study.

The syllabus gives students opportunities to:

- Actively engage in the process of geography to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.
- Appreciate the differences and similarities between people’s views of the world, its environments, societies and cultures.
- Develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive.
- Develop and apply their learning to the real world through fieldwork and other out-of-classroom learning.

The subject content focuses on knowledge and understanding and skills, and is contained in four units:

Unit 1 – Dynamic Planet

Units studied: Restless Earth, Climate and Change, Battle for the Biosphere, Water World, Coastal Change and Conflict, Oceans on the Edge.

Unit 2 – People and the Planet

Units studied: Population Dynamics, Consuming Resources, Living Spaces, Making a Living, Changing Countryside, World at Work.

Unit 3 – Making Geographical Decisions:

The unit assesses student’s ability to make decisions about geographical issues and justify them.

Unit 4 – Researching Geography

Students need to complete a fieldwork investigation and report. They complete one of the tasks provided by Edexcel on one of the following themes: coastal environments, river environments, rural/countryside environments, town/city environments.

ASSESSMENT

- Units 1, 2 and 3 are externally assessed through 1-hour examination papers.
- Unit 4 is an internally assessed unit.
- Each unit is worth 25% of the final grade.
- The three written papers are set out at two tiers (Foundation and Higher).

EXAM BOARD: Edexcel B

HISTORY

Course Title: Modern European and World History (Edexcel History Syllabus A).

AIMS: To develop knowledge, skills and understanding in:

- The key events, people and issues in the periods and topics studied.
- The key features and characteristics of the period studied, to include the social, cultural, religious and ethnic diversity of the societies studied as well as the different experiences of men and women British, European and World History.
- History on different scales, local, national, European, International and global.
- History in different ways, notably in-depth or in outline.
- History from different perspectives, for example, political, economic, social, technological, scientific, religious or cultural.
- History using a range of sources of information, appropriate to the period including ICT, such as written and visual sources, artefacts, music, oral accounts, buildings and sites.

Why study Modern World History?

History is a very popular subject at GCSE, and one in which many students do very well.

There are many good reasons for taking history. Some of the best are:

You enjoy it.

You can do well in it.

History teaches transferable skills, useful in many jobs.

Colleges, Universities, and employers are all interested in seeing the study of a range of subjects, and good grades in those subjects.

Because it will help you understand the world you live in. The events of the last 100 years help to explain the problems and opportunities of the world today.

Because of the very valuable skills you will develop. This could be the most important reason of all – in History you deal with real people, and you can work out why they did what they did.

You will improve your ability to judge whether you are being told the truth, only part of the truth, or something completely untrue.

What will I learn?

About International Relations – what leads to conflicts between the countries, and how these conflicts are settled.

About one nation in depth – which will help you understand how people in another time and place thought about the world.

About how historians use sources to find out about what happened – it could be the Home Front in the Second World War or the USA during the Vietnam War.

How will I be assessed?

For Units 1, 2 and 3 you will have an exam.

Unit 4 is a controlled assessment and you will research a task then write it up in the classroom.

There will be a variety of questions in the examination papers but none of these should be a surprise as you will be shown some examples to help you practice and do well.

Remember that the examiners want you to do well and will be looking for comments to reward rather than looking to spot mistakes or gaps in your knowledge.

Many of the questions styles will be like those you have already done in Key Stage 3. There will be questions which ask you what you know and have learnt, and other questions which are more about your own opinions and letting you give your own explanations and reasons for something that happened in the past.

What will I study for Unit 1?

Peace, War and International Relations 1900 to 1991

How and why did the Cold War develop 1943 to 1956?

Three Cold War crisis: Berlin, Cuba and Czechoslovakia c.1957 to 1969.

Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union.

What about the Unit 1 Exam?

Three sections worth 60 marks. Each section has three questions containing a:

Part a) on an historical source. 2 marks.

Part b) describing key features. 6 marks

Part c) explaining the causes or results of an event. 12 marks

What will I study for Unit 2?

Modern World Depth Study: USA 1919-1941

The US economy 1919 to 1929: Boom and Bust!

US society 1919 to 1929: Roaring 20's, prohibition and racism.

The USA in Depression 1929 to 1933: Causes and results of the Wall Street Crash.

What about the Unit 2 Exam?

Three questions worth 50 marks.

Question 1) Sources, key features, causes, results, 26 marks.

Question 2) Key features, change. 8 marks

Question 3) Explain the causes or results of an event. 16 marks

What will I study for Unit 3?

Modern World Source Enquiry:

War and the transformation of British Society c.1931-51

The impact of the Depression 1931-9 with a case study on the Jarrow Crusade.

Britain Alone

Britain at War

Labour in power, 1945-51

What about the Unit 3 Exam?

Sources booklet on Britain and War 1931-51

Five questions worth 50 marks.

Question 1) Understand a source. 6 marks

Question 2) Purpose of a source. 8 marks

Question 3) Comparing sources. 10 marks

Question 4) Reliability of sources. 10 marks

Question 5) Use sources and own ideas to discuss an historical interpretation. 16 marks

What will I study for Unit 4?

Representations of History: Vietnam 1960-75.

Coursework Enquiry.

Reasons for the US involvement in Vietnam.

The impact of the war on Civilians and the military, in the USA and in South Vietnam.

The growth of protest in the USA and the end of the conflict.

What about the Unit 4 Exam?

Single, internally assessed exam, externally moderated.

Tasks set by the Exam Board, Edexcel.

Time allowed: 150 minutes.

Three questions worth 50 marks.

Notes can be taken into the exam.

Question 1) Carry out an historical enquiry. 20 marks.

Question 2) Compare representations of history. 10 marks

Question 3) Analyse and evaluate interpretations of history. 20 marks

How will the Course be taught?

Unit 2: Modern World Depth Study: USA 1919-1941

Unit 1: Peace, War and International Relations 1900 to 1991: The Cold War.

Unit 4: Representations of History: Vietnam 1960-75.

Unit 3: Modern World Source Enquiry: War and the transformation of British Society c.1931-51

When will I sit the exams?

Exams will be sat at the end of each of the units that make up the course.

This will allow students time, if necessary, to take re-sits to improve upon their results.

The course will begin with the most demanding topics and become easier towards the end, when re-sits are less possible.

EXAM BOARD: Edexcel

ART AND DESIGN

Why study art and design?

If you want to develop skills that will expand your creativity and imagination then you will enjoy GCSE art and design. This is a practical subject where you will get the opportunity to work with a wide range of media and materials however there is a written component for those who express themselves well with words. The possibilities for personal expression are endless. This GCSE can lead to higher education in courses such as A or AS level, GNVQ or NVQ, diplomas in art and design which in turn can lead to careers in the fields of Advertising, Fashion Design, Marketing, Architecture, Web Design, Publishing and the Media.



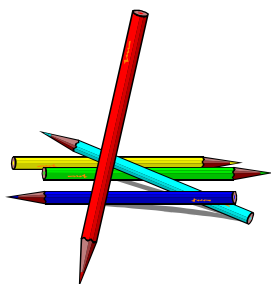
What skills will you need?

- ✓ Strong ability to draw from observation and imagination
- ✓ The ability to think up ideas independently
- ✓ The ability to draw block lettering
- ✓ High standards of presentation and layout
- ✓ Excellent organizational skills - to remember all equipment and your sketchbook every lesson!
- ✓ Excellent attendance - as the coursework is completed throughout years 10 and 11
- ✓ The ability to meet strict coursework deadlines

What skills will I learn?

The skills you will develop doing GCSE art will be varied but you will learn how to

- Understand the world of art, craft and design and relate it to your work
- Develop a working knowledge of materials, practices and art specialist skills to create high quality outcomes such as painting, printmaking, textiles and three dimensional work
- Fully investigate and research given tasks and themes
- Write about works of art critically and analytically (there is a written component)
- Express your personal ideas, feelings and meanings using visual language
- You will also develop an understanding of the place of art craft and design in history and society



Coursework

You will be expected to produce one portfolio of work, which is worth 60% of your overall GCSE result. It is expected that you produce preparatory work in the form of a sketchbook and/or work on paper and a final outcome that is a development of this preparatory work. The project is set by your teacher and is usually a theme – meaning you can develop the work in any area or direction that interests you, providing it has a link to the given theme! This work is completed in lesson time over years 10 and 11 so good attendance is essential.

Examination

For the exam you will be expected to produce one project, which is worth 40% of your overall GCSE grade. The examining board sets this project however you have the choice of over 35 questions! Therefore there will be at least one that you like! You will be given six weeks to produce the sketchbook of preparatory work and then sit a 10 hour timed exam over two days during which you will produce the final outcome. Both the sketchbook of preparation and the final piece are submitted for assessment and equate to 40%.

EXAM BOARD: WJEC

MUSIC

GCSE Music is a guided option, offered only to those students who have shown a particular interest, aptitude and ability in Music. Students will be advised by the Head of Music about the appropriateness of the course for them.

There are three parts to the course:

PERFORMING MUSIC, COMPOSING MUSIC and LISTENING AND APPRAISING



LISTENING AND APPRAISING

40% of the total marks (*assessed by a written listening examination at the end of the course*)

Different analysis and musical study skills are taught through a variety of set works. During the final examination there are two sections of questions – section A includes questions based on recorded extracts of set works and in section B there is an in-depth question on a chosen set work(s).

PERFORMING COURSEWORK:

30% of the total marks (*internally assessed and moderated by Edexcel examination board*)

Students will be required to produce a portfolio of performances both solo ensemble. From this portfolio the final solo and ensemble performance submission will be chosen. Performances may be on any instrument, including voice, and in any style. Students will be expected to take the opportunity to participate in school concerts, and musical events throughout the two years of study. They must be prepared to have instrumental/vocal lessons, if not already doing so, and rehearse both at home and in school as need requires.

COMPOSING COURSEWORK:

30% of the total marks (*internally assessed and moderated by Edexcel examination board*)

Students will be required to produce a portfolio of compositions from which two compositions OR two arrangements OR one arrangement and one composition will be chosen for the final submission. There will be a number of composition projects throughout the two years of study and these will encompass a variety of style and genres.

ASSESSMENT:

This takes place both internally throughout the course and externally by means of a final written listening examination. Grades are awarded by the examination board.

Music Technology forms an important part of the course content and will be used where appropriate.

EXAM BOARD: EDEXCEL

DRAMA

The GCSE course provides a variety of opportunities for students to develop their skills and qualities in both performance and technical aspects of Drama. The course is organised as follows:

Paper Title Description
1 Drama Coursework (60%)
Unit 1: Drama Exploration I
Teacher-assessed practical work
supported by a portfolio of
documentary evidence



This unit of coursework is concerned with the use of drama to explore ideas and issues in response to stimulus material selected from different times and/or cultures. Students have the opportunity to use drama forms to deepen their knowledge and understanding of an idea or issue and to communicate this understanding through the medium of drama. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.

Unit 2:
Drama Exploration II
Teacher-assessed practical work
supported by a portfolio of
documentary evidence

This unit of coursework is concerned with the exploration of a complete and substantial play chosen by the centre. The purpose of this unit is to give students knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.

Drama Performance (40%)
Externally assessed practical examination
of ONE of the following options:
Option a: Devised performance or
Option b: Performance support or
Option c: Scripted performance

This paper is concerned with the skills required in drama to perform work to an audience. Students have the opportunity to demonstrate their skills as performers or in a theatre craft using any appropriate material as a stimulus for performance. For option C, the stimulus must be a play script. The assessment activities for this paper are set by the teacher within prescribed guidelines and are externally marked.

EXAM BOARD: EdExcel

DESIGN AND TECHNOLOGY

The contribution of DT is quite distinct amongst the various subject areas of the curriculum. The most obvious feature of the work is that students are required to produce practical solutions to real problems.

Students will already have found that there is more to DT than just practical work, and will be aware of a simplified procedure for designing and making artefacts and models using a variety of materials. DT courses in the Years 10/11 aim to extend this valuable experience using the following objectives:

- The identification of problems which can be solved through practical/technological activity
- Analysis of problems leading to detailed design specifications
- Gathering and assessing of relevant information
- Generation and recording of ideas as potential solutions to problems
- Planning and realisation of solutions
- Comparison and evaluation of performance of solutions



These courses have been developed for GCSE.

GRAPHIC PRODUCTS

Focused on the communication of ideas in designing and making.

ELECTRONICS

Focused on electronic product design and making.

FOOD TECHNOLOGY

Focused on using food to explore, investigate and develop products.

TEXTILES TECHNOLOGY

Focused on using material to explore, investigate and develop products.



GRAPHIC PRODUCTS

This course focuses on the communication of design ideas. The work is centred on design projects, with particular emphasis on graphic techniques and modelling of solutions. As the students' solutions will be modelled rather than manufactured, there will be considerable opportunity to tackle a range of tasks eg. advertising and packaging. A wide range of resources will be used to produce effective drawing and models.

The use of 2D design will ensure that students will acquire the necessary CAD/CAM skills required at GCSE.

ASSESSMENT

Final grade is made up by: Coursework 60% Exam paper 40%

Controlled assessment: The students will produce one major project in Year 11. A product is produced through development work focusing on a particular situation. A design folio is produced relating to this process. All work must be supervised and must therefore be completed in the lessons.

Exam There is one final examination paper set in one tier covering grades A* - G.

EXAM BOARD: AQA

ELECTRONICS

This course is designed to allow students to work in a practical way with electronic systems. A project approach is used to cover much of the syllabus content, in Year 10 working on shorter projects, developing into Year 11 where students can devise their own. Examples of projects would be, pet feeding devices, alarm systems, electronic games, control system for greenhouses, etc. PIC's (Peripheral Interface Controller) programmable chips are now a popular option for use in final projects.

It will be apparent that these systems are largely electronic and therefore we advise that an interest and ability in Mathematics and Science are desirable.

ASSESSMENT

Final grade is made up by: Coursework 60%
Exam paper 40%

Controlled Assessment: The students will produce one major project in Year 11. An electronic product is produced through development work focusing on a particular situation. A design folio is produced relating to this process. All work must be supervised and must therefore be completed in the lessons.

Exam

There is one final examination paper set in one tier covering grades A* - G.

EXAM BOARD: AQA – This is a change of Exam Board from previous years.

FOOD TECHNOLOGY

Students will work with a range of food in order to gain knowledge and understanding of the working characteristics and processing techniques used when designing and making food products. An awareness of industrial production will also be evident. Health and Safety underpins the whole course. Students must provide their own ingredients and will cook at least once a week. Practical skills include methods of cake making, sauce making, bread making, pastry making (shortcrust, flaky, choux), desserts and savoury dishes.

ASSESSMENT

The final grade is made up by:

Coursework	60%
Exam paper	40%

Controlled assessments:

The students will produce one major project in Year 11. A product is produced through development work focusing on a particular situation. A design folio is produced relating to this process.

Students should present their folio using a range of methods including the use of ICT. All work must be supervised and therefore be complete in the lessons.

Exam:

There is one final examination paper set in one tier covering grades A* - G

EXAM BOARD: AQA



TEXTILES TECHNOLOGY

Students will work with a range of material on order to gain knowledge and understanding of the working characteristics and processing techniques used when designing and making textile products. An awareness of industrial production will also be evident.

Practical skills include batik, tie dying, embroidery, knitting, screen printing, quilting and appliqué. A wide range of areas will be covered including fashion, soft furnishings, using commercial patterns and accessories.

ASSESSMENT

The final grade is made up by:

Coursework	60%
Exam paper	40%

Controlled assessments:

The students will produce one major project in Year 11. A product is produced through development work focusing on a particular situation. A design folio is produced relating to this process.

Students should present their folio using a range of methods including the use of ICT. All work must be supervised and therefore be complete in the lessons.

Exam:

There is one final examination paper set in one tier covering grades A* - G

EXAM BOARD: AQA



KEY SKILLS OPTION FOR SLCN CENTRE STUDENTS

The SLCN (Speech, Language and Communication Needs) Centre students will receive the Speech and Language Therapy (SaLT) input required by their statements through the Key Skills option. This is delivered by the Speech and Language Therapists (SaLTs) and SLCN Centre staff.

During Years 10 and 11 they will have the opportunity to take the Level 1 Key Skill qualifications in 'Communication' and the Wider Key skills in 'Problem Solving', 'Improving Own Learning' and 'Working with Others'. At Level 1 each of these qualifications are equivalent to half a GCSE at F/E grade. It may be possible to take one or more of these at Level 2 (equivalent to half a GCSE at C/B grade) depending on the individual student's ability to work at that level and how quickly they work.

During Key Skills SaLT is delivered tailored to the individual students needs including specific word learning strategies, expressive language, memory skills, thinking skills, organisation of ideas, revision techniques, exam language, social skills and emotional literacy. This program supports the curriculum and enables the students to cope with the increased language demands of Key Stage 4 and GCSEs.

CERTIFICATE OF PERSONAL EFFECTIVENESS FOR SLCN CENTRE STUDENTS

This is an option for SLCN Centre/SEN students who will benefit from a structured course developing skills in social communication, independence, group working, planning, organisation and portfolio building. The course teaches the skills required to move onto vocational courses at college. This course is only offered to some students and they will be made aware if this is an appropriate course for them.

An emphasis is placed on:

- Making the most of personal qualities
- 'Real life' activities and tasks
- Pupil planning, negotiations and organising
- Collecting evidence of achievement in a portfolio
- Recording achievements both in and out of school

Students will initially work towards the ASDAN Bronze Award, and then the ASDAN Silver Award. They will then proceed to the Certificate of Personal Effectiveness (CoPE) qualification.

Assessment is by coursework.

Awarding group: ASDAN (Award Scheme Development Accreditation Network)