

Pathways to Success at Key Stage 4



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Overview

Deciding which courses to study in year's 10 and 11 can be a difficult and daunting process. Our aim at school is to provide a balanced and broad curriculum to ensure students are prepared for the next stage in their life after school whether this is A level, Btec, Apprenticeships or the world of work. We want our students to have ambition and aspiration choosing options that they will enjoy studying for 1 or 2 years and that will challenge them to reach their potential.

We suggest students with parents discuss each of the available options using the tick boxes at the end of each page as a starting point to narrow the choices.

Students will have already had the opportunity to find out more about the various options available; if parents and students wish to have a meeting with me prior to parents evening please contact school.

At the back of this booklet is a list of websites that you may find useful together with a 'Connexions' worksheet.

Ms. Z. Mottershaw
Phase Manager – KS4

Timeline

- Options booklet and student reports published February 2017
 - Year 9 Parents and student Options Forum Thursday 23rd March from 5.30pm – 6.30pm
 - Completed Options preference forms returned to school by Friday 28th April
 - Options confirmed at Parents Evening Thursday 18th May
-



Pathways to Success

Core Curriculum

In year 10 all students will continue to study the 'core subjects'. The outline of each of these subjects is in the following pages.

"Believe you can and you're halfway there." Theodore Roosevelt

At St Martins School the core curriculum consists of:

- English and English Literature
- Mathematics
- Science
- PE – non examined
- Travel and Tourism
- Modern Foreign Languages

ENGLISH / ENGLISH LITERATURE

QUALIFICATION OBTAINED: two GCSEs using the WJEC examination board

BRIEF OUTLINE OF THE SUBJECT:

English is taught as a combined course with English Literature. The course teaches skills in reading, writing, speaking and listening based on a variety of fiction, non fiction and media texts.

Assessment:

external examinations:

English language - (two examinations) covering reading the media and writing.

English literature—(two examinations) covering a selection of poems, set texts and unseen poetry.

Speaking and Listening covering:

* An individual presentation

MATHEMATICS

QUALIFICATION OBTAINED: GCSE (Edexcel)

BRIEF OUTLINE OF THE SUBJECT:

Mathematics is taught in sets according to the ability and capability of the students. We teach to the 2-tier GCSE which allows grades 1-5 at Foundation and grades 4-9 at Higher.

We are constantly developing our scheme of work to respond to the demands of the GCSE and the needs of the modern world, where students will be expected to apply their knowledge in unfamiliar situations rather than answer straight forward questions. This involves developing a willingness to try without the guarantee of immediate success, or instant help, and to be encouraged to proceed until problems are solved.

We support students throughout their GCSE and particularly year 11 through intervention in small groups, revision classes at lunchtime and after school. We encourage students to invest extra time and effort, which we will always match, in order to achieve the best grade possible.

HOW THE SUBJECT IS ASSESSED:

Ongoing assessment throughout year 10 and 11, including Mock exams in year 11.

Final assessment takes place in the summer of year 11 where pupils will sit 3 papers; one calculator and two with calculator available.

There is no coursework element in maths and the final grade awarded is based solely on performance in these final exams.

SCIENCE

QUALIFICATION OBTAINED:

GCSE Combined Science (equivalent to 2 GCSE's) or Separate GCSE Science (a separate GCSE in Biology, Chemistry and Physics, 3 GCSE's)

Our Aim: Make Science accessible and interesting for all

We believe that science has something to offer every student, so want to provide opportunities for you to complete qualifications that will help meet your needs, abilities and aspirations. In trying to fulfil this aim, we will be following the new AQA linear GCSE specification. The AQA specification is flexible, which means, we will be able to move individuals between the combined and separate Science GCSE course- making our final decisions at the end of year 10.

WHAT COURSE WILL YOU FOLLOW?

AQA GCSE Combined Science or AQA GCSE Biology, AQA GCSE Chemistry and GCSE Physics

As Pupils have started the GCSE course in year 9, by the start of year 10 we have a good idea as to which pupils will continue on the Separate Science Route. The rest of the pupils will work toward the GCSE Combined Science Qualification, at the end of year 10 it will be decided as to who should continue with the Separate Science GCSE's and if anyone should move onto the Combined Science Route.

HOW WILL IT BE ASSESSED?

Combined GCSE Science Assessment will consist of 6 exams;

Biology paper 1 and paper 2, Chemistry paper 1 and paper 2, and Physics paper 1 and paper 2. Each exam is worth 16.7%.

Throughout the course pupils will complete 16 'required' practicals across biology, chemistry and physics, they are then examined on them in the final exams.

Separate Science GCSE

GCSE Biology will consist of Paper 1 and paper 2 each worth 50% of the overall grade. Pupils will complete 8 'required' practicals which they will then be examined on in the final exams.

GCSE Chemistry will consist of Paper 1 and paper 2 each worth 50% of the overall grade. Pupils will complete 8 'required' practicals which they will then be examined on in the final exams.

GCSE Physics will consist of Paper 1 and paper 2 each worth 50% of the overall grade. Pupils will complete 8 'required' practicals which they will then be examined on in the final exams.

Further information and specifications can be found; <http://www.aqa.org.uk/subjects/science/gcse>

Travel and Tourism

QUALIFICATION OBTAINED: Btec First Certificate in Travel and Tourism which is equivalent to 1 GCSE.

BRIEF OUTLINE OF THE COURSE:

Pupils will investigate the tourism industry in the UK and how it has developed over the last century. There are two core units that form the fundamental knowledge and understanding of the travel and tourism sector, followed by two specialist units. This course hopes to inspire and enthuse learners about the travel and tourism sector.

Modules include:

Unit 1: The UK Travel and Tourism Sector – this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector. **Exam based assessment**

Unit 2: UK Travel and Tourism Destinations – this unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes.

Unit 3: The Development of Travel and Tourism in the UK – which looks at developments that have shaped the sector and how the UK travel and tourism industry has developed as lifestyles, interests and technology have changed, giving an insight into why it is such a dynamic sector.

Unit 5: Factors Affecting Worldwide Travel and Tourism – covers the influential factors on tourism and why events such as natural disasters can have a significant impact on the sector.

The course will be assessed through an exam on *Unit 1: The UK Travel and Tourism Sector* which will be sat in year 10 or year 11 (depending on pupils sitting RS); and through the production of a portfolio of evidence which the students will be responsible for collecting and organising as the course progresses.

FRENCH

QUALIFICATION OBTAINED: GCSE French (Edexcel)

BRIEF OUTLINE OF THE SUBJECT:

Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This subject consists of **four units** based on the skills of **speaking, writing, reading** and **listening**. Each makes up 25% of the overall GCSE awarded.

- Listening – understand and respond to different types of spoken language.
- Speaking – communicate and interact effectively in speech.
- Reading – understand and respond to different types of written language.
- Writing – communicate in writing.

There are 5 themes in the specification. They are: Identity and Culture; Local Area, Holiday and Travel; School; Future Aspirations, study and work; International and Global dimension.

Useful links for GCSE FRENCH

<http://www.edexcel.com/quals/gcse/gcse09/mfl/french/Pages/default.aspx>

<http://www.bbc.co.uk/schools/gcsebitesize/french/>

<http://www.languagesonline.org.uk/>

<http://www.whystudylanguages.ac.uk/>

SPANISH

QUALIFICATION OBTAINED: GCSE Spanish (Edexcel)

BRIEF OUTLINE OF THE SUBJECT:

Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This subject consists of **four units** based on the skills of **speaking, writing, reading** and **listening**. Each makes up 25% of the overall GCSE awarded.

- Listening – understand and respond to different types of spoken language.
- Speaking – communicate and interact effectively in speech.
- Reading – understand and respond to different types of written language.
- Writing – communicate in writing.

There are 5 themes in the specification. They are: Identity and Culture; Local Area, Holiday and Travel; School; Future Aspirations, study and work; International and Global dimension.

Useful links for GCSE SPANISH

<http://www.edexcel.com/quals/gcse/gcse09/mfl/spanish/Pages/default.aspx>

<http://www.bbc.co.uk/schools/gcsebitesize/spanish/>

<http://www.languagesonline.org.uk/>

<http://www.whystudylanguages.ac.uk/>

Choices

In addition to the core subjects students will also study three additional subjects. Two of these subjects will be studied from year 10 and an additional subject chosen in year 10 to be studied in year 11.

Therefore some options are studied for 1 year for 4 hours per week and may be in a mixed class of year 10 and 11, whilst some options are studied for 2 hours per week for two years.

The courses for this year are:

- Art and Design GCSE
- Food Technology GCSE
- Geography GCSE
- History GCSE
- Cambridge National Award in Creative iMedia
- ICT/Computing (year 11 only)
- Physical Education GCSE
- Media Studies GCSE
- Music Btec
- Performing Arts Btec DANCE
- Performing Arts Btec ACTING
- Religious Studies GCSE
- Resistant Materials GCSE (year 11 only)

Please note that the least popular of these courses will not run.

Qualification obtained: GCSE Art and Design OCR

Brief outlines

Portfolio (60%)

The OCR syllabus requires that students submit **one unit of coursework** (Portfolio). This body of work will constitute 60% of the final grade. This *coursework* will be completed in lesson time, art club and at home throughout Year 10 and up to the end of the Autumn Term in Year 11. The successful student will need to keep a sketchbook and be self-motivated and enthusiastic about working outside lesson time.

Exam (40%)

The remaining 40% will be determined by an examination. Exam papers will be issued to students from the beginning of January in Year 11. Each student will prepare an answer (over several weeks) to one question posed by the examination board (OCR). Following this a final outcome will be produced during a formal 10 hour examination (*over two whole school days*). The resulting body of work is produced and marked in the same manner as the Portfolio unit.

How it is assessed

All work produced in class and at home will count towards the final grade. The students work will be exhibited in the Art Department at the end of the course, which in turn is assessed by staff then moderated by an external moderate. Portfolio and exam will be assessed using the OCR Criteria below.

AO weightings in OCR's GCSE (9–1) in Art and Design

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of GCSE (9–1) Art and Design				
	AO1	AO2	AO3	AO4	Total
Portfolio (01)	15	15	15	15	60
Externally set task (02)	10	10	10	10	40
	25	25	25	25	100

Course Requirements - Possible Portfolio units:

Food (2/3-D) - You will produce observed studies of food and develop artwork influenced by a range of artists:

Wayne Thiebaud (painting of cakes)

Sarah Graham (Paintings of Sweets)

Kate Brinkworth (Paintings of Bottles)

Andy Warhol (printmaking from packaging)

Claes Oldenburg (sculpture of food)
Patianne Stevenson (sculpture of food)
Kate Malone (Ceramics of food)

Following this experience, each student chooses one of the above to specialise in. The final outcome will be the result of more in depth research and development inspired by the relevant artist. Students are also given the opportunity to research another artist of their choice relating to the unit.

Self-Portrait (2-D)

You will produce self-portraits in response to the work of:

Chuck Close (photo)
David Hockney (abstracted/ fragmented)
Melissa Cooke
Barbara Kruger
Jenny Saville
Cindy Sherman
Cristina Otero
Frida kahlo

Each student produces a final (overall) self-portrait using the skills learned. Again students are given the opportunity to research another artist of their choice relating to the unit.

Gallery Visits

To be decided on during the course to coincide with current exhibitions both locally and nationally.

Careers

The modern workplace needs a creative mind that offers lateral thinking and innovative solutions. Students leaving with art and design qualifications will have opportunities to move into a number of different occupations including: artist (painter, printmaker, ceramicist/ potter, sculptor etc.); designer (graphic, three-dimensional, fashion, textile, theatre stage etc.); animator; jewellery maker; photographer; Architect; museum/ gallery curator; exhibition organiser; gallery education officer; art teacher/ lecturer.

*Definite
preference*



*Maybe
preference*



*Definite
no*



FOOD TECHNOLOGY - studied and examined in one year, year 11

QUALIFICATION OBTAINED: AQA GCSE Design Technology (Food Technology Syllabus)

BRIEF OUTLINE OF THE SUBJECT:

This course aims to give students a good working knowledge of food at home and in industry. In year 10 practical sessions are focused on building a portfolio of practical skills and knowledge including amongst others: bread making, rice, pasta cookery, cakes, pastries and chilled desserts and in Year 11 students are asked to apply all they know in a piece of coursework.

As well as the full range of practical skills students are required to understand the characteristics and properties of the materials they are working with.

HOW THE SUBJECT IS ASSESSED:

Throughout the course students will receive feedback on practical and written work. The major project (60% of the overall grade) is broken down into 3 separate pieces with three individual deadlines. At the end of year 11 student will sit a two hour exam for which they are given a preparation sheet 3 months prior to the exam. (40% of the overall grade).

*Definite
preference*



*Maybe
preference*



*Definite
no*



GEOGRAPHY - studied and examined in one year, year 10

QUALIFICATION OBTAINED: GCSE Geography (WJEC Eduqas specification A)

BRIEF OUTLINE OF THE SUBJECT:

Component 1: Changing Physical and Human Landscapes

Theme 1: Landscapes and Physical Processes, Theme 2: Rural-urban Links) and Theme 3: Tectonic Landscapes and Hazards

Component 2: Environmental and Development Issues

Theme 5: Weather, Climate and Ecosystems, Theme 6: Development and Resource Issues and Theme 8: Environmental Challenges.

Component 3: Applied Fieldwork Enquiry.

Component 1: You will develop an understanding about what makes different landscapes unique, how people can affect our landscape and how different processes create a range of river and coastal landforms. Theme 2 focuses on the links between cities and the countryside and how the world's population is changing. Theme 3 builds on tectonics from year 9 where you will look at landforms created by tectonic processes and how the hazards associated with these can be reduced.

Component 2: In this component you will focus on how climate change is affected people and place, weather patterns and their hazards as well as human influences on ecosystems at the range of different levels. Theme 6 looks at global inequalities and how and why some places are richer than others as well as how we can manage water resources and reduce inequalities. Theme 8 investigates the human impacts on our environment, how technology can be used to reduce these impacts and how humans can restore some areas.

Component 3: Applied Fieldwork Enquiry: Pupils will go on two field trips one looking at human impacts and one looking at our physical environment. There are three parts to this component, part a focuses on methods of fieldwork collect and the analysis, part b asses how the fieldwork can be used to investigate other places and part c assess the application of the fieldwork and the justification of a decision.

HOW THE SUBJECT IS ASSESSED:

Component	Exam length	What is it worth?
1: Changing Physical and Human Landscapes	1 hour 30 mins	35%
2: Environment and Development Issues	1 hour 30 mins	35%
3: Applied Fieldwork Enquiry	1 hour 30 mins	30%

Definite preference



Maybe preference



Definite no



HISTORY – studied and examined in one year, year 10

QUALIFICATION OBTAINED: GCSE History – Eduqas (WJEC)

BRIEF OUTLINE OF THE SUBJECT:

- Unit 1: The Elizabethan Age, 1558-1603
- Unit 2: Germany in Transition, 1919-1939
- Unit 3: The Development of the USA, 1929-2000
- Unit 4: Changes in Crime and Punishment in Britain, c.500 to the present day

Unit 1: This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy, looking at events such as the Spanish Armada.

Unit 2: This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. Candidates will be required to consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people.

Unit 3: This option focuses on the key trends and turning points that have affected the development of the USA between 1929 and 2000. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of the USA. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period, such as the Civil rights movements.

Unit 4: This option focuses thematically on the main trends in the history of crime and punishment in Britain from c.500 to the present day. Candidates will be required to consider the causes and types of crime, law enforcement, combating and punishment of crime and changing attitudes towards crime and punishment over time. Candidates will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of both crime and punishment from c.500 to the present day

How is the Subject Assessed?

Unit Number	Assessment type	What is it worth?
Unit 1 &2	2 hour exam	50%
Unit 3 & 4	2 hour exam Unit 3 - 45 minutes Unit 4 - 1 hour 15 mins exam	25 %

*Definite
preference*



*Maybe
preference*



*Definite
no*



Level 1/2 Cambridge National Certificate in Creative iMedia

QUALIFICATION OBTAINED: Level 1/2 Certificate in Creative iMedia (OCR)

BRIEF OUTLINE OF THE SUBJECT:

This is a GCSE equivalent course with students studying initially for the single Certificate, with the possibility of gaining the double GCSE equivalent Diploma. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. The 'hands on' approach that will be required for learning has strong relevance to the way young people use the technology required in creative media. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

HOW THE SUBJECT IS ASSESSED:

The Certificate consists of 2 mandatory units and 2 optional units, as follows:

Pre-production skills	— Mandatory OCR-set Written Paper 1h 15m
Creating digital graphics	— Mandatory 10 hour Centre assessed tasks
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Creating 2D and 3D digital characters	– Optional 10 hour Centre assessed tasks
Storytelling with a comic strip	– Optional 10 hour Centre assessed tasks
Creating a multipage website	– Optional 10 hour Centre assessed tasks
Creating a digital animation	– Optional 10 hour Centre assessed tasks
Creating interactive multimedia products	– Optional 10 hour Centre assessed tasks
Creating a digital sound sequence	– Optional 10 hour Centre assessed tasks
Creating a digital video sequence	– Optional 10 hour Centre assessed tasks
Digital photography	– Optional 10 hour Centre assessed tasks
Designing a game concept	– Optional 10 hour Centre assessed tasks
Developing digital games	– Optional 10 hour Centre assessed tasks

*Definite
preference*



*Maybe
preference*



*Definite
no*



Information and Communication Technology (ICT)

QUALIFICATION OBTAINED: GCSE Information Communication Technology (OCR)

BRIEF OUTLINE OF THE SUBJECT:

Candidates study a range of ICT systems, as used in the home, at school, and in society. They become aware of current and emerging technologies and the impact that advances in technology may have on themselves and others. Candidates also study a range of everyday software applications to be able to manipulate and process data and other information effectively and efficiently and to present information in a format suitable for purpose and audience. Candidates study a range of ICT systems in a business or organisational context and become aware of current and emerging technologies and their impact on themselves and on others. Candidates study a range of creative software applications in order to create a multimedia solution to a given problem. They should be aware of how to analyse the problem as well as the steps needed to design, develop, test and evaluate the solution to the problem.

There will be an OCR set scenario within which the candidates identify a potential coded solution to a problem using basic programming techniques.

HOW THE SUBJECT IS ASSESSED:

Unit 1— ICT in today's world 20% - Written Paper;

Unit 2— Practical applications in ICT 30% - Controlled assessment;

Unit 3— ICT in context 20% - Written paper based on pre-release material;

Unit 4— Creative use of ICT 30% or;

Unit 5— Coding a solution 30% - Controlled assessment.

COURSEWORK REQUIREMENTS:

Unit 2: Candidates study a range of everyday software applications to be able to manipulate and process data and other information effectively and efficiently and to present information in a format suitable for purpose and audience. Candidates will select from a range of set tasks written to enable them to demonstrate their practical ICT ability.

Unit 4: Candidates study a range of creative software applications in order to create a multimedia solution to a given problem. They should be aware of how to analyse the problem as well as the steps needed to design, develop, test and evaluate the solution to the problem. Candidates will be required to complete a task by creating and developing a multimedia solution with appropriate elements

Unit 5: There will be an OCR set scenario within which the candidates identify a potential coded solution to a problem using basic programming techniques.

*Definite
preference*



*Maybe
preference*



*Definite
no*



Media Studies - studied and examined in one year, year 10

QUALIFICATION OBTAINED: GCSE in Media Studies

BRIEF OUTLINE OF THE SUBJECT:

Reasons to study Media

Today we're surrounded by media wherever we look. There's the internet, TV, film, radio, magazines, papers ... the list goes on.

Not only is Media Studies interesting and relevant, it gives you valuable skills to help understand the world around you. You can apply many of these skills to GCSE English too – students often do better in English when they take Media Studies as well.

In the modern world, media literacy will become as important a skill as Maths or Science.

Tessa Jowell, Former Secretary of State for Culture, Media and Sport.

Hoping for a career in the exciting, innovative and competitive entertainment and media industries? GCSE Media Studies will give you a great head start.

What's it all about?

The AQA GCSE Media Studies course is completely up-to-date. You'll learn about media theory and practice, covering:

- the media industries – worth £977 billion globally
- a range of different media – like websites, films, TV programmes and magazines
- new technologies – an exciting aspect of media that's growing in importance.

Media Studies involves controlled assessment (coursework) and a written exam.

Media Studies lets you create your own media products, like film trailers or music videos.

HOW THE SUBJECT IS ASSESSED:

Unit 1: Investigating the Media

Written Paper – 1 hour 30 mins – 60marks – 40%

External Assessment

Based on pre-released topic with guidance and stimulus

Four tasks **Plus**

Unit 2: Understanding the Media - Controlled Assessment taken from banks of set assignments – 90 marks – 60%

Three Assignments: Introductory assignment; Cross-media assignment; Practical Production and Evaluation.

Definite
preference

Maybe
preference

Definite
no

Music

QUALIFICATION OBTAINED: BTEC Music (edexcel)

BRIEF OUTLINE OF THE SUBJECT:

The Music Industry – learning about the different organisations and roles that make up the music industry

- Managing a Music Product – Planning, developing and delivering a music concert
- Introducing Music Performance – learning an instrument and performing in a concert
- Introducing Music Recording – understanding how to record and edit music

Each unit has several detailed project assignment briefs.

HOW THE SUBJECT IS ASSESSED:

80% coursework through putting on a show, learning and mastering an instrument, and learning how to record live instruments

20% external exam which is based on the Music industry

*Definite
preference*



*Maybe
preference*



*Definite
no*



PERFORMING ARTS

QUALIFICATION OBTAINED: BTEC NQF Level1/Level2 in performing arts. This is the equivalent to 1 GCSE.

BRIEF OUTLINE OF THE BTEC NQF:

Students will cover one of the following areas:

- * Acting OR
- * Dance

Each unit has several detailed project assignment briefs. Students gaining a qualification in Acting OR Dance will perform their work in a showcase in year 10 and in year 11.

HOW THE SUBJECT IS ASSESSED:

Coursework

Students will study a specialist unit in their chosen area and develop their skills in this area for preparation for their exam and production, core units. The production unit is about planning, preparing and performing a show. Students will research their production, plan and rehearse their show in preparation for a performance.

Controlled assessment

Students will be set a professional brief by the examination board and they will have to produce an audition tape or recorded presentation of their work. They also have to write a letter of application for a job or college course in the arts area they have chosen.

COURSEWORK ELEMENTS

Acting Skills: developing your drama skills—scripted and devising; vocal projection; facial expression and body language; interaction between characters to express emotion and relationships to prepare a performance for an audience. Maintaining a log book/diary where you analyse the work you have done and make personal judgments on your strengths and weaknesses.

Performing dance: learning various dance genres Jazz/lyrical/street and some other genres are touched upon in order to prepare a dance for an audience. Maintaining a log book/diary where you analyse the work you have done and make personal judgments on your strengths and weaknesses.

CORE UNITS

Acting/Dance Skills (unit 3 & 4)	50%
Unit 1 Individual showcase (external exam)	25%
Unit 2 Preparation, performance and production	25%

Definite preference



Maybe preference



Definite no



PHYSICAL EDUCATION - studied and examined in 1 year, year 10 or studied over 2 years and examined in year 11

QUALIFICATION OBTAINED: G.C.S.E. A*- G in Physical Education.

BRIEF OUTLINE OF THE SUBJECT:

The qualification will give you a greater understanding of Sports, Health and Personal Fitness and how to plan a healthy lifestyle.

The Course is made up of 2 units

- Unit 1: The theory of Physical Education - 60%
- Unit 2: Performance in Physical Education—40%

HOW THE SUBJECT IS ASSESSED:

Unit 1 is EXTERNALLY ASSESSED; through a set written examination.

The examination is 1 hour and 30 minutes and is marked out of 80.

There will be multiple-choice, short-answer, and longer-answer style questions.

Unit 2 is INTERNALLY ASSESSED, under controlled conditions.

The controlled assessment is internally set and marked using published criteria and then externally moderated. This includes practical performance in four sports, along with sport analysis and evaluation.

What can I do after I have completed the course?

As well as being the ideal preparation for A /S and A level Physical Education course, GCSE PE allows progression to related vocational qualifications for example Btec firsts and nationals in Sport or Sport and Exercise Sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include recreational management, leisure activities, coaching, officiating, the fitness industry and the armed forces. GCSE Physical Education is the ideal choice for 'hands on' pupils.

*Definite
preference*



*Maybe
preference*



*Definite
no*



RESISTANT MATERIALS - studied and examined in one year, year 11

QUALIFICATION OBTAINED: GCSE Design Technology: Resistant Materials (AQA)

BRIEF OUTLINE OF THE SUBJECT:

This course aims to give students a good working knowledge of woods, metals and plastics. Practical sessions are focused on building a portfolio of practical skills and knowledge.

As well as the full range of practical skills students are required to understand the characteristics and properties of the materials they are working with and the Design Process

HOW THE SUBJECT IS ASSESSED:

Throughout the course students receive feedback on their work and a half-termly core assignment gives students the opportunity to apply what they have been studying. These assignments can be practical or theory based.

At the end of the course a two hour exam is sat for which a preparation sheet is released in March (40% of overall grade).

COURSEWORK REQUIREMENTS:

60% coursework - a single major project done under controlled conditions.

*Definite
preference*



*Maybe
preference*



*Definite
no*



Additional Information

Useful Websites

<http://www.instructables.com/id/choosing-year-9-options/>

<http://www.parentsintouch.co.uk/year-9-making-choices-of-subjects-for-years-10-11>

<http://www.bigambition.co.uk/14-16/tips--tricks/surviving-school/year-9-decision-time>

<http://www.workabout.org.uk/11-16/in9.htm>

Kudos Careers log in available – speak to Miss Mottershaw