



# Key Stage 4 Handbook

# 2011





## SCHOOL INFORMATION

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## **CHOICES FOR YEARS 10 AND 11**

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# PART I

# GENERAL INFORMATION



## INTRODUCTION

At the end of Year 9, students will make the transition from Key Stage Three to Key Stage Four and begin courses of study which will lead to GCSE qualifications in a wide range of subjects. Students will have had the opportunity to make some subject choices and their particular strengths and talents should now be maximised to the full. One of the biggest changes is the move from being taught as a form, to subject groups and this will require students to be very organised and self disciplined. **It is vital for students to realise that work covered in Year 10 is just as important as that undertaken in Year 11. A number of subjects will have external modular examinations in Year 10 the results of which will count towards the final grade at the end of Year 11.** Consistency of effort and a positive attitude are therefore required from the start of GCSE courses.

Each student has a School Planner which contains lesson and extended study timetables and Minimum Expected Grades (MEG). It is an important channel of communication between home and school and we would ask you to continue to look at the Planner and sign it every week. Each student should have extended study every night although some extended study may be set over several allocated sessions e.g. preparation for controlled assessment.

**Students will be expected to spend about 10-14 hours on their extended study each week.**

On entry to Year 10, students will be informed of their MEG in each subject. The MEG is largely based on prior attainment, particularly in Maths, English and Science. The MEG may be adjusted to take into account any individual circumstances which may affect performance during Key Stage 4. This grade indicates the minimum a student should achieve at GCSE level. All students will be given support and encouragement to strive for and achieve these standards. You will be reminded of the MEG for your son/daughter when you receive his/her reports and staff will indicate whether or not MEG's are being achieved. MEG's will be monitored by staff throughout Key Stage 4 to determine a student's progress.

We consider the form group to be a very important unit. It is the Form Tutor's role, with the support of the Head of Progress and Learning and Key Stage Leader, to track the progress of students in their care and to reinforce aspects of the Personal, Social and Health Education programme (PSHE).



The pastoral staff support the academic progress of the students and encourage them to take responsibility for their own learning. This can be difficult for some more than others. Effective use of time is very important and some students find it very beneficial to remain in school at the end of the school day to start extended study.

To make good progress, students must attend school regularly. We expect parents to make every effort to avoid any disturbance to a student's studies. Holidays should be carefully planned so that no time is lost during the term and regular appointments e.g. dental or medical should be made in holiday time or after school whenever possible. If a student is absent because of illness, the school should be informed **on the first day of absence, and a note brought on his/her return**. If the absence is not notified early on the first morning, parents will be contacted by the Attendance Officer. Any absence for which no note is received will be recorded as an unauthorised absence.

Agreement for holidays should be sought in advance from the Headteacher, but parents should be aware that holidays taken in term time are disruptive for students and staff. Holiday requests are not normally authorised unless there are extenuating circumstances. Parents are notified of term and holiday dates months in advance. You are asked to note that any absence will only be authorised where appropriate for a maximum of 10 school days in any school year. This is at the discretion of the Headteacher and it is not a right.

**You should be aware that some courses will involve external modular examinations and controlled tests during Years 10 and 11. You should not plan any term time absence unless you are absolutely certain that it does not impact on these public examinations.**

In the Summer Term of 2012, all Year 10 students will have the opportunity to complete a week of Work Experience or activity of a similar nature. It is government requirement that we offer Key Stage 4 students a period of work experience. We expect all students to participate in this valuable experience and you will be notified of the exact dates early in the Autumn Term 2011.

In Year 11 all students are offered interviews with Trafford Connexions Advisors and discussion time with Senior Members of Staff to consider their post 16 options. The aim is to give guidance and support in preparing for the future. For many students this will be consideration of the most appropriate subjects to study in the sixth form at Sale Grammar School. However, for others, the advice and help needed may be in support of courses at Colleges of Further Education, or employment.



We expect Key Stage 4 students to behave in a mature and responsible manner and to set a good example to the younger members of the school. **They should take pride in their appearance and wear the correct school uniform as detailed in the Planner and in this Handbook. Your attention is specifically drawn to the Appearance Code.**

Parents and staff need to work with the students to help them achieve a level of success which reflects their effort and ability. We look forward to seeing you at the Key Stage Information Evening and at Parents' Evenings but if you have concerns about your son's/daughter's progress at any other time please do not hesitate to contact either the Key Stage Leader, the Form Tutor or the appropriate Head of Progress and Learning. However, where these concerns involve a member of staff, please contact the Headteacher directly.

## SUPPORT

### The School Nurse

The school nurse is available in school one day a week. She runs a drop in service during lunchtimes on this day for those students who would like to seek advice. She will see all students within the school at some point for example to check for colour blindness and to give immunisations. If you have concerns regarding the health of your child or recent problems that your son/daughter may have experienced (for example, bereavement, diagnosis of illness within the family) it is possible to request an appointment for your son/daughter, or yourself to discuss how the school can support your family. You may also request to see the school nurse with your son/daughter. The school nurse also spends some time in the classroom talking about health issues.

### 42<sup>nd</sup> Street

We currently offer a service for students whereby they can request an appointment, or series of appointments with 42<sup>nd</sup> Street. They offer students the opportunity to work through school or personal issues, and offer impartial guidance. We operate a waiting list system for this service..



## **THE AIMS OF THE SCHOOL**

To promote excellence and the love of learning.

To provide a curriculum which is broad and balanced, and which provides students with the skills, knowledge, understanding and experiences relevant to their future roles in society.

To promote equality of opportunity in all aspects of school life.

To develop self-discipline and good study habits.

To enhance school life and extra-curricular activities and to encourage interests beyond the classroom.

To promote the good work done in the school by the communication of our successes to the community.

To realise the potential of all individuals.

To further partnerships between home, the community and the school.

To foster an ethos which is encouraging, caring and considerate of others and their feelings.

To raise the self-esteem and self-respect of students.

To create a pleasant, well-maintained and safe environment which is conducive to learning.

To promote respect for the environment and for the property of others.

### **Fostering excellent relations**

Our school believes that every individual, irrespective of gender, ability/disability, colour, culture, ethnic origin and creed has a unique and valuable contribution to make to our school community. Our aim is to enable all students to reach their full potential within a supportive learning environment. All staff take responsibility for implementing equality policies and fostering an atmosphere of mutual respect and trust. The taught curriculum challenges stereotypes, racism and promotes cultural diversity.



## Uniform and Appearance Policy and Practice

### Purpose

The purpose of the uniform policy is to ensure:

- High standards of dress for all students
- That everyone follows the same rules procedures to allow consistency of approach throughout the school
- That high expectations are clearly communicated

Our aim is to work together to continuously improve standards of uniform in order to develop an ethos of respect and consideration; a sense of community; self discipline.

The uniform and appearance code is based on the following key principles:

- The school will not discriminate unlawfully on the grounds of religion, sex, race, disability and sexual orientation in determining and applying its uniform and appearance code
- The school will act reasonably in accommodating religious requirements, providing they do not pose a threat to security, safety and learning, or compromise the well-being of the whole school community. Where individual requirements have an impact in any of these areas, the Headteacher in consultation with the Governing Body, will take appropriate action.
- The health and safety of students is paramount
- The school is a safe and secure environment for all members of the school community
- Uniform and appearance do not interfere with teaching and learning
- The need to promote a strong and cohesive school identity that supports high standards, and a commonality which ensures harmony and shared sense of purpose
- That the cost of uniform should not prevent any student from applying to the school or attending the school
- In circumstances of financial hardship and on written request to the Headteacher, a contribution to the cost of uniform will be considered
- The school will also act reasonably in applying the Code by taking into account any permanent or temporary medical conditions which may constrain the wearing of certain items of uniform. In such circumstances, the Headteacher must be informed in writing of any such circumstances



The following items of uniform are compulsory

## Boys

- Black school blazer with school badge \*
- Black trousers
- White school shirt (not a leisure shirt)
- School clip on tie-which must be worn at all times\*
- Black/grey/white socks
- Black sensible shoes (trainers, sport/leisure shoes are not allowed)

## Girls

- Black school blazer with school badge\*
- Black tailored trousers without manufacturer or designer logos, comfortably and loosely cut
- Black straight skirt with identifying purple piping on pockets or SGS logo on skirt\* OR
- Black half-stitched box pleated skirt – available from suppliers as a special order, 4-6 weeks delivery.
- White school shirt (not a leisure shirt and not tight fitting)
- School clip on tie – which must be worn at all times\*
- Black/grey/white socks/black tights
- Black sensible shoes (trainers, boots, high heels, platform shoes, leisure shoes/flat 'dolly' shoes are not allowed)

The items below are optional for both boys and girls

- Outdoor coats must be all one colour – either black, navy, grey or beige. Exceptions will be made where the coats have reflective markings as a safety measure. Denim, leather/imitation leather coats and short blouson style jackets are not allowed. Manufacturer or designer logos must not be visible.
- Black sweater with grey stripe on v-neck\*

## PE & Sport

It is compulsory for all students to wear the correct school/team kit when representing the school

### Boys

Plain white Polo shirt  
Badged black football shorts\*  
Black/White stripe reversible sports shirt\*  
Plain black jogging bottoms or piped track pants are optional when outside  
Badged ½ zip sweat top\*  
Sports socks with school lettering\*  
Plain white sports socks  
Football boots  
Trainers (black or white)  
Towel  
Change of underwear

### Girls

Plain white Polo shirt  
Badged black sports skirt\*  
Badged black fitness shorts\*  
Black/White stripe reversible sports shirt\*  
Plain black jogging bottoms or piped track pants are optional when outside  
Badged ½ zip sweat top\*  
Sports socks with school lettering\*  
Plain white sports socks  
Plain black leotard (optional)  
Trainers (black or white)  
Towel  
Change of underwear



### **The items below are optional for both boys and girls**

- Badged rain jacket with white piping
- Rain trousers with white piping

Students are advised to wear shin pads for rugby and hockey lessons and must wear them for football lessons, practices and games.

Well-fitted gum shields are strongly advised for rugby and hockey. These can be ordered from school.

Long hair must be tied back and ear piercings taped over or removed in all lessons. Plimsolls or canvas pumps are not acceptable footwear for PE lessons.

Any students who participate in sporting activities and suffer from any medical condition that requires medication e.g. asthma sufferers requiring an inhaler, must ensure that it is brought to all PE activities and is labelled with the students name.

All uniform must be named.

### **General Appearance**

1. No jewellery is allowed e.g. rings, bracelets, necklaces, except a wrist watch and one plain, metal stud per ear, located in the ear lobe. Where an ear stud is worn, the student may be asked to remove it (them) where this may pose a health and safety risk e.g. sport. Facial piercing and tongue studs are not permitted nor is any other piercing which is visible at any time including in PE /Sport e.g. on arms and hands. Visible tattoos are also not permitted.
2. Unconventional hairstyles, closely shaved heads, patterned hair styles/eyebrows or unnatural colouring of hair or different colours in one style, are not acceptable. Long hair which presents health and safety issues must be tied back.
3. Make- up is not allowed.

### **Breach of the Code**

- It is the duty of all teaching staff and non teaching staff (when supervising students) to enforce the Code throughout the day
- Form tutors will check uniform and appearance regularly and will challenge all students with an incorrect item of uniform or whose appearance is in breach of the Code. Where appropriate, a note will be made in the student's diary. The tutor must ensure that a response is received from a parent/carer.



- On occasions where there is no response to the tutor's note in the diary or where the response is unsatisfactory, the form tutor will refer the student to the Head of Progress and Learning. The Head of Progress and Learning will then use the diary, followed up by a telephone call to parents if needed, to enforce the Code. Key Stage Leaders will monitor progress, providing support to the Head of Progress and Learning if required.
- If the response is still unsatisfactory the student will be referred to a member of the senior staff and a letter will be sent home and an appointment made for parents/carers to discuss the issue.
- Where a student is deemed to be in breach of the Uniform Code, by failing to wear an appropriate item, he/she may be asked by the Headteacher or a person authorised by the Headteacher acting on his/her behalf, to return home, dress correctly and return to school (depending on the reason for the breach). Parental permission will be sought before students in KS3 and 4 are sent home. Where this is not possible and where a replacement item cannot be provided by the school e.g. loan tie from Office, the student may be isolated on that day. Where purchase of an item of uniform is required account will be taken of order/purchase time (no more than a week).
- Where a student is deemed to be in breach of the Uniform Code by wearing an unacceptable item(s) e.g. denim jeans, tee shirt, coloured shirt, he/she will be asked by the Headteacher or authorised person, to remove the offending item where appropriate or return home, dress correctly and return to school. Parental permission will be sought for students in KS3 and 4 prior to the latter taking place. Where this is not possible, the student will be isolated on that day.
- Where a student is deemed to be in breach of the Appearance Code, he/she will be asked to remedy the situation either immediately or within 24 hours depending on the nature of the breach. Where neither of these is possible, the Headteacher will determine an appropriate course of action in consultation with the Chair of Governors where necessary.
- Failure to comply with any request to act within 24 hours, where this is reasonable, will result in parental contact. Should the situation continue after parental contact, then this will be interpreted as intentional defiance of school rules and may result in a fixed term exclusion.



## **Examinations**

Students in all Key Stages will be expected to conform to the Code when on the premises during these times

## **Non Uniform Days**

Students may wear items of their own choosing for the prescribed days. However, dress must be sensible, not present health and safety risks and conform to standards of decency expected in a school environment.



**PART II**

**GCSE**

**ADVICE AND**

**INFORMATION**

**FOR**

**PARENTS/CARERS**

**AND STUDENTS**



This booklet is intended to help parents and students make informed decisions about GCSE subject choice. It is important that students choose courses that are best suited to their academic abilities and that allow them to keep their career options open.

All parents need to know answers to a number of important questions.

### What subject choice is available?

1. All students will follow a course of study in the subjects listed below:

Mathematics  
English Language and Literature  
Science

English and Science are dual award subjects. This means students will receive 2 grades for each subject, which is the equivalent of 2 passes at GCSE per subject.

2. All students must choose one subject from each list below:

**Humanities\***  
History  
Geography  
Religious Education

**Languages:** continue with  
Spanish  
French

3. All students must complete a GCSE qualification in Design and Technology. Students will be able to select one from the following five options.

Electronics  
Food Technology  
Textiles

Graphic Products  
Resistant Materials

4. From the Science options students should choose from 1) Applied, 2) Additional, Triple

5. Students must choose one subject from each list below:

**Option 1**  
Art  
Business Studies  
Expressive Arts  
Geography\*  
Physical Education  
Triple Science

**Option 2**  
Art  
Business Studies  
Business Studies with Economics  
Expressive Arts  
History\*  
Music  
Psychology

**\*Please note: Students can only study 2 subjects from RE, History and Geography**

6. Students will also follow non examination courses in ICT, Physical Education, Religious Education, PSHE (Personal, Social and Health Education) and Citizenship.



### **Important**

Whilst we try to accommodate as many choices as possible, there are limits to school resources. If sets are too small to be viable, the optional subject may be cancelled and students will be required to make a further choice. In some subjects like Expressive Arts, we are only able to run single groups in Option 1 and Option 2 because of staffing and accommodation constraints. Where these subjects may be over subscribed, students will be selected by appropriate criteria identified by the Subject Leader. Therefore, some students may be asked to make a different choice.

### **What to do if career plans are uncertain**

- Do not worry about this uncertainty and do not rush your son/daughter into making career decisions. The Key Stage 4 curriculum is designed to keep career choices open.
- Do not advise your son or daughter to follow a course of study if experience suggests he/she does not enjoy it or finds it too demanding academically, even though you might perceive it as 'useful'.
- Discourage him/her from choosing a subject just because friends are studying it or his/her brother or sister found it interesting.
- Also remember that the range of subjects taken at GCSE level may form the basis of Advanced Level choices in the future.

### **What will school do to help?**

As part of the Year 9 Skills for Life programme students have had the opportunity to become familiar with a range of relevant resources including:

- Kudos Careers Package
- Work with Connexions staff and careers resources.
- Key Clips programme
- DCFS Progress file – getting started.

Throughout various activities they have also been made aware of:

- The skills, abilities and qualifications required by different occupations
- The courses, training and opportunities Post 16
- The Connexions Staff and their role in the school
- The importance of their own personal qualities, abilities, strengths, interests and hobbies in relation to subject choice and future careers
- Decision making skills and techniques



This Key Stage 4 Handbook, which includes information about the courses offered at GCSE, is given to all students. Direction is given about how to use the book and how to complete the option form.

The opportunity to find out more about “new” subjects available in Key Stage 4 is made possible through year group assemblies.

Students can also discuss choices with Form Tutors, subject specialists and the Connexions Advisors if required.

The Year 9 Options Evening will provide opportunities for parents to seek advice and further information from staff, and the Connexions Advisors.

Individual and group careers interviews will be offered to students who need further assistance.

### **What as parents/carers can you do to help?**

**Read the information.** Discuss it fully with your son or daughter.

**Encourage.** All students in this school are capable of achieving good GCSE results. Encourage your son/daughter to adopt a mature attitude towards their studies and to maintain consistent effort throughout the two years.

**Help your children to think honestly about themselves.** You observe your son/daughter out of school using their talents at home and in the community. You know their aptitudes and see them taking initiative, being creative, pursuing hobbies and behaving responsibly.

All these help to build up a curriculum vitae and may be the very qualities that lead to a successful career.

**Seek help from staff** - if in doubt contact staff in school.

There will be additional support via a Key Stage 4 Information Evening in the Autumn Term.



## Controlled Assessment

In some subjects at GCSE there is considerable emphasis on controlled assessment. Controlled assessment takes place in the classroom but much of the preparation can be done at home. The type of controlled assessment depends on the specific subject taken. Controlled assessment may be a piece of extended writing or a long-term project, or it may be the result of some practical work or an investigation. This work will be spread across the two years and consequently students will have to meet a number of deadlines to achieve success at GCSE. It is imperative that students fulfil their assessment commitments and therefore, good planning and sound organisation are needed. In September 2011 you will receive a list of the assignments to be completed in Year 10 together with the dates when they are to be submitted, although in some subjects it will not be possible to specify these.

## Part Time Employment

The school fully appreciates that some students will want to seek part-time employment. Students must, however, realise that their **academic work takes priority** if they are to do themselves full justice in their GCSE examinations.

Under the Trafford Borough Council Byelaws with respect to the Employment of Young Children, no child shall be employed unless he/she has a certificate issued by Trafford. Application forms for the certificate are available in school from Mr. S. Crane [Key Stage Leader].

## Sixth Form

To gain entry into the Sixth Form from September 2011, students must be able to demonstrate suitability for an academic course of study at Advanced Level. They must therefore:

- **achieve a minimum of two Grade A's and three Grade B's in full course subjects at GCSE.** A short course grade will not be counted towards the entry requirement and two short courses do not constitute a full course GCSE.
- Achieve at least a Grade C in English Language and Mathematics.
- Have the required school documentation signed by a member of staff verifying that the individual is capable of achieving the entry requirement.



## **Things students can do to help in their decisions.**

### **First read this booklet carefully**

1. Before choosing your optional GCSE subjects make sure that you have consulted with the staff of those subjects you are seriously considering.
2. If you are uncertain what to do, consult your Form Tutor.
3. Make full use of the careers facilities in school. Consult the Connexions Advisors, or Mrs Kivell, our Work Related Learning Coordinator, if you need help concerning the subjects, which may be needed for future careers.
4. You can also help yourself by matching your strengths and interests to subjects.
5. Discuss your subject choices with parents/carers.



# PART III

# GCSE COURSES



## LEVEL OF ENTRY

Some subjects provide a common examination for all (History, Music, RE, Physical Education, Art, Expressive Arts). This means that candidates will be able to achieve a single grade in the range A\*-G.

In other subjects, examination papers will be aimed at a specific range of grades. These subjects have tiered levels of entry. For example, a subject which offers a Higher tier (H) may only allow a candidate to achieve a grade in the range A\*-D. You should note however, that a student who is entered for a Higher Tier and who fails to achieve the minimum grade D, may be unclassified. The Foundation tier (F) may only allow a candidate to achieve a grade in the range C-G. Decisions for which tier a student is entered, will be made in the best interests of the student. Final decisions will not be made until staff have a clear assessment of a student's aptitude and ability in the subject.

## ABOUT THE SUBJECTS

**If a set size is considered not to be viable the course will be cancelled and students will be asked to make a further choice.**

### ART & DESIGN (AQA)

This AQA course aims to stimulate curiosity, interest and enjoyment in Art. It encourages the development of critical and analytical skills and self-expression in an imaginative and creative way. This course provides the opportunity to explore a wide variety of techniques and materials giving students a greater understanding of the visual language of Art and Design, enabling them to observe and record sensitively, analytically and expressively.

There are many excellent career openings for those interested in Art and Design and this course can offer a good balance when combined with other less expressive subjects.

There are five different options open to students within GCSE Art and Design.

**Art and Design.** This is a broad based Art and Design course intended to give students the chance to work with a wide range of media and learn different processes and techniques. Areas of study covered within this syllabus include: drawing, painting, printmaking, three dimensional design, textiles and graphics.



**Applied Art & Design.** The Applied Art course is designed to introduce students to the vocational side of Art and Design. Students will work on a series of live briefs designed to give them a broad understanding of work related and client orientated contexts. Students will be able to work in two or three dimensions using a wide range of techniques and media.

**Art and Design Fine Art.** This is a drawing and painting course intended for students who are interested in exploring, in depth, the expressive qualities of print, paint and graphic materials to create visual images.

**Art and Design Textiles.** This course is suitable for students interested in investigating in more depth the creative use of textiles within art. Areas of study include felt and papermaking, batik, fabric printing, weaving, collage, and experimental design.

**Art and Design Three-Dimensional Design.** This option will introduce students to a variety of experiences exploring a range of three-dimensional media and techniques. Areas of study will include ceramics, sculpture and wire construction.

## Outline of Courses

### Unit 1 Portfolio of Work

The portfolio of work requires students to create at least two extended collections of work in their chosen option. This will demonstrate their ability to sustain work from initial starting points to a final outcome. The portfolio of work will include evidence of research, development of ideas and meaningful links with contextual sources.

### Unit 2 Externally Set Task

AQA will set a selection of starting points. Students will have a period of preparatory time in which to research and develop their chosen theme. This will be followed by a sustained period of focussed study under normal examination conditions.

At the end of the course every student will be required to put up an exhibition of their best work including sketchbooks. This exhibition, together with the Externally Set Task, will determine the grade awarded to each student.

## Assessment

Portfolio of Work 60%  
Externally Set Task 40%



## **BUSINESS STUDIES (AQA)**

In this AQA course, students will have the opportunity to develop their knowledge of the business world whilst learning about business organisations. The Business Studies content makes up 75% of the assessment and the controlled assessment is worth 25%.

The course is assessed through:

- Two written papers
- A controlled assessment based on investigating businesses

The Business Studies content covers 2 main areas:

### **1. Setting up a Business**

- Business start up, setting business aims and objectives, business planning
- Business ownership and legal structure, business location
- Marketing – Market research, marketing Mix
- Finance – Sources of finance, profit/loss, cash flow
- People – Recruitment, selection, training, motivating staff, legislation
- Operations Management – Production methods, efficiency, quality & customer service

### **2. Growing as a business**

- Business expansion and legal structure, changing aims & objectives
- Marketing Mix – Product, Price, Place and Promotion
- Finance - Larger business finance, profit & loss accounts and balance sheets
- People – Internal organisational structure, recruitment and retention, methods of motivation
- Production and Quality issues for growing businesses

The course lends itself to a practical approach, developing the skills necessary to identify study and analyse a business opportunity or idea. This will include the research and investigation of an existing business prior to the controlled assessment. In addition, students are expected to use their ICT skills in a business context e.g. databases, spreadsheets, word processing and presentation packages. Students will undertake problem-solving activities and analyse case studies. They will also have the opportunity to develop key skills particularly ICT, numeracy, presentation skills and issues of citizenship. The course develops a good all round understanding of how a business operates and is ideal preparation for those interested in choosing A Level Business Studies.



## BUSINESS STUDIES WITH ECONOMICS (EDEXCEL)

In this Edexcel course, students will have the opportunity to develop skills and learn about business organisations. The course is assessed through:

- Unit 1: Written paper worth 25% of the final assessment
- Unit 2: A controlled assessment worth 25% of the final assessment
- Unit 5: Written paper worth 50% of the final assessment

The Business Studies with Economics course content covers:

### 1. Unit 1 – Introduction to Small Business

- **Spotting a business opportunity:** Customer needs, market research, market mapping, strengths and weaknesses, adding value, franchising
- **Showing enterprise:** Entrepreneurs, risk, patents, trademarks & copyrights,
- **Putting business ideas into practice:** Objectives, entrepreneurial qualities, cash flow forecasting and estimating costs/revenues
- **Making the start-up effective:** Use of the marketing mix, liability, legal issues, customer satisfaction, recruitment, training & motivating staff
- **Understanding the economic context:** Demand and supply, impact of interest & exchange rates, business cycles, stakeholders

### 2. Unit 2 – Investigating Small Business

- This unit contains the content of Unit 1 – Introduction to small business. Students will use the content to research, analyse and evaluate a selected task on enterprise issues

### 3. Unit 5 – Introduction to Economics Understanding

- **Thinking like an economist:** Trade-offs, price changes, stakeholders, hidden costs and externalities
- **Risk or certainty:** Measuring success and business failure, inflation, unemployment, exchange rate, government strategies
- **Big or small:** Reasons for and methods of growth, impact of monopoly power, controlling businesses
- **Is growth good:** GDP, investment and training, standards of living, pollution, congestion, non-renewable resources
- **Is the world fair:** Inequality, poverty, world trade, MNCs



This course gives students the opportunity to develop a broader perspective about the business world and the economy it operates in. It also provides an insight in to the content studied at A Level Economics. Students are expected to use their ICT skills in a business context e.g. databases, spreadsheets and word processing and presentation packages. Students will undertake problem-solving activities and analyse both case studies and current economic issues.

## **DESIGN AND TECHNOLOGY (AQA)**

Students will have the opportunity to study ONE option from Electronic Products, Food Technology, Graphic Products, Resistant Materials and Textile Technology.

Students will develop their ICT competence throughout all Design and Technology courses.

### **Assessment**

For all Design and Technology GCSEs students are required to complete a timed 45 hour controlled project, the project consist of a design folder accompanied by a made product/s. The controlled project accounts for 60% of the final assessment mark.

Students also sit one two hour written examination paper, which accounts for 40% of the final assessment mark.

## **ELECTRONICS**

This practically based course allows students to design and make quality electronic products using a wide range of electronic components with appropriate materials to package the electronic circuit.

Areas of Study include:-

- Switches, resistors, capacitors, integrated circuits and peripheral interface controllers.
- Components and the integration of components into practical circuits using prototype board and printed circuit board.
- The evaluation of existing electronic products.
- The study of the wider effects of technological developments on society.



- The properties of a range of resistant materials related to case manufacture.
- Industrial processes for manufacturing.
- Computer Aided Design and Computer Aided Manufacture.

## **FOOD TECHNOLOGY**

This interesting and practical based course allows students to demonstrate their creativity and understanding of ingredients through the development and making of a wide range of food products.

Students will develop their competence in a range of practical food skills, methods and processes and extend their knowledge of the main nutrients; protein, fats, carbohydrates, vitamins and minerals. They will develop an awareness of the nutritional and dietary needs of different groups of people and learn to apply their understanding of the nutritional characteristics of foods when developing ideas, planning, producing and evaluating food products.

The course aims to prepare students to be technologically alert and effective members of an industrial and business economy.

### **Key elements of the course are:**

- Composition, structure and properties of food as a material
- Nutritional properties of food
- Preparation methods and processes
- Cooking and serving of food products
- Food processing, preservation and production
- Food storage
- The nutritional requirements of individuals and groups of people
- Food labelling, packaging and codes of practice
- Quality control and quality assurance
- Health and safety and hazard analysis during food production



## GRAPHIC PRODUCTS

This stimulating design course provides students with the opportunity to develop their ability to use a variety of presentation and communication techniques. The combination of these skills with a knowledge and understanding of the properties of a wide range of materials will provide students with the ability to design and model quality products. All students will have the opportunity to enter at least one design graphic competition.

### Areas of study will include:

- Drawing systems
- Printing and finishing techniques
- Application of colour and enhancement techniques
- Product manufacture
- Product evaluation
- Quality Control
- Health and Safety
- Computer Aided Design/Computer Aided Manufacture
- Model making
- Environmental Issues

## RESISTANT MATERIALS TECHNOLOGY

This interesting and practical course aims to provide students with the opportunity to combine their design and making skills with an in depth knowledge and understanding of resistant material. They will be encouraged to identify design opportunities, generate ideas and design and make quality products using resistant materials, within an industrial or commercial context.

### Areas of study will include:

- Classification and properties of:
  - (i) wood and wood based materials.
  - (ii) plastic and composites
  - (iii) metals
- Components
- Product design and manufacture
- Product evaluation



- Quality Control
- Health and Safety
- Computer Aided Design/Computer Aided Manufacture
- Systems and control
- Mechanisms

## **TEXTILE TECHNOLOGY**

This practical based course is for students who have an interest in interior design and / or fashion and who would like to develop further their design and making skills. The course aims to prepare students to be technologically aware and effective members of an industrial and business economy. Students will have the opportunity to combine their designing and making skills with an in-depth knowledge and understanding of textiles to produce quality products. The course uses an integrated approach incorporating art, graphics and textiles to produce products made from fabric.

### **Areas of study will include:**

- Properties of characteristics of fibres and fabrics
- Surface decoration and enhancement techniques
- Textile production and manufacture
- Legislation and codes of practice when designing textile products
- Health and Safety
- Product maintenance and sustainability
- Product Analysis



## **ENGLISH AND ENGLISH LITERATURE (AQA)**

Over a period of two years, students will be following the AQA syllabus for Key Stage 4 in English Language and English Literature, leading to assessment in two subjects. A different grade can be achieved in both subjects. More background information about the syllabus can be found on the AQA website.

Students will be taught in mixed ability groups, and will keep the same English teacher for the duration of the course. They will be provided with the necessary stationery and text books.

Assessment is based on Controlled Assessment marks and also on external examinations. The Controlled Assessments are completed in class time, the dates for the assessment weeks will be given to the students in September. Oral communication (Speaking and Listening) is an integral part of the course and carries 20% of the weighting of the English Language coursework. Most of the controlled assessments will be completed in Year 10, with a focus on external examination work in Year 11.

Students will study texts from a range of non literary and literary genres and authors, pre and post 1900. The study of a Shakespeare play is compulsory and will be part of the work for the Literature Controlled Assessment module. Students will also study texts from different cultures for example 'Of Mice and Men' and 'To Kill a Mockingbird'.

Students will submit their assessed coursework folder and three Speaking and Listening responses to the exam board. They will sit three examination papers, one for English language and two for English Literature. The examination papers will be taken in the summer term of Year 11.

## **EXPRESSIVE AND PERFORMING ARTS (AQA)**

This GCSE course aims to stimulate curiosity, develop confidence in self expression and improve performance in an imaginative and creative way.

The course provides the opportunity to explore a wide variety of techniques and art forms including dance, drama, verbal arts, music and visual arts. In addition, students will be expected to use their skills to research their work on the internet, make use of sound mixing equipment to edit music and will be given some basic lighting instruction.



Throughout the course, students can expect to work predominately in groups. It is intended that the course will involve expression through the integration of media. Students will be able to use their ability in many art forms. For example, in the devising of the community project, students can be expected to help design costumes, sets, write scripts, prepare programmes and posters to advertise the event as well as act, dance or sing.

### **Assessment during Year 10**

Students will complete two performance tasks which amount to 60% of the overall mark. Performance Task 1: will focus on a contemporary issue, for example, poverty, prejudice, recycling, knife crime and will lead to presentation that is expected to influence a target audience. This devised work will be performed to a target audience.

Performance Task 2: will focus on wider perspectives and will contrast in terms of a different culture or era from those selected for contemporary issues.

In Year 11 students complete a written and practical examination which accounts for the remaining 40% of marks.

At Sale Grammar School we strive for excellence in standards of presentation and students will be expected to aspire to the high standards of the department as recognised by the Good Schools Guide in 2005, 2006, 2007 and 2008.

This is a course for students who enjoy performing in dance, music and drama and who would like to develop further their knowledge of visual arts and sound techniques. Throughout the course, students can expect to work in groups and individually. It is intended that the course will involve expression through the integration of a variety of media. Students will be able to use their ability in many art forms, for example, a presentation may call on students to design costumes, sets, lighting and musical schemes, prepare programmes and posters as well as act or dance.

During the first year two pieces of coursework will be completed. Each piece will lead to a public performance. Students will work within a thematic framework devised in Year 10 by the school and in Year 11 by the AQA. The themes will be researched widely and students will be expected to record their ideas, words and images in notes, photographs and video recordings.

Written and practical coursework will be assessed during Year 10 giving 60% of the final mark. The other 40% will consist of written planning proposals, a final practical performance and a written evaluation leading to a GCSE in Expressive Arts in Year 11.

## **FRENCH (AQA)**



In Key Stage 4, students continue to build on what they know, understand and can already do at the end of Key Stage 3. Students are encouraged to improve speaking and writing skills by using a greater variety of complex structures, tenses and opinions. During year 10, students will complete listening and reading comprehension tasks at Foundation level progressing to Higher level tasks in year 11. Controlled assessments in writing and speaking will be completed during the year and will be submitted as part of the requirement for the GCSE examination.

The topics covered throughout the two year course include:

- Lifestyle, health, relationships, future plans and social issues
- Leisure, media, shopping, fashion and holidays
- Home, special occasions, local area and environmental issues
- School, current and future jobs

Students will be assessed in four skills.

Listening	20%	Foundation (35 min) or Higher Tier (40 min)
Reading	20%	Foundation (30 min) or Higher Tier (45 min)
Speaking	30%	Two dialogues conducted by the class teacher (4-6 min each)
Writing	30%	Two tasks produced under controlled conditions (1 hour each)

Students have access to a dictionary during the writing task. It is recommended that students purchase a bilingual dictionary for extended study and class use.

Knowledge of a language is an increasingly desirable asset and is well worth the commitment and hard work necessary to be successful.

## **GEOGRAPHY (AQA)**

Geography allows students the opportunity to develop:

- communication skills
- graphical and cartographical skills
- technological skills, including ICT and GIS
- interpersonal skills through debate and discussion
- literacy and numeracy
- problem solving skills
- entrepreneurial skills and awareness of career possibilities



### **Unit 1: Physical Geography**

This is a one and half hour exam where candidates answer three questions from topics including the restless earth, rocks, resources and scenery, the challenge of weather and climate, living world and ice on the land. This paper is worth 37.5% of the full GCSE.

### **Unit 2: Human Geography**

This is a one and half hour examination where candidates answer three questions from topics including population change, changing urban and rural environments, the development gap and tourism. This paper is worth 37.5% of the full GCSE.

### **Unit 3: Controlled Assessment**

Local Fieldwork Investigation

Students will carry out a local fieldwork task in preparation for the controlled assessment. This paper is worth 25% of the full GCSE.

## **HISTORY (AQA)**

Students will follow the AQA specification B, which looks at major events in the twentieth century. The course will therefore provide students with an understanding of some of the events which have helped shape the world we live in today.

The GCSE course is very popular and builds on the skills students have developed in Key Stage 3. Source evaluation and the ability to write extended answers are skills that are used extensively during the two years in both examinations and coursework. In addition, the department runs two annual trips for GCSE students; one to either the Battlefields of WW1 in Belgium and France or Washington & New Year in the USA, and the other to the Imperial War Museum in London.

The course is assessed in three clear components or units.

Unit 1, "International Relations: Conflict and Peace in the 20<sup>th</sup> Century" will be studied in Year 10. Students will study four distinct issues, beginning with the causes of World War One, before shifting focus to events after the war with the Treaty of Versailles and the reasons why the League of Nations failed to keep peace. This will be linked to Hitler's foreign policy and the origins of the Second World War. Unit 1 is assessed in a 1 hour 45 minutes examination and accounts for 37.5% of the overall marks. We envisage that students will sit this unit at the end of Year 11.



Unit 2, “20<sup>th</sup> Century Depth Studies” will be covered in Year 11. Here, our focus is on American History beginning with the “roaring 1920s”, followed by the Depression and the New Deal. Our final topic will look at the Vietnam War and the guerrilla tactics America had to compete with, the anti-war movement in America and the problems at the end of the war. Unit 2, like Unit 1, is assessed via a 1 hour 45 minutes exam with 37.5% of the overall marks. This will also be sat at the end of Year 11.

The third unit of this AQA course is the Historical Enquiry on an aspect of British History. Amounting to 25% of the overall marks, this unit will be assessed in controlled, timed conditions in class. Students will study how the First World War and the Second World War changed the way of life of the people of Britain, using a range of materials and sources. Students will then be given two questions to prepare responses to, using a range of sources in their answers. This new style of coursework will then be completed in class; students will have 5 hours of class time to produce their answers to the two questions in exam conditions, using the notes and sources they will have compiled in their “coursework diary”. This will be marked by subject staff before being moderated by AQA, and will be completed between November and February of Year 11.

## **MATHEMATICS (AQA)**

Mathematics is a “core” subject studied by all students. The course encourages students to think mathematically, to understand and communicate mathematical ideas, to formulate, test and prove their own hypotheses, and to apply a range of mathematical concepts in a variety of situations. It also develops the students Functional Skills. We aim to help students gain confidence in their abilities, to persevere with problems and enjoy mathematics.

All groups will follow the New AQA specification GCSE Mathematics course leading to written exams during Years 10 and 11 (Statistics and Number (calculator, 26.7%), Number and Algebra (non-calculator, 33.3%), Geometry and Algebra (calculator, 40%). Students will start the Higher Tier course in the final half term of Year 9 after their Mathematics examination in the summer term. Following discussions with parents and students a very small number of students may be entered for the Foundation Tier in Year 11 on the basis of attainment during the Year 10 course. The vast majority, if not all, Year 11 students will be entered for the Higher Tier.

The national two tier structure for GCSE Mathematics applies to all schools and examination boards.



The grades available in each tier are:-

Higher Tier	A*, A, B, C, D, E
Foundation Tier	C, D, E, F, G.

Students will be put into sets primarily on the basis of their Year 9 School Mathematics examination result and where necessary their Year 9 topic test results and teacher recommendation.

Students will need their own scientific calculators, as these are used throughout the course. Use will be made of the VLE (virtual learning environment), Mathematics Faculty ICT Suite, PC-Projectors, Interactive Whiteboards and Maths software where appropriate. There are links to useful websites on the Student section of the school website.

\* The single top set year 9 class that embarked on a three year course covering Higher Tier GCSE and FSMQ Additional Mathematics, in September 2010 will take their GCSE Higher Tier Exams in Years 10 and 11 as above, and will also take their FSMQ Additional Mathematics exam at the end of Year 11.

## MUSIC (AQA)

The GCSE course brings together the three main components required for the study of Music – Performing, Composing and Listening/Appraising. It is a natural progression from skills acquired in Key Stage 3 although Grade 3/4 Practical on an instrument or as a vocalist is a pre-requisite if a high grade is to be achieved.

The skills studied during the course are based on five areas of study explored through:

- 'The Western Classical tradition'
- 'Popular music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries'
- 'World Music'

In total there are 4 units of work:

- Unit 1 - Listening and Appraising is 20% of the total marks. Candidates are asked to respond to questions based on short musical excerpts drawing on music from all five areas of study. This assessment comes towards the end of the course as a one hour external exam comprising of a listening and written paper.
- Units 2 & 4 - Composition makes up 40% of the total marks. This includes folios of a candidate's own work, inspired by the five areas of study. Compositions are assessed both internally and externally and completed under controlled conditions.



- Unit 3 - Performance is 40% of the total marks. Candidates must prepare 2 practical submissions: a solo and an ensemble performance. These can be submitted either individually or through ICT and as part of a group. Performances are assessed in school towards the end of the course, then sent for moderation.

The new AQA course is a well formulated and highly enjoyable course. It allows musical students a wealth of opportunities to develop and challenge their musicianship, and work as part of a team. The specification now allows students, if they prefer, to offer an ICT performance as opposed to live instrumental or vocal performances, thus opening the course up to more candidates.

## PHYSICAL EDUCATION (EDEXCEL)

The course followed is EDEXCEL Physical Education and consists of:

### Performance Component – 60%

During the course the students will cover Fitness, Badminton, Volleyball, Basketball, Athletics, Rounders, Tennis, Hockey, Netball, Football and Rugby. There may be opportunity for swimming, lacrosse and trampolining amongst other activities.

Students are not only assessed for sporting ability; they must have knowledge of coaching techniques and demonstrate ways of improving performance in a specific sport. It is expected that student's will have a very good standard of fitness and a high skill level in at least four of the sports covered.

Assessment of the practical component:

- 48% Students are assessed on their performance in four activities from three possible sporting roles (performer, leader or official) within at least two areas from:
- Outwitting opponents in games
  - Replication of actions in gymnastics
  - Exploring and communicating ideas through dance
  - Performing at maximum levels in athletics
  - Identifying and solving problems in outdoor and adventurous activities
  - Exercising safely and effectively in health related fitness



12% Students must analyse one of their chosen activities in terms of tactics, coaching techniques and suggest ways of improving a performance. This is assessed through an interview with a member of the PE Department.

If students have an area of expertise that is not covered within school time, they can still choose to be assessed in that activity.

### **Written Examination – 40%**

Classroom based theory lessons will develop knowledge of Anatomy, Physiology, Sports Injuries, Fitness Training, Diet, Safety and a wide range of contemporary issues.

It is strongly advised that students selecting this course are participating in at least 2 sports at school and/or club level.

To complement GCSE Physical Education, students must take an active role in sport outside school hours, making full use of extra curricular clubs.

All GCSE Students will complete coaching and leadership qualifications within their core PE time. Students will have the opportunity to work with primary school children and younger students and develop their skills as a coach or referee.

If the course becomes over subscribed then the following criteria will be used as a guide for selection:

- ✓ Commitment to PE during Key Stage 3 – attitude, organisation, attendance and punctuality.
- ✓ **Commitment to at least two activities at a competitive level (in or out of school).**

## **PSYCHOLOGY (EDEXCEL)**

This course has been designed so that students can study subjects that are relevant to society today whilst understanding key psychological concepts and method which underpin how psychology works. Students will be encouraged to carry out practical work to develop an understanding of how psychologists carry out research. Studying this subject will support students progression onto AS and A2 level Psychology

\*Unit 1: Written paper(1 hour 15 minutes) worth 40% of the final assessment

\*Unit 2: Written paper(1 hour 45 minutes) worth 60% of the final assessment



## Unit 1 Perception and Dreaming

*Topic A: How do we see our world?*

This topic focuses on perception and illusions, drawing on biological and cognitive psychology.

*Topic B: Is Dreaming meaningful?*

This topic addresses Freud's dream theory and the theory of activation synthesis

## Unit 2 Social and Biological Psychological Debates

*Topic C: Do TV and video games affect young people's behaviour?*

This topic covers causes of aggression including psychological and social causes.

*Topic D: Why do we have phobias?*

This topic considers social learning, conditioning and evolutionary causes of phobias.

*Topic E: Are criminals born or made?*

This topic considers proposed biological and social causes of criminality.

## RELIGIOUS STUDIES Specification A (AQA) (Full Course)

We are delighted to offer this new AQA course. It is open to candidates of **any** religious persuasion or **none** and it encourages students to:

- develop their interest in a study of religion and its relation to the wider world
- develop their knowledge, skills and understanding of religion by exploring the impact of beliefs, and teachings on practices and ways of life
- express their personal responses and informed insights on fundamental questions about identity, meaning, purpose, values and commitments

Candidates will study the following **two** units, each of which accounts for 50% of the total Full Course mark. There will be **two** written papers, each 1 hour 30 minutes which will be taken in 2011. There is no controlled assessment (coursework).



### Year 10 Course: Unit 8 - Islam

- **Beliefs and sources of authority:** Beliefs about Allah and the Qur'an. The life of prophet Muhammad
- **The Five Pillars of Islam:** Shahadah, salah, zakah, sawm and hajj
- **Worship:** The mosque and festivals
- **Personal lifestyle:** Diet, dress, ummah (Muslim brotherhood)
- **Family Life:** Rites of passage, birth, marriage and death
- **Justice and Equality:** The status of women, causes of prejudice and discrimination

### Year 11 Course: Unit 2 – Christian Ethics

- **The Right of Life:** abortion, euthanasia
- **The Use of Medical Technology:** fertility treatment, gene therapy and cloning
- **Personal Responsibility:** sexual relationships and drugs
- **Social Responsibility:** marriage, prejudice and discrimination
- **Global Concerns:** environment and poverty
- **Conflict:** war and peace, crime and punishment

In addition to encouraging students to develop their knowledge and understanding of religion and its relation to the wider world, candidates will also develop a variety of **skills** during the two year course, such as:

Thinking and analytical skills  
Evaluating issues in a balanced and informed manner  
Independent research  
Note-making and essay writing  
Revision and exam technique



## SCIENCE

All three sciences, Biology, Chemistry and Physics, must be studied at GCSE in order to fulfil National Curriculum requirements.

There are **three** possible options for students, two alternative routes lead to two GCSE Science grades or students can opt for a wider breadth of Science by taking the separate Science GCSEs (Triple Science). The option chosen will depend on the type of Science the student prefers, the type of assessment best suited to that student and what they want to study post-16. Students are advised to discuss these issues with their Science teachers. All three routes contain the same level of challenge and allow students to fulfil their A\* potential. Whichever alternative is chosen lessons are taught by specialist staff in Biology, Chemistry and Physics.

### **Option 1 - GCSE Science and Additional Applied Science (AQA):**

Students should choose this option if they would prefer to study a more vocational approach to science. The Applied GCSE includes a greater proportion of controlled assessment and so will require sustained commitment throughout the course.

Students will obtain two (possibly different) grades; one for GCSE Science and one for GCSE Additional Applied Science.

Please note that this course is not suitable for progression to A-levels in Biology, Chemistry or Physics.

### **Option 2 - GCSE Science and Additional Science (AQA):**

The Additional Science route is appropriate for the majority of students who want to study traditional science. If students are considering A-levels in Biology, Chemistry or Physics but do not want to select the separate Sciences they must select this option. They also need to perform well in examinations which make up most of the assessment of this course.

Students will obtain two (possibly different) grades; one for GCSE Science and one for GCSE Additional Science.

This course is suitable for progression to A-levels in Biology, Chemistry or Physics following a good performance at Higher Level.

### **Option 3 – Triple Science - Separate Sciences in Biology, Chemistry and Physics (AQA):**



For those students who have proven ability in Science and are considering a university course or career in the Sciences then the separate Science GCSEs are recommended. This will mean that they will obtain three GCSE grades covering Biology, Chemistry and Physics, each of which might be a different grade. Priority will be given to the more able Science students since there are a limited number of sets that follow the Triple Science option. This is the best option for students who are sure that they want to take Science A-Levels.

This course is suitable for progression to A-levels in Biology, Chemistry or Physics following a good performance at Higher Level.

## **SPANISH (AQA)**

In the two years remaining prior to the GCSE examination we hope that students will continue to develop their competence as language users in a wide variety of contexts and situations, and that they will acquire skills which will serve them well beyond the classroom. The course builds on work done in Key Stage 3, and students are consistently encouraged to use more complex structures and a wider variety of tenses. All four skills – listening, speaking, reading and writing - are equally emphasised at all stages. Students will gain confidence in using the spoken language and the fluency and accuracy of their written work will improve. Much reading and listening is based on authentic texts so as to foster genuine skills.

Extended study is an integral part of the course and the manner of its completion is an important indicator of a student's commitment and attainment.

By the end of Year 10 it is expected that most students will cope successfully with Foundation level papers and be prepared to attempt some Higher level tasks, even though these may still seem challenging.

Controlled assessments in writing and speaking will be completed during the year and will be submitted as part of the requirement for the GCSE examination.

In Year 11 the remaining specification topics are covered and students are increasingly afforded opportunities to practise their skills under examination conditions. Controlled assessments in writing and speaking are completed.

Learning a language is a rewarding and enjoyable experience, but no-one should imagine that it is not also hard work. Successful students need to be committed and willing to work, both in lesson time and at home.

## **INFORMATION & COMMUNICATION TECHNOLOGY IN KEY STAGE 4**



All students will follow a general ICT course based on the ECDL programme and consisting of the modules leading to BCS Level 2. Each module completed successfully will gain accreditation. Resit opportunities will be provided to students who are unsuccessful or who miss scheduled tests (Please note that the first attempt at a test is funded by the school, but additional attempts will incur a charge of £10 for each test)

Additionally, during Key Stage 4, students will become more responsible for choosing and using ICT tools and information sources. They will use a wide range of ICT applications confidently and effectively and be able to work independently for much of the time. They will also work with others to carry out and evaluate work.

There will be opportunities to use ICT appropriately in a wide range of subjects and students will also be able to extend their work at lunchtime and after school using available facilities.

#### **Art:**

- To use a variety of art packages
- To use a digital camera and scanner

#### **Business Studies**

- To use desktop publishing, graphics, spreadsheets and databases to support classroom activities and coursework.

#### **English:**

- To use CD-ROM based encyclopaedia.
- To use Internet to help with research.
- To use ICT to present, analyse and communicate information effectively.

#### **Geography:**

- To use CD-ROM based atlas and encyclopaedia.
- To use Internet to help with research
- To use ICT to present, analyse and communicate information effectively.
- To use GIS as a tool for learning

#### **History:**

- To use ICT to present, analyse and communicate information effectively using PowerPoint to deliver presentations.
- To use Humanities laptop trolley, and computer rooms when available, for research and group work.
- To word process assessments
- Encouraged to use revision sites, such as Bitesize
- PowerPoint presentations are used by teaching staff in the delivery of lessons, in addition to Espresso Clipbank for video footage.



**Mathematics:**

- To use the VLE
- To use spreadsheets
- To use dynamic geometry software
- To use graph drawing software.

**Modern Foreign Languages:**

- To use a variety of dedicated language software to develop skills
- To use media files to develop listening skills
- To use Encarta
- To use desktop publishing to present written work
- To use the Internet for research
- To use database software in a variety of language based tasks
- To use presentation software
- To use the VLE to support learning

**Music:**

- To use both 'Sibelius' and 'Cubasis' music composing and sequencing programmes for their composition work.
- To use the internet for research
- To use Microsoft 'Word' and 'Powerpoint' to present their written coursework

**Physical Education:**

- To use internet to help with research
- To use heart rate monitors to measure and monitor fitness levels

**Religious Education:**

- To research topical issues and enhance knowledge and understanding for which the BBC website is especially helpful
- To present, analyse and communicate information effectively
- To create revision resources

**Science:**

- To use datalogging equipment to measure and record physical variables.
- To use Multimedia Science School.

In all areas, students will have the responsibility to load, save and print their own work.

**YEAR 10 OPTIONS SUMMARY**



1. All students will follow a course in English, Mathematics and Science, a Humanities subject, a Modern Foreign Language and Design & Technology up to GCSE level.

2. From the Design & Technology course students should choose from:

- (a) Electronics
- (b) Food Technology
- (c) Graphic Products
- (d) Resistant Materials
- (e) Textile Technology

3. From the Science course students should choose from 1) Applied, 2) Additional, 3) Triple.

4. Students must choose at least **one** Humanities subject and **one** Modern Foreign Language (studies since Year 7) from the two lists below:

**Humanities\***

Geography  
History  
Religious Studies

**Modern Foreign Languages**

Spanish  
French

5. Students must choose **one** different subject from each of the lists below:

**Option 1**

Art  
Business Studies  
Expressive Arts  
Geography\*  
Physical Education  
Triple Science

**Option 2**

Art  
Business Studies  
Business Studies with Economics  
Expressive Arts  
History\*  
Music  
Psychology

**Please note:**

**\* Students can only study 2 subjects from RE, History and Geography**

6. (i) In the unlikely event of insufficient numbers opting for a subject, it may not run. In this case a student will be asked to make another choice.

(ii) Unless there are exceptional circumstances agreed with the Headteacher/Deputy Head (Curriculum), students will continue all subjects started in Year 10 and sit the GCSE examination at the end of Year 11.

## YEAR 10 OPTION CHOICES



PLEASE RETURN THIS SHEET TO YOUR FORM TUTOR BY TUESDAY 22<sup>nd</sup> MARCH 2011.

**NB. DO NOT RETURN THIS SHEET BEFORE THE POST-14 OPTIONS EVENING ON WEDNESDAY 9<sup>th</sup> MARCH.**

Please write the name of the subject in the appropriate space

1. Humanities Choice \_\_\_\_\_

2. Modern Language Choice \_\_\_\_\_

3. Design & Technology Option (**one from** Electronics, Food Technology, Graphic Products, Resistant Materials and Textile Technology)

\_\_\_\_\_

4. Science Choice (**one from** Applied, Additional and Triple, if you choose triple you must also choose triple science Option 1)

\_\_\_\_\_

5. Option 1 Choice \_\_\_\_\_

6. Option 2 Choice \_\_\_\_\_

**If you have chosen Art in Option 1 or Option 2 please indicate in brackets your choice from Art and Design, Textiles, 3 Dimensional Art, Applied Art or Fine Art as outlined in the course information.**

**Please Note: You can only choose 2 subjects from RE, History and Geography**

Name of Student \_\_\_\_\_ Form \_\_\_\_\_

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_