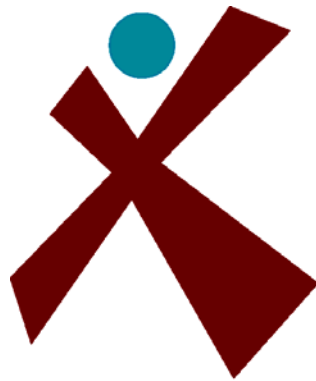


SPROWSTON COMMUNITY HIGH SCHOOL



KEY STAGE 4 COURSES 2011/2013

KEY STAGE 4 COURSES

It is the time for you to think seriously about the courses you are to follow from Year 10 onwards. With most students staying in education until they are 18, it is vital that you take some time to consider which subjects to study and at what level. Some students at 14 have an idea about which career path they wish to follow and will choose subjects accordingly. Others may have only a vague idea, or maybe no idea, of a career path. These students should opt to follow a wide, balanced curriculum offered in Path A or B.

The following subjects are compulsory and **no decision needs to be made** about studying them:-

ENGLISH
MATHS
CORE PE

The following subjects are also compulsory:-

SCIENCE
CITIZENSHIP
ICT
RELIGIOUS STUDIES

For the majority of students choices need to be made as to:-

- a) which Science Course to follow and
- b) in which block will the Short Courses (CZ, ICT & RS) be taken.

Those students who are accepted onto Vocational Studies or Young Apprentice courses **DO NOT** need to make this decision.

Students must think carefully and take heed of advice before deciding which of the following paths to follow.

From Path A to D there are increasing Vocational elements, some of which may be spent at other educational establishments:-

PATH A

All GCSE subjects, selecting from Blocks 1, 2, 3 & 4

The options available give a large amount of flexibility.

OR

PATH B

BTEC course with 1 GCSE subject taken from Block 4 + GCSE subjects from Blocks 1, 2 & 3.

OR

PATH C

Vocational Studies course + Core GCSE subjects + Double Science & 2 GCSE's.
The GCSE's will be chosen from a limited range of subjects.

OR

PATH D

Young Apprenticeship + Core GCSE subjects.

KEY STAGE 4 COURSES

QUICK REFERENCE GUIDE

COURSES FOR ALL STUDENTS

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In addition all pupils will study Science, with pupils on Path A, B & C having some choice as to which course to follow.

PATH A(All GCSEs) & PATH B(BTEC)

Pupils following these paths must first decide in which Block they are taking Short Courses of Citizenship, ICT & RS:

In Block 1 instead of a 2nd Science subject

OR

In Block 2 instead of a Language

OR

In Block 3 instead of a Technology

OR

In Block 4 instead of an Arts or Humanities subject.

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Catering	Level 1
Construction	Level 1
Hairdressing	Level 1 or 2
Horse Care	Level 1 or 2
Vehicle Technology	Level 1
Woodwork	Level 1
Land Based Operations	Level 1
Motorcycle Maintenance	Level 1

PATH D: YOUNG APPRENTICES

54/55

Engineering
Hairdressing
Motor Vehicle Maintenance

Contact: Mr M Cotter, Head of Faculty

What is the course like?

English at GCSE builds on and develops the work you have been doing at KS3. Most students will do both English and English Literature, leading to 2 GCSE grades.

GCSE English contains three separate elements:

- Speaking and Listening
- Reading
- Writing

What skills will be developed?

English is all about communication – through reading, writing, speaking and listening. It involves critically and analytically reading novels, plays, poetry and non-fiction, and writing about all of these as well as writing about media and producing your own imaginative writing. There will also be lots of opportunities for different kinds of oral activities.

How will work be assessed?

Speaking and listening is assessed through a number of coursework activities, including individual, small group and drama focused. It counts for 20% of the English mark.

The written English coursework also accounts for 20% of the mark. Reading and writing, including the reading of a Shakespeare play, are each assessed.

There are then two papers for the English examination, each with a reading section and a writing section.

Most students will take their GCSE English examination in November of Y11. This will enable them to spend the rest of their time concentrating on the English Literature examination which will consist of questions on a drama text, a prose text and an unseen poem.

All coursework, including that for English Literature, which accounts for 30% of the mark will be completed in Y10.

What will be expected of students?

Students will read silently in class, and will be expected to read for pleasure and for knowledge on a regular basis at home. All courses make great demands on students to work accurately, to write in a rich style and with a varied vocabulary, and to respond to texts in a thoughtful and personal manner. The best way to do well in English is to get involved in all the oral work; read enthusiastically; and write experimentally. The more you read at home, the better you will do in English and probably in other subjects.

COMPULSORY GCSE COURSES

**Contact: Mr T Daunt,
Head of Mathematics Faculty**

What is the course like?

Students will be encouraged to develop thinking skills related to number, exploring rules, understanding shape, making sense of data and functional skills.

What skills will be developed?

Students can gain skills which are valuable at 'survival' or 'professional' level, in estimation, measurement, spatial visualisation, testing claims, generalising, reasoning, IT and problem solving.

How will work be assessed?

Examination

Students sit 2 final papers: -

50%

Paper 1 is non-calculator exam and may cover any topics

50%

Paper 2 allows calculators and covers remaining topics

No Coursework

Some students will be selected to take the exam early in November of Year 11. If successful these students may have the opportunity of **a)** increasing their grade or **b)** concentrating on statistics GCSE or **c)** focusing on functional skills. Students achieving an A* in November will be given a challenging sequence of tasks in order to develop and extend their problem solving skills, their understanding of proof and their ability to work independently and collaboratively (no AS material will be covered).

What will be expected of students?

Students are expected, and given support, to take an increasing responsibility for their own progress.

They need to own and to bring to lessons all equipment listed, especially a scientific calculator. They must be prepared to complete short exercises between lessons but longer home work projects with more notice.

Society requires students to persevere with mental skills and to practice written accurate communication.

Anything else helpful or relevant?

Cheap and effective revision guides are recommended for purchase. These are also useful in Year 10, for regular help and support at home. Students can also access My Maths or SAM Learning, two examples of useful online resources.

Students need to bring their own calculators to lessons so that they become familiar with that type. Calculators in mobile phones are not permitted in school and are strictly forbidden in exams.

Help with difficulties is available at 12:30 pm every day in the Math's block.

**GCSE CITIZENSHIP
– SHORT COURSE**

**Contact: Mrs R Hewitt
Head of Citizenship**

What is the course like?

Citizenship now forms part of the National Curriculum at KS4 and leads to the GCSE full course. The course encourages students to reflect on issues relating to human rights, power and politics, and, global concerns. Students are encouraged to formulate their own opinions after careful research and exploration of each issue.

The course has 2 units which begin in **Year 9** and continue into **Years 10** and **11**:

Unit 1 Citizenship Today (40% written exam)

Unit 2 Participating in Society (60% controlled assessment)

What skills will be developed?

Enquiry – research and evaluate different points of view

Advocacy and Representation – explain different points of view

Informed and responsible Action – plan and initiate a project and reflect on it critically.

How will the course be assessed?

Coursework 60%

Examination 40%

Functional skills in ICT Level 2

This is a new course for all Students. You will have core ICT for one hour a week.

Functional skills are designed to give you the skills to operate confidently, effectively and independently in education, work and every day life.

Level 1 is taught as part of the Key Stage 3 ICT curriculum. We are now extending that to Level 2 at Key Stage 4.

At level 2, you will be expected to analyse tasks, break them down to manageable parts, decide what you need to do by applying your knowledge and understanding and then solve the ICT problem.

During the final assessment you will be expected to independently select software for particular tasks, and to solve different ICT problems in new situations.

Along with appropriate teaching, there is an emphasis on independent study and skills development. On-line guides and tasks are available for you to practice on.

The course is assessed by a 2HR computer-based test.

GCSE RELIGIOUS STUDIES – SHORT COURSE
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**Contact: Mr J Allerhand
Head of Faculty**

What is the course like?

RS is a compulsory subject like English and Maths. It looks at contemporary issues and adopts a questioning, investigative and creative approach. We ask questions on religious issues such as: why is it that some people believe in God when there seems to be so much suffering in the world; should women have the right to freely choose abortion; why do some couples still choose to marry when the divorce rate is so high; what are the benefits and costs of living in a society with a wide range of faiths and ethnic groups?

What skills will be developed?

We develop knowledge and understanding of a variety of contemporary issues but particularly stress the skills of investigation and critical argument

How will work be assessed?

There is one 90 minute exam at the end of the 2 year course which tests students of all abilities on the 4 topics taught. There is no coursework!

What will be expected of students?

We hope that all students will have an open-minded and positive approach to the subject and to their role as learners. We expect all students to respect the variety of views that they encounter.

Anything else helpful or relevant

This a GCSE Short Course worth half of one GCSE.
The course does involve some religious information, particularly from Christianity and Hinduism, but it concentrates more on moral questions that face young people.

CORE PHYSICAL EDUCATION

**Contact: Miss S Leeds
Head of P.E.**

What is the course like?

All students in Years 10 and 11 (Key Stage 4) follow a **core physical education course** in which they are given opportunities to participate in frequent physical activity conducive to a healthy lifestyle. 2 lessons a fortnight

What skills will be developed?

In Year 10 and 11 students follow a programme of study covering the following areas;

Outwitting Opponents – Games
Accurate replication – Gymnastics
Exploring and communicating ideas – Dance
Performing at maximum levels – Athletics
Exercising safely and effectively - Fitness

It is hoped that, within certain limits, students will be given choice from a range of activities so that they can increasingly refine their techniques in their chosen activities.

Anything else helpful or relevant.

The more skilled students are encouraged to represent the School in one or more of our very active and successful school teams, and all students are encouraged to develop an interest in at least one activity which can be continued after leaving school.

In addition to Core Physical Education, Physical Education may also be studied as a GCSE subject.

COMPULSORY COURSES

**Contact: Mr J Oakley
Head of Faculty**

OPTIONS FOR SCIENCE

All students must study at least one GCSE in Science. We would advise that most students should do at least two GCSEs in Science so that this huge and important subject can be covered in enough detail to give students the knowledge, skills and understanding they will need to live as adults in an increasingly science driven, technological world.

While two Science GCSEs are perfectly sufficient, and would allow students to go on to study any subject post-16, or take up any employment or training option, we also offer students the opportunity to study the three Sciences separately and achieve GCSEs in Biology, Chemistry and Physics. Please note that all three subjects have to be studied.

There are 4 options related to science:

1. Single GCSE Core Science (taken with CZ/IT/RS Short courses)
2. Double Science: Core Science + Additional Science *
3. Double Science: Core Science + Additional Applied Science *
4. Triple Science: Separate Biology, Chemistry & Physics.
NVQ students should either follow 1 or 3

* The choice between these 2 courses will be made during Year 10 since both courses start with the Core Science section.

The content of Science courses will change for Sept 2011, but the new syllabi have not yet been ratified – hence the content below may change.

1) Core Science GCSE

This GCSE emphasises basic scientific literacy – the knowledge and understanding which you will need to understand science-based issues when you are an adult. Successful candidates will be awarded a GCSE in Science. All students (except those opting for Triple/Separate Sciences) must take this course.

Topics Covered

B1 You and Your Genes

B2 Keeping Healthy

B3 Life on Earth

C1 Air Quality

C2 Material choices

C3 Food Matters

P1 The Earth in the Universe

P2 Radiation and Life

P3 Radioactive Materials

Who should take this option?

Students who just take this option will not be able to go on and study Science at a higher level. As most jobs require more than just a basic understanding of Science you should only take this option if you are:

- a) very sure of your future career path
- b) know that you can pursue this career with only a basic understanding of science

for example, anybody who wanted to be a hairdresser, beautician or mechanic should **not** take this option. These students should opt for Science and Additional Applied Science.

COMPULSORY COURSE

2) Science GCSE and Additional Science GCSE

As well as taking the Science GCSE you will complete a second GCSE which focuses on scientific explanations and models, filling in the background and providing a more detailed understanding of the topics and issues dealt with in Science. Candidates taking this option will gain two GCSEs, which are graded separately.

Topics Covered

B1 You and Your Genes	B2 Keeping Healthy
B3 Life on Earth	
C1 Air quality	C2 Material choices C3 Food Matters
P1 The Earth in the Universe	P2 Radiation and Life
P3 Radioactive Materials	
B4 Homeostasis	B5 Growth and Development
B6 Brain and Mind	
C4 Chemical Patterns	C5 chemicals of the Natural Environment
C6 Chemical Synthesis	
P4 Explaining Motion	P5 Electric Circuits
P6 the Wave Model of Radiation	

Who should take this option?

If you might want to study a Science subject at an A level you should take this option. If you are very good at Science you could also opt for Separate Sciences, which will give you a more complete understanding of each subject.

Science GCSE and Additional Applied Science GCSE

As well as taking the Science GCSE you will complete a second GCSE which focuses on how Science is related to the world of work. Successful candidates taking this option will gain two GCSEs, which are graded separately.

Topics Covered

B1 You and Your Genes	B2 Keeping Healthy	B3 Life on Earth
C1 Air Quality,	C2 Material Choices	C3 Food Matters
P1 The Earth in the Universe	P2 Radiation and Life	P3 Radioactive Materials

Plus Three From :

Life Care, Harnessing Chemicals, Agriculture and Food, Communications, Scientific Detection, Materials and Performance.

Who should take this option?

If you are going to do GCSEs but you do not think you will study Science at A level, this is the option for you, if you want to pursue a career in a technical area after you leave school. For example, someone who wants to be a cook should opt for Science and Additional Applied Science.

The choice between Version 2 or 3 of Double Science will be made in the second part of Year 10.

3) Separate Sciences – Biology, Chemistry & Physics

The GCSE Biology, GCSE Chemistry, and GCSE Physics courses draw on the teaching modules from the GCSE Science and Additional Science courses, with a further section of content specific for each subject. This option allows able students to take three GCSEs in the sciences, and is an excellent preparation for those who would want to study Science at A level.

Topics Covered

Biology

B1 You and Your Genes	B2 Keeping Healthy	B3 Life on Earth
B4 Homeostasis	B5 Growth and Development	B6 Brain and Mind
B7 Biology in the 21 st Century		

Chemistry

C1 Air Quality	C2 Material Choices	C3 Food Matters
C4 Chemical Patterns	C5 Chemicals of the Natural Environment	
C6 Chemical Synthesis	C7 Chemistry in the 21 st Century	

Physics

P1 The Earth in the Universe	P2 Radiation and Life	P3 Radioactive Materials
P4 Explaining Motion	P5 Electric Circuits	
P6 The Wave Model of Radiation	P7 Physics	

Who should take this option?

You are currently in Set 1 or Set 2 for Science and you will achieve either a Level 7 or Level 6H in your teacher assessment. You are interested in Science and you would like to study one or more Science subjects at A level.

ASSESSMENT

Assessment is carried out via a series of written tests, which can be taken in January and June, and through coursework. The coursework element requires students to complete practical science projects and undertake case studies about relevant issues in Science. For all the courses offered coursework makes up one-third of the final assessment.

IF YOU WISH TO STUDY SEPARATE SCIENCES AS 3 GCSES THEN TICK THE BOX IN PATH A: EXTRA GCSE.

It's a multilingual world! Will you have the skills?

Why should you study this course?

- You will learn many skills which are useful in a wide range of future careers, how to communicate clearly, using problem solving strategies etc.
- You will add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers look for.
- You will create greater opportunities for yourself to work abroad or for companies in the UK with international links.
- You will learn about the countries where the language is spoken and get a lot more out of a trip there.

What skills will be developed?

As in Years 8 and 9 you will carry on developing your listening, speaking, reading and writing skills.

How will work be assessed?

As in Years 7, 8 and 9 you will carry on developing your listening, speaking, reading and writing skills.

The writing: 30% of final mark will be prepared and completed in class but marked by the Board.

The Speaking: 30% of final mark will be prepared and completed in class, marked by the teacher and moderated by the Board.

The Listening: 20% of final exam

The Reading: 20% of final exam

What will be expected of students?

You will be expected to try to participate in lessons to develop your confidence in speaking. You will have to keep up to date with the work and meet the deadlines.

Anything else helpful or relevant?

Firstly, do ask your language teacher and your parents for advice. It is also essential that you have access to a dictionary.

Remember: you already know a lot as you have been studying a language for 3 years. You do not have to be fluent in a language – a little language can make a lot of difference.

BLOCK 2: Welsh Board FRENCH
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You like languages but feel that the demand of a GCSE might be too much? Like the idea of taking a mini test every half term rather than an exam at the end of 2 years?

What is the course like?

This is an alternative to mainstream GCSE Courses. The Course covers 10 modules, one of which is tested every half term through Examination Board and school based assessments. You can easily follow your own progress and determine your own rate of progress.

Language teachers will discuss with individual students the suitability of this course.

What skills will be developed?

This practical course will develop the skills of listening, speaking, reading and writing.

How will work be assessed?

Candidates who achieve between 15% to 40% will achieve a Pass Grade.

Candidates who achieve between 41% to 60% will achieve a Merit Grade.

Candidates who achieve 61% + will achieve a Distinction Grade.

What will be expected of students?

You will be expected to take an active role in oral work.

It is expected that you will keep up-to-date with examination assessment projects and vocabulary learning.

Anything else helpful or relevant?

Ask your teacher for advice – speak to your parents.

It would be useful if you had your own French dictionary.

MODERN LANGUAGES CERTIFICATE OF ACHIEVEMENT COURSES

GCSE FRENCH/GERMAN/SPANISH

As a **second language** to be studied as well as the language you are already studying

Nine out of ten UK companies say they need more foreign language speakers.

Second Language Opportunities Does the idea of learning two languages appeal to you? Then read on.....

You want to be different, want to stand out from the crowd

**You have studied a foreign language for the past 2 years, you are really enjoying it!
You would like to try another one..... this is your opportunity.**

The details for the course are the same as in Block 2. However, as this is an accelerated course, you need to discuss this with your language teacher to make sure this is for you, as you will need to be truly committed to language learning.

MIX IT UP! Languages go really well with a wide range of subjects.
For example, a language with Business or Media Studies will help you when you look for a job later on.

HIT THE ROAD!

Travel abroad is a lot more interesting when you can speak the language of the country you are visiting

IF YOU WISH TO TAKE A 2ND LANGUAGE SUBJECT, THEN TICK THE BOX IN PATH A: EXTRA GCSE

BLOCK 3: PRODUCT DESIGN GCSE – FOOD TECHNOLOGY

Exam Board: OCR

Contact: Mrs D Hunt, Subject Team Leader

Coursework: 60% of the total final qualification one in Year 10 and one in Year 11.

Exam: 40% - One 2hr exam in the summer.

Entry Tiers: Higher – A - D, Foundation C – G.

- **INTRODUCTION:**

This is a two year course suitable for students who would like to explore food as a material when designing and making products. Students will be able to develop a range of practical skills; learn about food, diet and health; understand the food industry and in particular how new food products are developed – from design to manufacture.

- **COURSE CONTENT**

In year 10 students work on investigating ingredients, focus on developing their practical skills, complete short design and make tasks which improve their knowledge of the design process, build up ICT skills through subject specific programmes, look at the diet and lifestyle needs of a variety of target groups and consider current trends in food.

Year 11 involves the completion of a major coursework task. This is a set of themes based on designing, developing and manufacturing a 'new' product. This includes trialing and testing their ideas through practical work and the recording of the process as evidence in a written folder. Students are encouraged to use ICT in the presentation of coursework.

Assessment:

Coursework accounts for 60% of the overall GCSE grade.

Students sit one exam paper of 2 hours The paper carries 40% of the overall GCSE mark.

Anything Else?

- Lots of other useful skills are developed – organisational skills, logic and analytical thinking, working 'outside of the box', lifeskills.
- The coursework folder is good evidence of the ability to sustain interest over a long task –useful in interview situations
- Food Technology opens up the chance to study a variety of courses at post 16 and a broad spectrum of career paths. A Level Food Technology course is available via the Kett 6th Form, it is based at Sprowston.

GCSE DESIGN AND TECHNOLOGY COURSES

BLOCK 3: PRODUCT DESIGN GCSE - GRAPHIC PRODUCTS
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Exam Board: AQA

Contact: Mr N Bugdale, Subject Team Leader

Coursework: 60% of the total final qualification

Exam: 40% - one 2hr exam taken in the summer of Year 11

Entry Tiers: Higher – A - D, Foundation C – G

- **INTRODUCTION:**

GCSE Graphic Products is a two year course aimed at students who would like to develop their creative, visual design skills.

The course is particularly suited to those students who enjoy drawing and have a preference for designing and making three dimensional models/products from material such as cardboard, foamboard or thin plastic sheet.

- **COURSE CONTENT:**

In year 10 students can expect to work on three different short projects that start with a design problem and end in a three dimensional model being produced. In between each project are a series of skills related tasks that help build up drawing and design skills. These exercises will help students to develop a range of experiences that will link together to establish a Foundation for Year 11. The work produced in this first year does not contribute to the final qualification grade but does establish understanding and knowledge of the Design Process. Each project will provide opportunities for students to explore and expand their design, making, evaluating and ICT skills.

Year 11 is devoted to completing a 'Major Coursework' project that is marked in six stages. This is a set 'Themed' project that allows students freedom to choose from a wide range of products. The course encourages students to identify and solve design based problems for other people. The project involves using a range of graphical and problem solving skills that results in a finished range of 3D products. Throughout the year preparation for the summer exams will take place. ICT is integrated into the coursework and provides students with opportunity to apply their skill and knowledge.

Students taking GCSE Graphic Products are able to extend their studies further at AS and A2 Level. Sprowston offers Product Design using Graphic Materials for those interested in Design and Technology.

GCSE DESIGN AND TECHNOLOGY COURSES

BLOCK 3: PRODUCT DESIGN GCSE - RESISTANT MATERIALS

Exam Board: AQA

Contact: Mr G Parker , Head of Faculty

Coursework: 60% of the total final qualification

Exam: 40% - one 2hr exam taken in the summer of Year 11

Entry Tiers: Higher – A - D, Foundation C – G

- **INTRODUCTION:**

GCSE Resistant Materials is a two year course aimed at students who would like to develop their three dimensional capabilities.

The course is particularly suited to those students who enjoy designing and making products from plastics, metal or wood.

- **COURSE CONTENT:**

In year 10 students complete two projects, both of which commence with a given design brief and conclude with the production of a working prototype of their selected design. Incorporated into both of these projects are many skills based exercises, designed to improve and develop students' technical capabilities, and equip them with a suitable range of skills to embark on the Major Project in Year 11.

In Year 11, students work solely on their coursework assessment project. This is a set 'themed' project that allows students freedom to choose from a wide range of products. Students will finish the project by manufacturing a working design prototype which is suitable for batch production.

Throughout both years, the use of ICT is encouraged and developed.

The course provides an ideal foundation for students wishing to study Product Design at AS and A2 Level. Sprowston offers Product Design using Resistant Materials for those interested in Design and Technology.

GCSE DESIGN AND TECHNOLOGY COURSES

Exam Board: OCR

Contact: Miss K Bales, Second in Faculty

Coursework: 60% of the total final qualification

Exam: 40% two 1hr exams taken in the summer of Year 11

Entry Tiers: Higher A – D, Foundation C – G

- **INTRODUCTION:**

GCSE Textiles Technology is a 2 year course aimed at students who would like to develop their creative skills. This course is particularly suited to students who enjoy working with a range of fabrics and wish to learn about a variety of textile processes and industrial techniques.

- **COURSE CONTENT:**

In Year 10 students are set a project every half term. Each project provides the opportunity for students to improve on their practical skills and learn new processes. A variety of constructive and decorative techniques are covered and students will also develop their knowledge and understanding about the construction of fabrics and product manufacture. Students will explore all aspects of the design process, from using their ICT skills for research and development purposes through to evaluating and assessing the quality of their practical outcomes. Although Year 10 assessment does not contribute to the final GCSE grade it provides an essential basis for the major project in Year 11.

In Year 11, all lessons concentrate on individual coursework projects. These are assessed at 6 different stages. Students have the freedom to choose a theme and a textile product to design and make. The coursework is presented in an A3 folder demonstrating progression of the project and containing evidence of ICT. Throughout the year preparation for the summer exams will take place.

Students taking GCSE Textiles Technology are able to develop their studies further at AS and A2 level. Sprowston offers Textiles technology for those interested in Design and Technology.

**BLOCK 4: GCSE
ENGINEERING
DOUBLE AWARD**



2 Years
60 % coursework
40% Exam in June 2010

Contact – Mr G Parker – Head of Design and Technology

Intended as an introduction to Engineering, this qualification allows students to develop skills and understanding which will be of use generally and as part of a progressive career path leading to further technical or academic engineering qualifications.

This 2 year course can also be regarded as a useful introduction for learners who intend to continue to the Level 3 Engineering or Manufacturing and Product Design Diplomas.

The students cover 4 units of coursework:

Units 1 & 3 Formal Written Exams:

1hr each.
20% each.

Unit 1: Product Study section (based on information made available before exam) and a section on manufacturing and Materials.

Unit 3: Application of Technologies and a section on Manufacturing Systems.

Units 2 & 4 Coursework Projects:

Unit 2: Designing and Communicating/Manufacturing an Engineering Product 30%

Unit 4: Developing an Engineering Design/Manufacturing an Engineering Product 30%

A course for those of more technical nature who enjoy exploring the material world around them and how it is made. For students who wish to design how things work not what they look like.

Subjects which would go well with Double Award engineering:

Maths
ICT
Physics
Business Studies

**IF YOU WISH TO STUDY GCSE ENGINEERING DOUBLE AWARD THEN TICK BOX IN
PATH A: EXTRA GCSE
GCSE DESIGN AND TECHNOLOGY COURSE**

Entry Certificate : Product Design

Exam Board: AQA

Contact: Mr G Parker, Subject Team Leader

- **INTRODUCTION**

Students who we feel would be suitable for this course will be contacted by letter. The entry certificate is a two year course. Students will be given the opportunity to design and make a wide range of products. They can opt to work with a range of Design and Technology materials or specialise within a certain area.

- **COURSE CONTENT**

In Year 10 and 11 students will develop a range of making skills and produce several projects. In order to receive the entry certificate, students must complete two compulsory project units and two optional units. The students will be awarded for each unit passed. Students will receive awards for demonstrating that they have the ability to design and make various products. Students will be expected to submit evidence within a portfolio of work.

What is the course like?

Over the course of two years you will complete coursework and a practical exam. Everything that you produce in lessons counts! You will complete the following:

Controlled assessment of student portfolios

Which is internally set, marked and externally moderated contributing 60% of the marks.

This is coursework units set by your teacher where you will learn a wide range of skills, techniques and understanding of Art. You will keep several sketchbooks just like you do now in Art.

An externally set assignment.

Which is externally set, internally marked and externally moderated contributing 40% of the marks.

You will be given an externally set theme for which you have to prepare, culminating in a 10 hour practical exam spread over two days in your art room.

What skills will be developed?

As the course progresses students increasingly work independently. Visit a Year 11 art class and you may see ten or more types of work taking place. Year 10 projects are more directed by the teacher, to ensure you all meet all assessment criteria. These are some of the projects undertaken by current students:

- * Print making techniques, How to use a printing press
- * Create a painting inspired by music
- * Build a sculpture out of wire mesh, mod roc + other surface decoration techniques
- * Explore how the Impressionists used colour and light.
- * Make an original pottery vessel inspired by natural forms.
- * How do artists represent the human figure?
- * Build an abstract structure to convey an emotion.
- * Expressive portraits and buildings.

How will work be assessed?

AO1: Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. **Worth 25%**

AO2: Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes **Worth 25%**

AO3: Record ideas, observations and insights relevant to their intentions in visual and/or other forms. **Worth 25%**

AO4: Present a personal, informed and meaningful response, demonstrating analytical and critical understanding, realizing intentions and, where appropriate, making connections between visual, written, oral or other elements **Worth 25%**

What will be expected of students?/ Is this the kind of course for me?

Lots of students worry that they cannot draw well enough to be successful. There is more to art than using a pencil, although committing yourself to learning helps. Lots of students are surprised how much they can already do when they find themselves in a room full of people enjoying art. You could find yourself using: new kinds of paint, pastels, clay, card, computers, digital cameras, sticky tape, fabric, wire, pencils, ink, wax, plasterbe prepared to try new skills and work to improve old ones. You must learn to treat your work journal (sketchbook) like a best friend. Fill it with ideas, plans, experiments, thoughts and observations. Never lose it and always use it. Expect to fill several. It is hard work but Art is also fun, exciting and challenging. Are you committed, creative and adventurous to try it?

Anything else helpful or relevant?

The art and design course is essentially a skills based subject, most suitable for students wishing to continue to 'A' level studies and further/higher education and careers in Art & Design. It is very useful for students to have access to a digital camera and memory stick for uploading photos.

Contact: Miss Rae

What is the course like?

This is a course for both boys and girls. The course is well suited to students who have some previous experience and for those students who have some ability but have as yet not had the opportunity to have their potential fulfilled in this exciting area of study. Regular trips to the theatre to see leading dance companies in live performance will be a feature of the course.

What skills will be developed?

The aims of the course are to:

- * promote self confidence in the performance of dance
- * promote skill, knowledge and understanding of dance composition
- * develop creative thought and action
- * develop aesthetic and artistic sensibility to dance work and the ability to perceive and express concepts and personal responses.

How will the work be assessed?

Through the student's ability to:

Choreography 30%
Coursework 10%

Written work 20%
Group Dance 20%

Set solo 20%

- * demonstrate the skills of dance composition
- * interpret and evaluate dance showing accuracy, imagination and sensitivity
- * demonstrate a knowledge and understanding of dance appreciation including historical and cultural context

What will be expected of the students?

An enthusiasm for dance in all its forms. This is a practical course, which is physically demanding. Self discipline and an ability to work with others is essential as well as being willing to work outside of school hours to rehearse pieces for public performance.

Anything else helpful or relevant?

If you are currently attending a dance school and long for the opportunity to be creative with your dance skills and to regularly perform your own pieces of choreography to an audience then this is the course for you. If you have thought of a career in dance and the performing arts but have been put off by the difficulty of obtaining a grant to further your training, this course does give you options. Having completed the course you may wish to continue to take an A level in the performing arts. This could lead to a university, college or vocational course. Most of the major dance schools now offer degrees in dance.

BLOCK 4: GCSE DRAMA

Contact : Mrs D Money, Head of Drama

What is the course like?

You will explore subjects, issues and plays through drama in much the same ways as in Key Stage 3, but in more depth. You will continue to improvise, rehearse and perform.

What skills will be developed?

You will learn skills specific to improvising and acting in front of an audience. You will improve your ability to communicate with people in all kinds of ways. The course gives you confidence to express yourself and to work co-operatively with different groups. You will gain some experience of lighting and stage design.

How will work be assessed?

Work will be assessed in three ways. You are marked on your improvisation work over several lessons by your teacher in Year 11 and on your exploration of a play. As part of a group you have to perform to an examiner at the end of the course. You have to give in a portfolio of written work commenting on your practical activities.

What will be expected of students?

Most of the course is very practical, but there is a small amount of compulsory written work. You must be prepared to give anything a go and to work imaginatively and sensibly in a variety of group sizes. You will be expected to perform in front of others at times!

Anything else helpful or relevant?

Enthusiasm for the subject is vital! The course will also prepare you well for 'A' levels in Drama and Theatre Studies or Performance Studies.

Contact : Ms Humpleby, Head of Faculty

What is involved in a GCSE in Media Studies??

- Fun
- Intellectual challenge
- Technical understanding
- Practical & theory work linked together.
- Discussion
- Investigation
- Learning how to write articulate and well-constructed arguments.
- Market testing and audience research
- Exploring the psychology of why we enjoy TV or Film or Radio.....
- Creating and maintaining a blog
- Learning how to use cameras, camcorders and other recording devices
- Using editing software, desktop publishing and sound resources.
- Having a chance to have your say
- Getting to understand bias
- Spending most of year 10 on projects the best of which become your coursework.
- Year 11 prepares you for the exam and involves final practical decisions.

This rigorous course combines theory with practical work in a fun, challenging way that makes learning enjoyable.

Is it successful??

Most students meet or exceed their target grades. Some achieve up to three grades higher than their target grades. We enter students at all levels of ability and celebrate everyone's success. Coursework is supported in many ways and we use digital media and online technology as much as possible.

What is involved in coursework?

We cover three practical and theory projects until December of Y11; these are worth 60% of the GCSE

Documentary: One of the groups in the current year 11 is working with the East Coast Truckers Charity to make a documentary video about their work. We have film crew t-shirts and so far, we have been to the circus and the Christmas party for 200 guests (we even met Santa!!) Others are making documentaries on social or emotional issues like violence, knife-crime, religion or anorexia. In the **music video** unit we deconstruct and compare music videos, look at what makes a star, look at music television and then you create your own music video. You will be director, sound technician, editor, prop maker, organiser, camera operator..... you do not perform. Some become crew for school performances

Advertising; examine the world of a product; let's say 'coca cola'. Why do we buy it? What makes us choose that one? Are we easily swayed? Why do we all associate Christmas with Santa; is it true coke made his suit red? Can you produce your own advertising successful campaign?

What is in the exam? - There are 2 exams each worth 20% of the GCSE.

Textual Analysis:

We study a number of different action & Adventure films and use them to explore audience, production methods and why we all enjoy them so much. In the exam you will watch a clip four times whilst making notes before answering questions in the form of short essays.

Television Comedy :

We compare comedy such as QI, Mock the Week and Carjacking to explore how humour works for some people and not for others; how can a television channel use this information to plan enjoyable new programme.

And then there is the practical work developed from exam preparation.....still interested??

... Come and see Ms Humpleby or Ms Moore

Contact : Mr D Harvey (Head of Music) or Mr C Causon

What will I learn?

You will learn how:

- To improve your performing skills
- Music is constructed from initial ideas through to the finished product
- To analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

What do I need to know, or be able to do, before taking this course?

You have already gained many of the basic skills needed for this course in your music lessons over the last three years.

- You have been introduced to **creating music of your own** in class and this is developed on the GCSE course as you choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. There is a wide choice and it can be tailored to your own musical interests and strengths.
- You have already **listened to a variety of music** in class and these skills are developed as you study some set pieces taken from the classical, 20th century, popular and world music Areas of Study.
- You enjoy **making music**, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer at least one instrument/or voice.

Is this the right subject for me?

If you enjoy:

- composing and performing music
- learning an instrument or singing
- creating music on a computer
- learning about all types of music, including classical, popular and world then our GCSE Music is the ideal subject for you.

How will I be assessed?

Performing (30%)	Composing (30%)	Listening & Appraising (40%)
You will need to play one solo piece and one group piece.	You will need to create two compositions.	You will sit a 90 minute written paper with questions on your prescribed set works. Questions such as these are asked: <ul style="list-style-type: none"> • ‘Name the instrument playing the solo’ • ‘Give two musical reasons why you like or dislike this piece of music.’ • ‘This theme is shared between two instrumental families? What are they?’

Quotes from current Y11 students:

“It’s challenging at times but all really good fun. The samba club helps to boost your basic pulse and rhythm skills. It’s very rewarding. The fact that you get free drum lessons is a bonus”. “It feels like you progress a lot. Fun!

**Contact: Ms E. Humpleby,
Head of Faculty**

What is involved in a GCSE in Photography??

It is an Art GCSE specialising in Photography and possibly film. Students do not have to be able to draw.

What is involved in coursework? – It is worth 60% of the GCSE

Evidence is kept in a 'work journal' that you are responsible for looking after. We will cover a number of projects set across the two years

Project 1; becoming a confident photography student

Complete a range of practical activities to help you grow in understanding and skill; Experiment with lighting on different objects, lighting around the school and lighting effects in the studio. Learn how Photoshop works. Create different effects by manipulation and different techniques. Work alone and in groups.

Project 2: narrative and documentary photography

Learn how to use the darkroom, working with chemicals, film and light-sensitive paper. Become a journalist and share an event or opinion through photographs. Use a studio to create posed shots to tell a story. Combine words and images, materials, chemical and digital photography.

Project 3: commercial photography

Respond to a brief to create a product using photography and graphic imagery, typography. This project is kept as modern as possible and will include using digital and viral media techniques such as blogging, video and print production. Current projects include producing a promo digi-pac for a local band or an original fashion spread for a magazine or poster.

Project 4: portraiture (in Y11).

Explore what a portrait is; is it representational or symbolic? Should it show what you look like or who you are? How creative can you be? The challenge is to produce 15 different portraits of yourself and your life using any or all of the techniques we have covered in year ten, showing creativity, imagination and skill. For ideas you could have a look at the work of Cindy Sherman who has spent her artistic lifetime photographing herself: ALL her photographs are herself yet all are very different.

Along the way the course combines theory with practical work in a fun, challenging way that makes learning enjoyable.

Is it successful??

The first group completed photography GCSE in June 2010. All passed and many exceeded their target grades, some by two or three grades. Many of those students are now studying the course at A level where the success rate is even higher. We have

previous students working for Vogue and Cosmopolitan, employed with magazines, advertisers and newspapers .Ryan Mason is now an international photographer having left here six years ago; he photographs rock bands and concerts meeting all the stars, many other students are partway through a media, digital arts or photography degree course. It takes hard work and commitment but you can make a career from this field.

What is in the exam?:

There is one exam worth 40% of the GCSE

For the exam you will receive a question paper from the exam board 8 SCHOOL WEEKS before the exam is sat. That means at the end of February in Y11 for an exam in the first week of May. We then spend the weeks helping you to prepare for the exam. The preparation is worth about 70% of the exam mark. The exam is then sat by spending 2 days in the photography area to complete a final practical piece of work. In many ways this course feels like all coursework – come and ask some of the Y10 students about it they are usually in room WG10 most lunchtimes doing more photography.

...still interested?? ... Come and see Ms Humpleby or Mr Cotter.

What is the course like?

In addition to the compulsory core Physical Education course, GCSE candidates will participate in an extra 5 hours of PE a fortnight (3 theory & 2 practical lessons). Candidates will be given the opportunity to develop further both their practical and theoretical understanding of physical education.

What skills will you learn?

You will develop your practical performance across a range of activities including performing, coaching and officiating. You will learn to analyse performance and develop ideas to suggest ways of improving your performance and that of others. You will gain knowledge and understanding of how to lead a healthy lifestyle and maintain a healthy active body.

How will work be assessed?

Students are assessed through both practical assessment, (during the course and in a final practical examination) an analysis of performance and a final written examination.

The Written Paper is worth 40% of the total mark and includes topics such as :

- Body systems
- Exercise and fitness
- Influences on a healthy, active lifestyle

The Practical Skills assessment is worth 60% of final mark.

Students must typically show **4 different activities** as a performer, coach or official. In addition, students will be expected to analyse and evaluate their own and others performance as well as how to improve performance and have knowledge of the rules and laws of the activity.

What will be expected of students and who will enjoy this course?

Suitable candidates for GCSE PE should:

- * Participate fully in practical PE lessons
- * Be able to perform across a range of sports to a reasonable level (Level 5⁺ at Key Stage 3)
- * Be committed to developing their level of performance and be actively involved in at least 2 extra curricular activities
- * Be able to work with others in a co-operative manner (PE is taught in a mixed sex environment)
- * Show enthusiasm and commitment to learn in theory lessons.

Is there anything else that you need to know?

This GCSE course relates well to the science GCSEs. It is reasonably practical in nature, and would suit students who are reasonable performers across a range of activities rather than students who are outstanding in just one activity. The course provides an excellent

foundation to students intending to pursue careers in teaching and coaching, the leisure industry, recreational management, the health and fitness industry and professional sport.

BLOCK 4: GCSE BUSINESS STUDIES

**Contact: Mr P Woodhead,
Head of Business Studies.**

The government has recognized the importance of business in the 21st century and introduced new specifications for GCSE. The Business Studies department will continue to use Edexcel as the examination provider.

The structure of the new Edexcel GCSE in business is made up of three units. Units 1 and 2 make up the core for Year 10 and Unit 3 in Year 11.

Unit 1: Introduction to Small Business is an external assessment of 45 minutes made up of multiple choice and objective test questions and is offered in January /June 2010. This unit makes up 25% of the final mark.

The topics covered in Unit 1 are:

- Spotting a Business Opportunity
- Showing enterprise
- Putting a business idea into practice
- Making the start-up effective
- Understanding the economic context

Unit 2 : Investigating Small Business (replaces coursework)

Students choose a task to complete from a choice of five. Tasks are generic, allowing the department to contextualise the task and take advantage of any links made with local businesses. This is a controlled assessment task and makes up 25% of the final mark. To be assessed in June 2010.

Year 11 Unit 3: Building a Business. The topics covered in this unit includes the following:

- Marketing
- Meeting customer needs
- Effective financial management
- Effective people management
- Wider world effecting business

This unit is an external assessment and makes up 50% of the final mark.
This unit will be examined in June 2011.

What will be expected of students?

Students will be expected to keep themselves up to date with current business trends. This will involve reading newspapers and listening to the news, as well as keeping up to date with class and homework.

Anything else helpful or relevant?

Business studies is a stepping stone for numerous courses, progressing to 'AS' and A2 and Diploma courses which lead to a plethora of courses in further and higher education. It is also good preparation for employment and self-employment.

Block 4: GCSE ECONOMICS

**Contact : Ms L Wood,
Deputy Head Every Child Matters**

What is the course like?

Economics explores the way in which individuals, businesses and the Government try to cope with one basic (but very irritating) problem: the fact that we all want more than we can have! By the end of the course you should be able to explain burning issues such as “Why do teachers earn less than accountants?”, “Why does the Government make you go to school?” and “Why can Norwich City F.C. charge such high prices for tickets and merchandise despite mediocre results?”

What skills will be developed?

Students will learn to analyse economic ideas using a range of oral, written and diagrammatic methods. Sound investigation and communication skills will also be developed.

How will work be assessed?

Students take one or two exams in June of Year 10 and a final exam worth 50% in June of Year 11. There is no coursework.

What will be expected of students?

Economics is taught in a lively and varied manner and students are expected to approach the subject in an equally enthusiastic and inquisitive way. Class discussion and debates are very much the norm and students choosing this subject must be able to listen attentively to the views of others and respond thoughtfully. The theoretical nature of the course means that written work must be kept up to date and must be thorough and careful. However, there are plenty of opportunities for creative responses to the subject – we will expect you to help create lifesize models of economic issues to bring this subject to life! We have also written raps and Mini role plays in the past – be ready!

Anything else helpful or relevant?

Economics is not easy. It demands good English skills and the ability to look at problems logically. There is also a great deal of special language to learn. Most students find the course highly rewarding and interesting BUT you must think carefully about whether you are prepared to put in the necessary work and whether you will be able to cope.

Economics is a good subject to take for most careers. However, it is particularly useful if you are considering careers in law, banking and finance.

GCSE HUMANITIES COURSE

Contact : Ms Edmondson, Head of Geography

What is the course like?

The topics cover many important human and environmental issues, which are of concern today. This course will help you to gain a very good understanding of the Earth's natural and human environments, how we affect them and how we can manage them:

- **Plate Tectonics** – the causes of volcanoes and earthquakes and how their effects can be reduced.
- **The causes of recent river flooding** and how this can be managed
- **River landscapes**
- **Coastal landscapes** and **the management of disappearing coastlines**
- **Population and resource issues** – how the world's changing population can be managed.
- **Cities** in different parts of the world and **how we can make them better places to live**
- **Tourism**, its impacts on the environment and how they can be managed.

In lessons you will be involved in a variety of activities: thinking tasks and problem solving, decision making tasks, data analysis and presentation, different kinds of report writing, the interpretation of maps and photos, the use of IT for presentations and research, discussions and debate, group work, quizzes and model making...

What skills will be developed?

You will develop lots of skills that will be of value whether you move into higher education or work. These skills include: the analysis and presentation of maps, photos and data; different styles of writing; the use of IT for research, data analysis and presentations; thinking skills and problem solving; the collection of data to investigate hypotheses; decision making; group work and discussion.

How will the work be assessed?

You will complete one examination paper at the end of Y11. This will test your knowledge and understanding of the content of the course and also your geographical skills, for example the interpretation of data, maps and photos. This paper accounts for 75% of the course.

You will also complete a piece of coursework, which accounts for 25% of the exam. This will be based on a **fieldtrip**, when you will collect data about our chosen topic. You will complete this coursework during the first term of Y11. Recent fieldtrips have taken place at Cromer and Winterton where we have investigated coastal landscapes.

What will be expected of students?

We expect that you will have a real enthusiasm for learning about the world in which you live, why it is like it is and how we can manage our environments for the future. We expect everyone to participate fully in all aspects of our lessons. You will need to keep up-to-date with your work by keeping your file in order and completing every lesson and homework task. It will be important that you use the materials on the Geography section of the school's website to reinforce the ideas you cover during lessons. You must be prepared to find lots of good and interesting methods for revising the content of the course so that you 'know your stuff' by the time of the final exam!

Anything else helpful or relevant?

The course provides a good general qualification. However Geography, in combination with Other Subjects, can be an advantage in more specific careers:

- | | |
|---|----------------------------|
| * Geographical Information Systems | * Meteorology |
| * Urban and Rural Planning | * Surveying |
| * Transport Planning | * Water Management |
| * Environmental Management | * Hazard management |
| * International Aid and Development Services | |
| * Tourism and Leisure Services | |
| * Coastal Management | |

Contact : Mr I Bright, Head of History

What is the course like?

The course allows students to study some important themes in History such as major developments in medicine and an in depth study of Germany between 1919 and 1945. Students will also complete a controlled assessment on the Vietnam War.

What skills will be developed?

Students will develop the skills to **select, organise and use knowledge** gained during the course, to **explain and analyse** the key features of the topics studied and to **evaluate sources** of information. Students will come to appreciate how people and events have been interpreted in different ways by people in the past.

How will work be assessed?

The main topics studied are assessed in two ways. The depth study and the development study are examined at the end of the course in a two hour examination. A second examination paper assesses the evaluation of sources. The controlled assessment has to be completed by Christmas of Year 10.

What will be expected of students?

Students are expected to keep up-to-date with their work and to meet classwork, homework and coursework deadlines.

Anything else helpful or relevant?

It would be useful if students are able to watch any television programmes which deal with the topics covered in the course whether they are factual or fictional. The course is supported by revision activities and resources which can be viewed at mrbright.co.uk

Contact: Mr J Allerhand – Head of Humanities

What is the course like?

This is an option choice for students at GCSE. Philosophy and Ethics is an extremely popular subject at A Level, and proved to be such at GCSE level also. The course allows students to investigate a range of contemporary issues, question them and construct answers to difficult questions.

The two modules we cover are Religion and Morality and Religious Expression in Society. Students are then able to study 6 of the following topics:

- Religious Attitudes to (i) Medical Ethics (ii) The Elderly and Death (iii) Drug Abuse (iv) Crime and Punishment (v) Rich and Poor in British Society (vi) World Poverty
- Religion and (i) Art (ii) Architecture (iii) Literature (iv) Media (v) Music (vi) Contemporary Society

What skills will be developed?

We develop a range of skills throughout the course. Students will use an enquiring, reflective and critical approach to the work we undertake. Students engage intellectually and respond personally to the issues we address. Through this course students are also encouraged to reflect on and develop their own values.

How will work be assessed?

The assessment is 100% exam – so no coursework. There is one 90 minute exam at the end of year 10, and another at the end of year 11. We study Ethics in year 10 and Philosophy in year 11.

What will be expected of students?

We hope that all students approach these issues in a mature and open minded way. We expect all students to respect the variety of views that they encounter and work with others to explore them fully. Students will use reasoned argument to express points of view. It is important students do not have pre conceived ideas about what this course brings – it is interesting, sometimes controversial, enjoyable and enlightening!

Anything else helpful or relevant

The course will look at a variety of ethical and philosophical issues facing our society today – we look at these issues in detail, and will consider what Christianity and Hinduism say about them. We pick these religions as this compliments what is expected of the students in the compulsory GCSE short course.

BLOCK 4: ICT FULL COURSE

**Contact Ms. E Shephard
Head of ICT**

ICT OCR National Level 2

Building from the skills developed in Year 9, the OCR National Level 2 is a vocational ICT course focusing on diverse and useful ICT skills. It is really hands on, allowing you to gain word processing, desktop publishing, graphics and multi-media expertise.

Along with the compulsory Business Use of ICT unit, you will follow a combined Multi-media and Sound Unit for the first award. The OCR National Level 2 it is very accessible qualification and with the right amount of effort we believe everyone can achieve an equivalent GCSE at a C grade or above. There is no exam, only 100% coursework.

For the first award you will need to study two full units and a short unit in order to complete the qualification. Each unit will involve printing a portfolio of evidence. Examples of units are:

Developing ICT skills related to business including producing business documents, sending emails and data processing and modeling.

Making a multi-media presentation which includes text, sound and graphics.

Digital sound recording (this can be used in your multi-media presentation).

The course is assessed purely on the printed portfolios you create. There is no final examination.

The final qualification is graded Pass, Merit or Distinction. These are equivalent to C, B and A grades at GCSE.

As the OCR National is a modular qualification, with independent study, you could gain a second GCSE equivalent qualification.

BLOCK 4: GCSE VOCATIONAL

Contact : Mr J Reeve
Head of Vocational Studies

What is this course like?

This course is designed for those students who wish to operate in a vocational area, and who feel they would benefit from a different way of working. It is equivalent to 2 GCSEs at grades A* - G.

Vocational areas offered are:
Leisure and Tourism
Health and Social Care

Students work individually, in their own way, with guidance from specialist staff. They will complete 4 units of work broken down into 12 assignments over the 2 years.

This preference counts as 2 choices and will be studied for 10 periods per fortnight. If you are interested in this course please indicate on the Preference Sheet.

What skills will be developed?

Students will develop a wide range of skills relevant to the vocational areas of study chosen.

Communication skills and research will be important. Teachers and students work together to complete assignments in a more relaxed environment than traditional GCSE subjects.

How will work be assessed?

Two units are assessed through coursework produced in classroom time and 2 units are externally tested in examination.

What will be expected of students?

Students will be expected to work in a more independent way than that demanded by the majority of GCSE courses. They will use the internet, text books, publicity material, and visits out, to collect information and work individually with the teacher to complete units of work. All students have a computer for research and word-processing. A mature approach will be necessary as we work with people outside the school environment.

They will need to develop the skills to sustain longer term projects and to work outside the classroom when assignments require surveys, interviews and questionnaires.

Organisation and time management will be important and also a genuine interest in working in the Leisure or Care sector.

Anything else relevant or useful?

Leisure & Tourism is one of the most popular subjects in 6th form and College, so this course provides opportunity for an early qualification. It is a stepping stone into working in hotels, travel agents, sports centers, airports and all sorts of leisure facilities.

Health & Social Care is for anyone hoping to work in either the health or care sectors, be it in a hospital or surgery, particularly as a nurse, looking after adults, or the elderly, social work or childcare.

Both courses can be continued at Advanced Level in the 6th Form and are also recognized as qualifications into the Leisure or Care industries.

Guide to Course Content

Leisure and Tourism

- * Investigating Leisure, Tourism and Travel facilities in the U.K.; how people spend their leisure time.
- * Advertising and Marketing within a chosen L & T facility; design a piece of promotional material
- * Customer Service, Communication and Complaints; dealing with different types of customers

Several visits are included, such as Banham Zoo, London and Go Ape to get information and collect documents. Students also interview people working in the Leisure and Tourism industry to find out more about attracting customers.

Health & Social Care

- * Health and Social needs of different age groups; early years provision; health services; looking after people
- * Factors affecting health; promoting a healthy lifestyle; writing a Health Plan for a friend or relative
- * Personal development and relationships; how infants grow; working with children.

Some time will be spent in activities with children from the Clare School with whom we have a working partnership programme and all students do work experience in a playgroup and a residential home. We also work with Thorpewood Surgery and a local nurse. Several visits to local organizations are included, such as playgroups, nurseries and residential homes to get information and do some practical work. We also have visitors from healthcare, and get to meet people already working in health and care.

Both the above courses require students to do individual research and work independently on assignments with guidance from teachers to build a portfolio of work. Students can work at their own pace and at different levels but will have to meet deadlines.

What is the course like?

This course is designed for students who have a strong interest in working in a particular vocational area. It will prepare students for employment in the relevant sector or lead to a higher qualification in 6th form or College.

All students aim to complete a Diploma, worth 4 GCSEs grades A* - C. Students who do not reach the required standard to achieve the Diploma will take a certificate worth 1 GCSE at grade A* - C or an extended certificate worth 2 GCSEs at A*-C

What skills will be developed?

- Effective communication
- Independent learning
- Time Management
- A variety of ICT applications

How will work be assessed?

Students will complete 8 Units of work for the Cert, 6 Units for the Diploma. Each Unit is divided into Assignments to build a portfolio which will be assessed mostly by the subject teacher. There is no examination.

What will be expected of students?

Students will have to do a certain amount of research in their own time, meet deadlines, and do homework in order to meet the high academic standards of this course.

You cannot choose this option alongside Double GCSE or Vocational Studies. You can only choose one subject. This is what you will study:

First Diploma (4 GCSEs grade A* - C) / First Extended Certificate (2 GCSEs grade A* - C)/First Certificate(1 GCSE grade A*-C)

BTEC Level 2 Diploma in Art and Design

Contact: Ms M Quigley, Lead Subject Teacher

What is the course like?

- It is a new and exciting, practical based, Level 2, GCSE qualification linked to the working practices and projects in the Visual Arts and Design.
- BTEC First Diploma is equivalent to 4 GCSEs at grades A-C.
- The course is based on continuous assessment and controlled assessment.
- The qualification holds a credit value total of 60 credits

What skills will be developed?

Over the 2 years you will study 8 units of work which involve project based activities in visual arts and design. You will learn about 2D and 3D design and the work of other artists and designers to help inspire and inform your own visual arts ideas. Visual arts activities include working across two and three dimensions in drawing, painting, photography, graphics and sculpture. The qualification aims to provide a work related approach to the art and design sector. Six of the units are mandatory units and two are optional units.

How will work be assessed?

All project work assignments are mapped against the unit grading criteria for a pass, merit or distinction. Regular assessment will be given with written feedback.

Awards and Grade Equivalents

Distinction	- equivalent to 4 GCSE at A grade
Merit	- equivalent to 4 GCSE at B grade
Pass	- equivalent to 4 GCSE at C grade

Who should take BTEC?

Students who opt for the BTEC Course should enjoy Art and Design and want to learn more about the visual arts. The course requires a large degree of independent practice and investigation to inform students own ideas and work.

BTEC Level 2 Diploma in Creative Media Production

What is involved in a BTEC in Creative Media Production?

- Fun & creative challenge
- Technical understanding of how to create artifacts in different media genres; TV, Radio, Film, Animation, Music, Advertising, Print, Music, Digital technologies, Photography
- Practical & theory work linked together.
- Discussion as a group and with professionals from media industries
- Working to a brief and responding to a client.
- Undertaking Market testing and audience research using lots of different methods.
- Creating and maintaining a blog
- Learning how to use cameras, camcorders and other recording devices
- Using editing software, desktop publishing and sound resources.
- Making links to and working with local media industries
- 100% coursework.

This course is designed to give you an idea of what working in the creative and media industries would be like. The units are designed to be vocational: you work with a 'brief' that sets out the aims and outcomes and is closely tied to a media industry. We are partnered with several local businesses and work closely with some; this year that has meant projects with Plug Studios, Epic, The Playhouse, The Norfolk and Norwich Festival and David Lloyd, and putting on Theatre in Education for local schools.

Is it successful??

Completing a full certificate at level two is the equivalent to 4 GCSE grades of C or above. We enter students at all levels of ability and celebrate everyone's success. Coursework differentiated and we use digital media and online technology as much as possible. Students often choose to do their work experience in a media business and the majority of students go on to 'A' level, degree or other further employment and training in the media industries. It is HARD work, but it is fun too – you will have to be committed to get it all done!!!

Remember you get twice as much lesson time as for a GCSE

What is involved in coursework? –

An extended certificate is equal to 2 GCSEs and has 30 credits of coursework (units 1&2 are compulsory)

A Diploma is equal to 4 GCSEs and has 60 units of credit (units 1-4 are compulsory).

We will be offering from the following units.

Unit 1	Research for Creative Media Production	5
Unit 2	Communication Techniques for Creative Media Production	5
Unit 3	The Creative Media Sector	5
Unit 4	Media Audiences and Products	5
Unit 5	Video Production	10
Unit 7	Print Production	10
Unit 8	Interactive Media Production	10
Unit 9	Photography Techniques	10
Unit 10	Animation Techniques	10
Unit 18	Advertising Production	10
Unit 19	Writing for the Creative Media	10
Unit 20	Factual Production for the Creative Media	10
Unit 21	Creative Media Production Project	10

What is in the exam?

THERE IS NO EXAM!!! The course is 100% coursework and lasts until June of Y11. Assessment is continuous and you will have the chance to address and improve weaknesses in all units. Interested??....come and see Ms Humpleby or Ms Moore

BTEC Level 2 Diploma in Sport

Sport

- Fitness testing and training.
- Practical sport
- Injury in sport
- Development of personal fitness.
- Anatomy and physiology
- Planning and leading sports activities
- Effects of exercise on the body.

More details about BTECs are available from Ms Kersey (Btec Sport Leader), Ms Humpleby (Head of Performing Arts), Ms Quigley (Assistant Headteacher – Arts Director) or Ms Money (Head of Drama).

BTEC Level 2 Diploma in Performing Arts

What is a BTEC First Diploma?

A BTEC First Diploma is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

It introduces you to the employment area you have chosen and provides a good basis to go on to a more advanced work-related qualification.

A BTEC First Diploma is equivalent to four GCSE's grades A*– C and is normally taken as a full-time course

The BTEC Performing Arts course is designed to offer you practical experience of the Performing Arts industry, to get you to understand what goes into the planning, development and performance of Performing Arts productions. You will take on the role of performers and technical support within a variety of productions, working both within school and in theatres. You will also gain understanding of a variety of theatre or dance styles, as well as learning lighting and stage make-up techniques.

What are the entry requirements?

You will normally need to have at least one of the following:

- A BTEC Foundation Certificate in a related subject
- A standard of literacy and numeracy supported by a general education equivalent to 4 GCSEs at grades D-G
- Related work experience
- Other related level 1 or 2 qualifications
- You will be expected to do an audition piece, showing your strengths in dance or acting, or be prepared to discuss your likes and strengths in technical support.

What is the course structure?

The course is made up of six units – two core units that everyone takes and four specialist units. The specialist units enable you to study particular areas in more depth.

Contact: Mr J Reeve, Head of Vocational Studies

What is the course like?

This course is designed for students who prefer a practical approach to the development of knowledge and skills. A full day a week is spent in the workplace.

Vocational areas offered:

- | | |
|----------------------------------|----------------------------|
| * Woodwork | * Construction |
| * Vehicle Technology | * Horse Care |
| * Motor Cycle maintenance | * Catering |
| * Hairdressing | * Small Animal Care |
| * Land Based operations | * Beauty Therapy |

What skills will be developed?

Students will develop a range of skills relevant to their chosen subject as well as communication, teamwork and numeracy.

How will the work be assessed?

Students are assessed through a variety of practical tasks in a working environment, as and when appropriate for individual students. Each student also keeps a personal portfolio (a record of achievements).

All work leads towards a recognized vocational qualification. Most students will achieve at least a full Level 1 NVQ or similar national qualification. NVQ is a qualification for work.

For entry to Level One Courses, students should have current performance levels of at least 3 in English, Maths and Science, and for Level Two courses they should be working at Level 5 as a general guide.

What will be expected of the students?

Practical aspects of the course will be experienced through attending training institutions other than school. Students should be enthusiastic about a hands-on approach to learning and be dressed appropriately. Regular attendance will be very important.

Anything else helpful or relevant?

- * At the end of Y11 students have the usual options of applying to academic courses in the 6th Form and College. They can also continue training to a higher level or go into employment.
- * Most students applying for these courses will be informally interviewed by both Mr Reeve and the training provider to assess suitability.
- * There will be an opportunity for Work Experience in the relevant vocational area should students/parents request it.
- * Almost all students who complete the course achieve a full qualification.
- * Students work alongside adults on some courses, and will be expected to behave accordingly.

Guide to Course Content

Woodwork – Level One

- * Sanding and Finishing.
- * Using various joints to produce a finished article(eg window/door frame, cupboard).
- * Measuring, cutting, power and hand tools.

Students will follow projects to construct items in a wood workshop. Safety shoes will be needed.

Vehicle Technology – Level One

Vehicle Maintenance

- * Tyres, brake systems, cooling systems, etc.
- * Checking, measuring and servicing.
- * General maintenance and correcting faults.

Students will work in a garage workshop on live vehicles. Safety shoes and overalls will be needed.

Finishing & Repair

- * Materials and equipment.
- * Preparing surfaces.
- * Repairing and coating bodywork (paint).

Students will work with car panels to produce finished articles of a high standard in a repair workshop and spray booth. Safety shoes and overalls will be needed.

Students for the 2 courses above will work at NTS on Hall Road.

Hairdressing – Level One

- * Health & Safety; Customer Service; Hair structure.
- * Contribute to Perm and Colour Services.
- * Contribute to Shampooing, Conditioning and drying of the hair.

Students will work at John Olivers Academy on Heigham Street.

Hairdressing – Level Two

This is a Diploma in women's hairdressing. Students will need to provide specialist equipment (approx £80) and work will include conditioning, cutting, colour, and styling on models. It is equivalent to grades A* - C (GCSE) and students will have to work on a portfolio at this standard.

Suitability for this course will be discussed at interview.

Students will work at John Olivers Academy on Heigham Street.

Small Animal Care – level Two

- * Health and hygiene, including biology.
- * Feeding.
- * Cleaning.
- * Grooming.

Students will work with animals such as mice, ferrets, snakes, rats, hamsters, rabbits and some farm animals at Easton College. This could lead to Veterinary Nursing on completion.

Land Based Operations – Level One

- * Care of small and farm animals.
- * Plant study.
- * Estate Skills/Farm Maintenance.

Students will work in various areas at Easton College according to the season. Most tasks will be practical. Safety shoes will be needed.

Horse Care – level One

- * Feeding, grooming, and cleaning.
- * Tack and other equipment.
- * Handling horses (inc. riding).
- * Health and Safety in stables.

Students will work at local stables with a small team of instructors and horses. This could be at the stables already used by students.

Horse Care – Level Two

- * Anatomy and Health.
- * Daily Routine.
- * Bedding, watering and Feeding.
- * Handling Horses (including jumping).

Students will work at local stables with a small team of instructors and horses, and minimum entry requirements could be waived.

Construction – Level One

- * Carpentry.
- * Brickwork.
- * Plumbing.
- * Electrical Installation.

Students will experience a variety of activities in an adult environment, both indoors and out at City College. Safety shoes and overalls will be needed. There may be an opportunity to study these options individually.

Catering – Level One

- * Types of catering and menu costing.
- * Materials, equipment and ingredients.
- * Food Preparation and cooking.

Students will work in the Hotel School at City College.

Motor Cycle maintenance

- * Construction and Repair.
- * Tyres, brake systems, steering.
- * Transmission and electrical systems.

Students will work at the Babcock Engineering workshop in Bowthorpe. This course may only run if we have sufficient numbers. There is a bus stop nearby.

Beauty Therapy Levels 1 and 2.

- Manicures
- Skincare & Facials
- Massage
- Reception Duties

Students will work at a Beauty Salon in Norwich starting at Level 1, then progress to level 2.

Please Note – We provide transport only to Easton and NTS. The responsibility of providing transport for pupils studying at other locations will rest with parents

Contact: Mr J Reeve, Head of Vocational Education

What is the course like?

There are three courses on offer for a small number of students. One day per week will be spent in a training centre and one day in the workplace over the two years.

This is a level 2 qualification worth 5 GCSE grade A* - C's. Students should be able to work at this level, and this will allow them to go straight into work or to on to a level 3 Advanced Apprenticeship.

What skills will be developed?

- * Numeracy and literacy
- * Independent learning
- * Practical work-based skills
- * Learning in an adult working environment

How will work be assessed?

Mostly by observation at work but a theory portfolio will need to be completed with the training provider.

What will be expected of students?

A commitment to the course. Regular attendance. Ability to get to the workplace. Determination to succeed. A serious interest in the subject!

Anything else relevant or useful?

This course is likely to be extremely popular. Students will need to be interviewed by Mr Reeve and by the training provider.

Guide to Course Content

Engineering

- * Working in the engineering industry
- * Using technical communication
- * Welding, manufacture, fabrication, electrical engineering.

Students will work at EAGIT on the airport estate and at a local engineering company. (2 days a week). Overalls and safety shoes will be needed.

Hairdressing

- * Working in hairdressing
- * Shampoo, condition, cutting, colour, perming and styling
- * Reception or Design

Students will work at the John Olivers Academy and in a local salon. 2 days a week. Personal hairdressing equipment will be needed, purchased via John Olivers, up to £150.

Motor Vehicle Maintenance

- * Inspecting, checking & repair
- * Maintenance & correcting parts and systems
- * Following customers needs and instructions.

Students will work at the Babcock Engineering workshop in Bowthorpe and in a garage/dealership for 2 days a week. Overalls and safety shoes will be needed. There is a bus stop nearby.

Please note:

We do not provide transport for any of our Young Apprenticeship courses. This responsibility will rest with parents.

Non –Vocational Courses

NAME:

TUTOR GROUP:

SIGNATURE:

Choose either Path A, or B and complete Block 1 to 4

If you choose double GCSE in Block 4, then you must follow Path A.

Path A: EXTRA GCSE

You will be studying all GCSE subjects and must nominate 1 of the following options and choose a short course within blocks 1 to 4:

3 rd Subject from Block 4	
Separate Triple Sciences	
Engineering Double GCSE	
2 nd Foreign Language	
French	
German	
Spanish	

Path B: BTEC

Choose 1 from the following 4 subjects:

BTEC Art & Design	
BTEC Creative Media Production	
BTEC Sport	
BTEC Performing Arts	

If you have chosen a BTEC you will study only 1 subject from Block 4.
In Block 4 choose 3 subjects in order of preference.

BLOCK 1 - SCIENCE

Double Science	
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OR

Single Science + Short Courses	
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OR

Triple Science	
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+ Tick Separate Triple Sciences in Path A.

BLOCK 2 - LANGUAGES

Choose 1 from

French	
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German	
--------	--

Spanish	
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OR

Short Courses	
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BLOCK 3 - TECHNOLOGY

1 subject to be studied. Choose 2 in order of preference:

Engineering Double GCSE	
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+ Tick in path A as well

Food Tech	
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Graphics	
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Materials	
-----------	--

Textiles	
----------	--

OR

Short Courses	
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BLOCK 4 – ARTS & HUMANITIES

2 subjects to be studied. Give 4 in order of preference:
(Double GCSEs count as 2 subjects)

Double GCSE Leisure & Tourism		Double GCSE Health & Social Care	
Art & Design		Business Studies	
Dance		Drama	
Economics		ICT GCSE	
Geography		History	
Media Studies		Music	
PE GCSE		Philosophy & Ethics	
Photography		Short Courses	

Vocational Courses

NAME:

TUTOR GROUP:

SIGNATURE:

Choose either Path C or D

PATH C – Vocational Studies

Choose 1 from the following subjects:

Small Animal Care	Level 2	
Catering	Level 1	
Construction	Level 1	
Hairdressing	Level 1-2	
Horse Care	Level 1-2	
Vehicle Technology	Level 1	
Woodwork	Level 1	
Land Based Operations	Level 1	
Motor Cycle Maintenance	Level 1	

+ students will follow **Core Subjects**
English, Maths, Double Science, PE, ICT, RS
and Citizenship and 2 GCSEs from Path C

GCSEs for Path C

Path C pupils should select 4 subjects in order of preference from the following GCSEs:

Art and Design	
Drama	
Food Technology	
French	
Geography	
History	
Materials	
Business Studies	

Only the 4 most popular GCSE choices will be timetabled.

PATH D – YOUNG APPRENTICESHIPS

Choose 1 from the following:

Hairdressing	
Engineering	
Motor Vehicle Maintenance	

+ Young Apprentices will follow Core Subjects

NVQ

YOUNG APPRENTICESHIP

Reminder: Now complete either Path A or B route in case you are not successful with your Vocational Studies or Young Apprenticeship Application.