

The **Blue School**

Key Stage 4 Prospectus 2010 - 2012

This prospectus has been designed for screen reading in accordance with the guidelines published by the British Dyslexia Association. For your convenience each section starts on a new page.

If you would like a copy of this prospectus in a different format please do not hesitate to get in touch.

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Dear Student and Parent

This prospectus is designed to help with subject choices for Key Stage 4. It gives details of all the subjects that are available for study in Y10 and Y11.

A number of the subjects are compulsory but there is also a good degree of choice. The subject information in the prospectus is presented in a format to make it easier to compare information.

We are offering a wide range of courses and hope that all students will find a suitable programme. We are fortunate that the size of the school, presence of the Sixth Form and availability of a wide range of specialist teachers allows us to offer such a broad range of subjects.

The breadth the curriculum on offer helps to prevent career pathways being closed as a result of decisions taken in Y9. Nevertheless the decisions taken at this stage are important ones, which should be taken carefully with a view to future career possibilities and interests. It is vital that students consult parents, their teachers and if necessary, the Connexions officers.

Please note that groups must be of a viable size (at least 12 students) to run. In exceptional cases this may mean that individual students may not be able study their preferred combination of subjects. The large number of students in the year group gives us some flexibility so if any students are affected the number should be very small.

When choosing options it is good to bear in mind:

- career possibilities
- ability or skill in a subject
- interest in and liking for a subject

Please do not be concerned about:

- friends' choices
- who might be teaching the course

I hope you enjoy discussing and reading about the courses that are open to you and wish you every success for the two years ahead.

Yours sincerely

Steve Jackson
Headteacher

Introduction and Aims

The new and exciting AQA specification offers a broad course where students will have the opportunity to use their creative and imaginative powers and develop their practical skills to communicate and express ideas, feelings and meanings in art. They will investigate, analyse, interpret and experiment to push their ability forward. Students will gain knowledge and understanding of art and design in contemporary society and in other times and cultures which can be used to develop their own ideas and skills.

The Portfolio of Work will be taught in themes. Students will be introduced to a range of ideas and will be taught technical processes such as painting and drawing, ceramics, printmaking, digital art and photography that extend their own practical, perceptual and critical skills. The course will also offer the opportunity to visit galleries and museums. In each project students will have the chance to explore and select a range of materials so that the students can develop creative and independent ideas.

Assessment

Unit 1: Portfolio of Work

Controlled Assessment

Set by the centre

Marked out of 80

60% of the total marks

The portfolio is selected from work undertaken during the whole course of study and must contain more than one project. Students will be guided through projects and will have the opportunity to explore their own ideas within this framework. The portfolio is compiled at the end of the course.

Unit 2: Externally-Set Task

External Assessment

Set by AQA

10 hours of focused study

Marked out of 80

40% of total mark

Students respond to their chosen starting point to produce a personal response. Question papers can be issued to students from 1 January in the year of the exam. Unlimited preparation time and a 10 hour period of sustained focused study.

Assessment Objectives

A01	Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.
A02	Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
A03	Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
A04	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

A response to all assessment objectives is required.

Work presented is marked by the centre and moderated by AQA.

Introduction and Aims

This is a new course designed to give a relevant and interesting idea of how business works.

The Diploma course is equivalent to 4 GCSEs at grade C or above; the Extended Certificate course is worth 2 GCSEs at grade C or above.

There are no examinations involved as all units are assessed via coursework. Units are based on credits with some units having 5 credits and some 10 credits.

The final decision on whether the student receives the Diploma or Certificate is related to the degree of hard work and application the student gives to the course content and the number of credits they achieve.

Students taking this course must be prepared to take a pride in the excellence of their coursework presentation and be able to work in a teaching environment where the emphasis is upon independent research, analysis of current business trends and the ability to be organized and self-motivated.

In order to be successful students should have a good grasp of English and sound numeric skills.

There is a distinct progression route into further study both in our 6th form or any other FE establishment. It is also an excellent preparation for employment.

Course Content

Unit 1 - Business Purposes.

This unit covers the key issues of the nature of business ownership and the classification of business activities.

Unit 2 - Business Organisations.

This unit looks at business aims and objectives and their functional areas.

Unit 3 - Financial Forecasting for Business.

This unit looks at business finance from cash flow to break even and from start up costs to accurate record keeping.

Unit 4 - People in Organisations.

This unit looks at job roles and includes the creation of a personal student career plan.

Other units will be:

- Verbal and non-verbal communication in Business contexts
- Business Online (analyzing online business use)
- Promoting and Branding in Retail Business
- Customer Relations in Business
- Enterprise in the Workplace
- Consumer Rights

For all the units, research into local business use of the topics covered will give a relevance to the analysis of how businesses function and help to produce sound coursework.

Assessment

The grades achievable are from A* to C only.

The coursework units are assessed internally and then moderated externally by the exam board. All work is regularly monitored and students have the opportunity to improve on their grade. This method of assessment allows the student, parent and teacher to supervise achievement throughout the 2 year course.

This course is about the development and care of children from conception to the age of five years. It promotes an understanding of the social, emotional, physical and intellectual development of children. All this is inter-linked with studying the roles and responsibilities of the family, the community and parenthood. Special Needs and genetic disorders allow you to appreciate not all children are the same. In fact, every child is different and the course will clearly emphasise this.

Content

This syllabus is separated into core areas of study to include:

- **Social Background and Development:**

1. The family and the child
2. Responsibilities and preparation for parenthood
3. The family and the child within the community
4. The stages of social development of the child
5. Emotional development of the child
6. Culture and Religion

- **Food and Health:**

1. Principles of a healthy diet
2. Dietary aims and goals
3. Special dietary needs
4. Food safety

- **Physical Development:**

1. Preparation for pregnancy
2. Birth of the baby and post-natal care
3. Physical needs of the child
4. The stages of physical development of the child

- **Intellectual Development:**

1. How children learn
2. Learning through play
3. Factors affecting learning

Assessment

You will be assessed by an end-of-course theory paper, an exam board prescribed task and coursework.

Examination:

One theory paper that is 1.5 hours long. All questions are compulsory and account for 40% of the GCSE grade awarded.

Child Focus Task:

One investigation task that has a practical outcome. It will take approximately 15 supervised hours to complete and will contain about 2000 words. It accounts for 30% of the GCSE grade awarded. The exam board issue this task in January of the final year. Although internally assessed it will be moderated by the exam board.

Controlled Assessment - Child Study:

One internally assessed Child Study that accounts for 30% of the GCSE awarded. This coursework is completed in school under timed supervision towards the end of Y10. The child observations take place in students' own time but must be written during the timed supervision.

To enhance your learning you will have the opportunity to visit and support young children at a local playgroup approximately once every half term. You also get the opportunity to look after our electronic baby which we guarantee will cause a disturbed night's sleep! As part of the course we have many visitors who bring their children to the lessons. These children vary in age and they help you to see and put into practice the theory that is taught in the lessons.

Each student will be entered for either the GCSE Citizenship Studies or the GCSE Citizenship Studies (short course). Each course:

- meets the requirements of the Key Stage 4 Citizenship Programme of Study
- engages students in their community, enabling them to partake fully in citizenship activities
- develops students' understanding of the vital issues surrounding citizenship in the 21st century

Key subject aims

This Edexcel GCSE (Short Course) and GCSE in Citizenship Studies aim to enable students to:

- engage with topical citizenship issues and contribute to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in different contexts (local to global)
- develop and apply understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time
- use an enquiring, critical approach to distinguish facts, opinion and bias, build arguments and make informed judgements develop the skills, knowledge and understanding needed to take action with others, in order to address citizenship issues in their communities.

Assessment

The Edexcel GCSE (Short Course) comprises of two units:

- Unit 1: Citizenship Today
- Unit 2: Participating in Society

The Edexcel GCSE comprises of 4 units (Units 1 and 2 plus):

- Unit 3: Citizenship in Context
- Unit 4: Citizenship Campaign

Assessment of the units will vary between internal and external examination.

Teaching

Classes will be taught by the same specialist members of staff over two years and set against English.

Aims

This specification aims to give students the opportunities to:

- Develop an understanding and appreciation of a range of dance styles;
- Develop aesthetic and artistic sensibility to dance works;
- Develop the knowledge, skills and understanding needed to perform, choreograph and appreciate dance including an awareness of its artistic contexts;
- Develop life-skills and attributes including decision-making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others.

Prior Level of Attainment

Candidates need to demonstrate the potential to engage in a study of dance, which is broadly based. This includes the ability to develop knowledge, skills and understanding of performance, choreography and appreciation of dance in performance.

Some candidates will show this ability through certificates gained in the Private Dance Sector, for example, Children's Grades 2/3; others will have no formal recognition of attainment but through their own dancing and their ability to talk about the dance of others, show the potential to achieve the necessary standard.

Skills

This specification requires students to develop the following skills in dance:

- Create and perform original dance pieces
- Choreograph original dance pieces
- Analyse live dance performance
- Work co-operatively and creatively as part of a team
- Work independently

Assessment

The assessment framework recognises four essential activities in dance:

- Performance
- Choreography
- Appreciation
- Set work

The examination is weighted as follows:

Written Paper

1 hours 20% of the total marks

Practical Examination (Set Study)

20% of the total marks

Coursework Performance and Choreography

60% of the total marks

Performance (20%)

Candidates are required to perform in one duo/group dance. The dance should last 3 minutes, be marked by the teacher and moderated by AQA.

Choreography (40%)

Candidates must choreograph one dance. This may be a solo lasting 2 minutes or a group dance of 3 minutes. The choreography will be marked by the teacher and moderated by AQA. A written programme note explaining the work is also required.

“Design & Technology is about designing and making things that people want and that work well. Creating these things is hugely exciting: It is an inventive, fun activity.” This quote from James Dyson sums up this subject well. Students have an opportunity to specialise in the area of design which interests them the most. We aim to provide an exciting opportunity for all students.

The specialist options are:

- D&T Fashion & Textiles
- D&T Food
- D&T Graphic Products
- D&T Product Design

Coursework design tasks are structured to relate to industry and wherever possible direct links are established. Coursework tasks will be in the form of complete design and make projects. The activities of designing and making are central to this subject and are common to all the specialist materials options. It is through designing and making that students will be helped to develop their knowledge, skills and understanding of Design & Technology.

Students will be involved in working with materials, designing and making good quality products which are fit for their intended purpose. Designing will involve the development, communication and evaluation of ideas with regard to considerations such as: cost, function, aesthetics, effect on the environment, and economic, business, ethical and moral issues. Full use will be made of the well equipped ICT suite and this will include databases, Desk Top Publishing (DTP), Internet access and research, Computer Aided Design (CAD), and Computer Aided Manufacture (CAM) which offers the opportunity to use the latest laser cutting technology.

By working safely to manufacture a range of products, students will develop their skills, explore new processes, and learn about the selection and combination of materials. Developing an understanding of the technologies that enable products to work is of crucial importance and will form a part of all product development. Students are also encouraged to consider the effects and implications of technological activity.

Assessment

The assessment pattern is the same for each of the specialist options and is in two parts. The heavy weighting given to the coursework ensures that students’ creativity is well rewarded and makes sure that designing and making is right at the heart of all that we do.

Coursework Controlled Assessment 60%	The new syllabus now requires students to undertake this coursework element within supervised time. Section A: Designing, will be completed in ten hours; Section B: Making, will be completed in twenty hours.
Examination 40%	Students are required to sit one 2 hour examination. Section 1 consists of four questions on Design & Technology principles. Section 2 consists of four questions with a specific specialist focus.

By selecting this Fashion and Textiles option you will experience and learn about an industry that is one of the largest in the UK. You will be encouraged to explore your own creativity and develop your skills to produce a range of quality products.

The focus in Y10 is on practical activities and prepares you for the coursework in Y11. At the moment, the coursework is based on the fashion company Top Shop. The product produced can be from any specialist area in Textiles that particularly interests you, there are no restrictions and if wished you can draw on materials from other DT areas, and especially employ the use of the laser cutter.

You begin in Y10 by producing a 'sketchbook' that contains a huge range of manipulated and decorative fabric samples allowing you to build confidence and learn how to exploit the sewing machine to its full. You will print, transfer, embroider, laser, manipulate and colour a range of fabrics and then decide which methods you will use to produce a bag based on a fashion era or designer of your choice. You will experiment with felt and silk papermaking and will undertake a short 1960s project on paper clothing! You will be encouraged to use modern and unusual fabrics and components that reflect those used by professional designers. All clothing made is modelled on the catwalk in the spring/Summer term. Looking at fashion designers and design eras forms part of this course and always links to areas that interest you the most.

The knowledge gained throughout the course will allow you to:

- Work as part of a team evaluating existing products
- Experiment with a variety of decorative and constructional techniques
- Test fabrics for appropriate use and understand the finishing techniques used on many textile materials
- Identify fibre and fabric construction, properties and characteristics
- Investigate case studies of textile organisations
- Understand fashion predictions and design presentation methods
- Use a variety of graphical techniques and ICT to communicate fashion ideas
- Explain manufacturing systems and processes used in product production, including new technologies with SMART fabrics and those from sustainable sources
- Apply quality control techniques during the production of your designed products
- Understand the importance of marketing and advertising
- Use Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) to turn ideas into drawings and drawings into parts using the latest laser cutting technology.

This course encourages you to be creative with a range of food materials - trialling and developing - to produce successful, marketable products. For success in this subject you will need relevant knowledge of food science and a thorough understanding of the properties and working characteristics of foods and packaging materials. This will be achieved by undertaking a variety of investigations and also involves many tasting exercises. Nutrition and the elements that make up a balanced diet, along with an understanding of specialist dietary requirements, are important aspects of this course.

A range of quality products will be produced in Y10 giving you the practical skills required for the coursework element in Y11. The coursework themes are issued by the Examination Board. Currently they are based on pastries, cakes, bread products and ready meals. In Y10 you will be encouraged to use our ICT facilities to design, analyse and evaluate products and their packaging. Biscuits, breads, burgers, sauces and soups are just some examples of the projects you will encounter and, of course, you will be given plenty of opportunity to make different products, both sweet and savoury, to develop plenty of cooking skills. Skills-based resource practicals are also included in the course. In addition, you will complete a Level 2 Food Safety Course and, if successful, receive a Certificate. This course is highly regarded within the industry and is a prerequisite for some jobs.

You will meet local, highly skilled chefs who demonstrate their craft and get the opportunity to interview other professionals from this industry, which is the 3rd largest in the world! We will encourage you to use unusual ingredients, to be experimental and creative to produce original products that are uniquely your design. Who knows, you may just become the next Jamie Oliver!

The knowledge gained through the course will allow you to:

- Work as part of a team, making and evaluating existing products and using a variety of sensory analysis techniques
- Select food products (and packaging) and adapt to find new, novel and authentic alternatives to satisfy client need and consumer demand
- Compare produce prices, considering luxury own brand and economy ranges, taking account of social trends and issues relating to these markets
- Focus on decorative and garnish techniques when making and presenting foods
- Identify different foods' physical, chemical and nutritional characteristics and properties
- Use a variety of graphical techniques and ICT to communicate ideas and analyse results
- Investigate case studies of food companies and manufacturers
- Explain manufacturing systems and processes used in produce production, including new technologies
- Recognise and implement health and safety measures used in industry
- Understand the importance of marketing and advertising
- Be aware of the nutritional values of foods and food groups
- Understand the importance of healthy eating and healthy lifestyles.

The Graphic Products' focus area is concerned with designing and making products that are mainly graphical in content.

Typical products are:

- Promotion Design that covers areas such as: point of sale display, packaging, posters and leaflets and CD covers.
- Product Design that covers areas such as: board games, pop-up books, cardboard engineering and novelty items.
- Environmental Design that covers architecture, exhibition design and interior design.

All these areas will involve students in the designing and making real products for particular situations or clients and which can be tested in use.

Students will be provided with the opportunity to experience a wide range of techniques and skills including Computer Aided Design and Computer Graphics. Through their designing, students should develop an understanding of the implications of their work in relation to manufacturing processes and develop the ability to indicate how designs could be produced.

Students will have the opportunity to develop skills in a number of areas:

- Computer Aided Design – using industry standard software to develop graphic designs ready to print
- Computer Aided Manufacture using the latest laser cutting technology to turn ideas into drawings, and drawings into products
- Visual Drawing Systems – drawings showing products, environments and systems in a form that can readily be understood
- Architectural drawing and modelling techniques
- Graphic Design – combining text digital photographs and artwork to communicate with impact
- Packaging Design – designing packaging and producing prototypes in full colour
- Pictorial and Presentation Techniques – drawing techniques to create 'lifelike' impressions
- Technical Constructions – drawings to accurately determine how a product might be formed or operate
- Technical Drawing Systems – drawings to communicate precise details and form of products, environments and systems
- Information Graphics – use of graphic techniques to convey information with impact
- Modelling – to produce accurate models of proposed products, environments and systems.

Those selecting the Product Design focus area of Design and Technology will have the opportunity to experience and learn about a range of structural materials.

All design projects in this option will include a folio and manufactured item.

Design projects will include working with a range of materials including:

- hardwoods
- softwoods
- semi-precious metals
- thermoplastics
- man-made materials
- composite materials.

The core of this course is learning to 'design and construct' through a range of materials. As the course progresses students will be given the opportunity to design and make in their preferred choice of material. For example jewellery for one student and small furniture production for another.

Students develop the skills and knowledge required to:

- identify and compose a design brief with specifications
- produce ideas from research and the analysis of existing products
- research topics such as scales of production, CAD/CAM, ergonomics, anthropometrics, smart materials, new technologies, marketing, sales, costs and industrial manufacture
- Develop and refine the details of a proposed product through models and drawings
- Manufacture prototype products from woods, metals and plastics to high levels of craftsmanship
- Use ICT to record and communicate design ideas
- Use the latest laser cutting technology to produce components
- Use Computer Aided Design and Computer Aided Manufacturing facilities

Aims

This specification aims to give students the opportunities to develop:

- creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in drama
- investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills
- understanding of drama forms and awareness of contexts in which they operate
- knowledge and understanding of drama within a social, cultural and historical context

Knowledge and Understanding

This specification requires students to develop knowledge and understanding of:

- the ways in which ideas, feelings and meanings are conveyed through the language of drama
- a range of drama forms by recognising them in the work of others and by applying them in practical drama activities
- at least one play by examining the ways in which practitioners use the language of drama to realise a text in performance
- the ways in which ideas in drama can be recorded and interpreted
- how plays and ideas in drama relate to their social, historical and cultural context

Skills

This specification requires students to develop the following skills in drama:

- acting and/or design skills
- inter-personal and group working skills
- creative skills
- improvisation skills
- communication skills
- evaluative skills

Assessment

The assessment framework recognises three essential activities in drama:

- the drama process in relation to exploring themes, issues and ideas within the context of the student's own work
- the drama process in relation to exploring themes, issues and ideas within the context of the work of dramatists
- producing drama in relation to the performance of the student's own work or the work of others

Coursework 60%

Teacher assessed practical work supported by a portfolio of documentary evidence.

Two Units:

- 1 using drama to explore ideas and issues and communicate understanding through drama
- 2 using drama to explore a play, understanding how playwrights, performers, directors and designers use drama to communicate to an audience

The assessment takes place during 6 hours of workshop activities.

The GCSE English course is divided into 40% external examination and 60% internal controlled assessment.

Schemes of work will explore a variety of themes, topics and texts which allow students to develop both analytical and functional skills.

Overall assessment breakdown for GCSE English:

Unit 1: External Examination 40% of GCSE

Understanding and Producing Non-Fiction Texts:

- Section A: Reading - students answer questions on three non-fiction reading sources
- Section B: Writing - students complete two non-fiction writing tasks.

Unit 2: Speaking and Listening 20% of GCSE

Students will be assessed on three equally weighted activities:

- Presenting
- Discussing and Listening
- Role Playing.

Unit 3: Controlled Assessment 40% of GCSE

Understanding Spoken and Written texts and Writing Creatively. Students complete three internally assessed pieces of work completed in class under controlled conditions as follows:

- Part (a): Extended Reading - 15% of total GCSE
- Part (b): Creative Writing - 15% of total GCSE
- Part (c): Spoken Language Study - 10% of GCSE

The GCSE English Literature course is divided into 75% external assessment and 25% internal controlled assessment.

Students will have the opportunity to experience a range of literature with a wide variety of appeal drawn from contemporary texts, texts from across the globe and texts which have had a significant influence on our English (Welsh or Irish) literary and cultural heritage.

Overall assessment breakdown for GCSE English Literature:

Unit 1: External Examination - 40% of GCSE

- Exploring Modern Texts
- Section A: Modern Prose or Drama
- Section B: Exploring Cultures

Unit 2: External Examination - 35% of GCSE

- Poetry Across Time
- Section A: Poetry Cluster from the Anthology
- Section B: Responding to an Unseen Poem

Unit 3: Controlled Assessment - 25% of GCSE

- The Significance of Shakespeare and the English Literary Heritage
- Students complete one internally assessed piece produced under controlled conditions in which they make links between a play from Shakespeare and one other text from the English Literary Heritage.

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and cultural cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable. The course is intended to allow ss to appreciate the physical and human situations that people around the world experience today. Events in the news are examined along with contemporary issues so that their impacts upon cultures and environments can be determined. In each of the themes students will consider how lifestyles and environmental management can become increasingly sustainable. Skills are practiced that should enable students to understand and empathise with real people in real places. Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally and advance you in the competitive world of work.

Content Themes

Rivers and Coasts. We all live in and visit landscapes shaped by rivers. This unit considers the hydrological systems that control river flow and landform evolution. GIS, new technologies, satellite images and aerial photographs will be used to study our increasing threat from floods and peoples' efforts to control them.

The awe inspiring Dorset Coast, along with more distant maritime areas, will be examined to identify changes since the last Ice Age. As sea levels rise the call for coastal defences grows louder; following cost-benefit analysis, students will decide which stretches of our coastline should be defended.

Population and Settlement. Birth and death rates are changing all over the world with the cumulative outcome of the human population explosion. Students will examine the effects of human pressure on the land and discuss how population growth rate can most appropriately be controlled. Some students may hope to live in a different country later in their life and many people move to the UK; the social, economic and cultural implications of these migrations will be studied in the course.

Already 55% of the global population live in cities; how we can create sustainable lifestyles in these environments will form a focus of class discussion.

Natural Hazards. The potential destructive forces of tectonic hazards, such as volcanoes and severe earthquakes, will be analysed and the relative success of steps taken to live with them in MEDCs and LEDCs will be compared. The causes of severe storms will bring the study closer to home, but students will concentrate on the impacts of these hazards in the Tropical countries. Still focussing upon these areas of the planet, students will examine the contribution of intense droughts to food shortages and desertification in Africa.

Economic Development. Whether quality of life inevitably improves with increasing wealth will be considered along with ideas for improving standards of living by our contribution to sustainable aid schemes in poverty stricken areas. People are affected in many ways by the changes in location of industries and economic activities could also be making irreversible environmental changes to the planet. These issues will be discussed as well as the positive consequences and problems associated with globalisation and the increasing power of multinationals.

Assessment

Geographical Enquiry. 25% of total GCSE marks. This will consist of two Controlled Assessment tasks:

Fieldwork Focus. Following fieldwork, students will be given 10 hours of lesson time to complete an individual investigation under controlled supervision.

Geographical Investigation. This will involve six hours of lesson time on a chosen topic from disease, trade, ecosystems, sport, fashion, energy, new technologies, crime or tourism. The report which is completed under controlled supervision may take the form of a website, posters, video, podcast, oral report [interview], written pamphlet or a formal report.

Sustainable Decision Making. 1 hour written paper - 25% of total GCSE marks. This is designed to provide students with opportunities to investigate issues related to sustainable development. Pre-released materials are analysed in class for three weeks prior to the written examination that will take place in the January of Y11.

Key Geographical Themes. 1 hour 30 minutes written paper - 50% of total GCSE marks

In the summer of Y11 the final paper will assess students' knowledge and understanding of the content themes.

Why study history at GCSE?

The Schools History Project GCSE gives students an opportunity to study a range of different historical topics, as well as developing a series of skills which are transferable into all walks of life. The course gives you the opportunity to consider different interpretations of historical events, and encourages you to debate their significance. It also allows you to find out how people's lives have changed, and how people in the past may have thought differently to us. Sometimes you may think society has changed, but on closer inspection maybe they haven't.

By studying history you will be choosing a subject which is highly regarded by colleges, universities and employers. History allows you to develop many useful skills. You will be much more critical of what you read and hear in the news, and it will develop your abilities to reason and argue your point of view with supporting information.

If you enjoyed history at KS3 then you will probably enjoy it even more at GCSE level.

What will I learn?

You will study history from 4 different angles and each will be worth 25% of your final grade.

- Crime and punishment: c1450- the present day
- Life in Germany c1919-c1945
- Protest, Law and Order in the twentieth century
- Controlled Assessment: Vietnam, 1960-75

With Crime and Punishment the focus is on change and continuity over time. We focus on what changes and what stays the same. We are looking at the nature of criminal activity (theft, poaching, smuggling, highway robbery etc), and the role of individuals (e.g. Guy Fawkes, Elizabeth Fry, Derek Bentley). We also consider the changing views of criminal activity, focusing specifically on why witchcraft was a crime in the 16th and 17th centuries but is not now.

Life in Germany allows us to make an in-depth study of the changes that took place during the first half of the twentieth century. We consider how Germany was punished at the end of World War One, and how she managed to recover in the late 1920s. We also look at the role of the Wall Street Crash and the subsequent Depression in allowing the Nazis to gain power in Germany by 1933. Students will then consider what life was like in Nazi Germany, and how different groups were treated, including women, children and Jews.

Protest, Law and Order is a source enquiry, and allows students to consider 4 main protests in the twentieth century. We focus on the protests of the Suffragettes (1903-18), the General Strike (1926), the Miners Strike (1984) and the Poll Tax Riots of 1990. In each case students consider what caused the protests, the reaction of the authorities and whether this changed over time. We use a variety of sources to do this, and students are encouraged to question the validity of this information.

Finally we focus on Vietnam between 1960 and 1975. This involves looking at the reasons for the US involvement in Vietnam, the nature of the conflict and the reasons for the US defeat. Students will consider the impact that the conflict had on civilians, both in the US and Vietnam, as well as the impact on the military. The growth of protests in the US and the end of the conflict will also be considered. Students then complete a piece of coursework on this topic, using a number of sources, within controlled conditions in the classroom.

How will I be assessed?

Students will sit 3 exams, and complete one piece of coursework. The course has a modular structure, which means that students can complete topics, and then sit the exam, rather than undertaking all exams at the end of the two years. The first 3 units will all be assessed through examination. Each exam lasts 1 hour 15 minutes. The first exam will be taken in June 2011.

Unit 4, Vietnam, will be assessed through a controlled assessment. This is like a piece of coursework, except that all work now has to be undertaken under controlled conditions in the classroom.

Students will be well acquainted with the types of questions set before the exam through assignments in class and homework. Students are encouraged to give their opinions and make judgements about the significance of different historical events.

How will I learn?

A variety of different learning and teaching styles are used in history. Students may produce mind maps and spider diagrams to collate information, but they also have to process this. Students will produce presentations on different questions in history, and they are encouraged to evaluate the importance of the evidence that they examine. Role plays and debates are used which allow students to develop their understanding of the topics studied. A number of film resources are used to allow students to gain an idea of the historical period they are studying. Students do, of course, need to produce extended pieces of writing, as this is how they will be assessed through examination, but these skills are developed over the course of the two years.

What can I do after I complete the course?

Apart from enjoying the course and being able to impress your friends and family with your new found knowledge, history provides a solid basis for most A Level subjects. Students who have done well in history often study higher qualifications in subjects such as law, politics, economics, and sociology, to name but a few. History also links well with English and Modern Languages, but it also provides a good literary option for students pursuing mathematics or science. Many people who work in law, business and accountancy have studied history because of the skills it develops in reasoning and arguing your point. Many employers are also keen on history, as it shows that students are literate, and able to absorb and process large amounts of information.

Where can I find out more?

You can always ask your history teacher, or you can look at the following websites:

- BBC Bitesize History
- www.edexcel.com/gcse2009

What is this course?

The Entry Level Certificate is aimed at students for whom the GCSE qualification may be deemed to be inappropriate. Students who are following more vocational courses may find this useful as it allows them to develop a number of key skills in reading, writing and presentation. It also allows students to be assessed through visual displays and an oral test, as well as a number of written tasks.

What is the purpose of this course?

This course provides students with opportunities to enjoy and develop their interest in history. It aims to promote understanding of the human past, and to develop key skills amongst the students as a consequence of this study. Students will investigate historical events, people and changes and use historical sources to learn about the past. As part of this a number of key communication skills will be developed, including the use of ICT and discussion. Although this course stands alone, it can provide an entry into a further study of GCSE History.

What will I study?

- Unit 1. Study in depth: Hitler's Germany 1933-45. This will focus on the rise of the Nazis and their acquisition of power in 1933. Focus will then be on how they created a totalitarian state, and the impact that this had on the people of Germany. Students will also consider the impact that the war had on Germany.
- Unit 2. Thematic Study: Crime and Punishment c.1700-the present day. Students will consider the nature and causes of crime over the period, and will look at why some activities were considered crimes in the past, but are not now, e.g. witchcraft. They will also consider the changing attitudes to different crimes, for example highway robbery and smuggling. The course also looks at how punishments have changed from the 18th century to the present day.
- Unit 3. Thematic Study 2: The USA 1945-90. Students will consider the role of the US during the Cold War period of international relations. They will consider the development of the nuclear bomb, and the arms race. They will also focus on key hot spots between the USA and the USSR, in Korea, Cuba, and Vietnam. This links to the rise of the alternative culture in the 1960s, and the growing impact of the media on society. Students will also examine the civil rights movement in the USA during the 1950s and 1960s.
- Unit 4. Historical investigation. Students will focus on a topic that links history to the local area. This will allow students to develop a different focus, and to look at an issue in greater depth. It will also allow students to undertake their own research into an aspect of history.

How will I study?

The course will use a variety of different teaching techniques, but the emphasis is on making the student a more independent learner. Students will be encouraged to discuss their ideas, and to produce presentations on the work they have produced. They will have to explain their findings, but these are recorded in a number of different ways.

How will I be assessed?

There is no final exam for this subject. Assessment is ongoing, and comes in a variety of forms. Some written tasks will be produced under controlled conditions in the classroom, but students will be able to access computers to help with this. They will also have to produce a number of visual presentations. These may come in the form of booklets, wall displays or Powerpoint presentations. Crucially for each, the student must be able to orally explain their findings. They will also be required to undertake a sources question in controlled conditions. The wide variety of assessment methods means that students have a range of options by which they can express their findings.

What can I do with this qualification?

The entry level course is designed to improve your key skills, and to show employers that you are able to discuss ideas and process information. It should help to develop your written and presentation skills as well. Students who pass the entry level can go on to study GCSE history, but they may opt for other aspects of further study instead.

How can I find out more?

You can ask your history teacher, or visit the following websites:

- BBC Bitesize History
- www.wjec.co.uk/history

Students opting for this course will have the opportunity to gain a Level 2 ICT qualification which is equivalent to between 2 and 4 GCSEs (A to C) depending on the option chosen (and also the commitment and effort shown by the candidate).

National Award in ICT

OCR Nationals are an exam-free alternative to GCSEs, taking a more engaging, practical approach to learning and assessment. The ICT course is an Industry-relevant qualification which links to key sectors of Computing. It is a vocationally related qualification which is increasingly popular with schools and colleges within Somerset as it is relevant and tailored to suit a range of learning styles.

These qualifications specifically aim to:

- Develop learners’ knowledge and understanding of the Information and Communication Technology sector
- Develop learners’ skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector
- Develop learners’ ability to work autonomously and effectively in an Information and Communication Technology context
- Enable learners to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations
- Encourage progression by assisting in the development of skills, knowledge and understanding that learners will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- Encourage progression by assisting in the development of skills, knowledge and understanding that learners will need to enter employment or enhance their current employment status
- Promote interaction between employers, centres and learners by relating teaching and assessment to real organisations.

<p>Single Option</p> <p>Runs in option column A or B Equivalent of 2 A-C GCSEs 100% Coursework assessment</p>	<p>Double Option</p> <p>Runs over two option Columns - C & D Equivalent of 2 to 4 A-C GCSEs 100% Coursework assessment</p>
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Course Content	2 GCSE A - C	3 GCSE A - C	4 GCSE A - C
	Single or Double Option	Double Option Only	Double Option Only
ICT Skills for Business	X	X	X
Webpage Creation	X	X	X
Creating Animation for the Web	X	X	X
Creating Computer Graphics	X	X	X
Design & Produce Multimedia Products		X	X
Creating Video		X	X
Creating Sound using ICT			X

This course aims to give students an opportunity to develop their mathematical knowledge with associated oral, practical, ICT and written skills so that they face mathematical situations with confidence in whatever context they are encountered. Students are also encouraged to develop, in particular, problem solving skills at the appropriate level.

The content of the course is related to the ability of individual students but encompasses the basic skills and methods required to deal with a wide variety of mathematical situations inside and outside the school. The course will cover topics in:

- Number
- Algebra
- Data Handling
- Measure
- Shape and Space

Throughout the course, all students will be expected to use appropriate Information Technology to enhance their understanding of the subject.

Assessment

The assessment will be based on two externally assessed examinations at the end of the course. The National Curriculum in Mathematics is split into different levels of difficulty. Consequently, there will be different GCSE examinations for different levels of entry.

Opting to study a GCSE language can make a positive impact on the choices open to you in the future. Many of our best Universities are requesting the study of a language at GCSE as an entrance requirement for any degree and British businesses are gradually realising their need for language expertise. Not only is the study of a language rewarding and challenging, it will also give you a better understanding of other cultures and enable you to consider competing in a shrinking international employment market place.

If you take a language GCSE you will be studying a new exam designed to stimulate and inspire you, also offering you the chance to go abroad on an exchange or on a study visit. We are linked with the Padre Suarez School in Granada and the Collège René Cassin in Paray le Monial and we have email links and visits on a regular basis.

Themes covered in the GCSE:

- healthy living and lifestyle choices – food, smoking and fitness!
- environment & new technologies – mobile phones, Internet and green themes
- pressures and problems for young people in today’s society
- extension of the topics which you have already studied in KS3.

You will improve your Speaking, Writing, Listening and Reading skills, gain a better understanding of the grammar which underpins a foreign language and extend your vocabulary knowledge for a wider context. The Assessment takes place throughout the course to enable you to better plan and take control of your workload. Your languages teacher will be happy to discuss the course with you and give you advice about the GCSE.

Why take a language?

Here are a few well known quotes about languages for you to consider.

"One language sets you in a corridor for life. Two languages open every door along the way." (Professor Frank Smith).

"You live a new life for every new language you speak. If you know only one language, you live only once." - *Czech proverb*

"A man who does not know a foreign language is ignorant of his own." - *Johann Wolfgang von Goethe*

"Language is the means of getting an idea from my brain into yours without surgery." - *Mark Amidon*

"Absolutely nothing is so important for a nation's culture as its language." - *Wilhelm von Humboldt*

Only 7% of the planet speaks English as a first language, so in Britain, we need to improve Language skills or we risk falling behind many other European Countries in particular, in terms of the languages we can offer. French German and Spanish are still the most sought-after languages in England for business use.

Assessment

For the AQA specification, the following skills are tested – all 3 languages are the same format.

Listening	Reading	Speaking	Writing
Examination 20% weighting	Examination 20% weighting	Controlled assessment 30% weighting	Controlled assessment 30% weighting
Foundation or Higher Tier	Foundation or Higher Tier	Same tasks for all	Same tasks for all
Set and marked by AQA	Set and marked by AQA	Conducted and marked by teacher. We submit the best two tasks.	Students can submit best two tasks for marking by AQA.

Is this the right subject choice for me?

If you enjoy:

- composing and performing music
- learning an instrument or singing
- creating music on computers
- learning about all types of music including popular, classical and world

then our GCSE Music course is ideal for you!

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

You will 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.

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.

How will I be assessed?

Performing	Composing	Listening and appraising
You will need to play one solo piece and one ensemble piece	You will need to create two compositions	You will sit a 90 minute listening paper with questions on the prescribed set works. Questions such as these are asked; Describe the instrument playing the solo Give two musical reasons why you like or dislike this music This theme is shared between two instrumental families. What are they?

What can I do after I've completed the course?

If you enjoyed the GCSE Music course you can consider:

- AS or A levels in Music, Music Technology or Performing Arts
- Level 3 BTEC qualifications in Music, Music Technology or Performing Arts

Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give the confidence in playing to an audience - useful if you intend to pursue, for example, drama or law.

Aims

- To identify, investigate and respond to fundamental questions of life raised by religion and human experience
- To consider religious and other responses to moral issues

Content

The modules covered are:

- Philosophical ideas about the nature and existence of God
- The relationship between science and religion
- Concepts of death and afterlife

- Ideas about good and evil
- The ethics of human relationships
- Medical ethics
- The relationship between religion and the media
- Ideas about justice, peace and 'just' war

Assessment

There is no coursework. The course is assessed through two examinations of 2 hours:

- 1 x Philosophy
- 1 x Applied Ethics

In the past four years around half or more of the candidates were awarded an A* or A grade. Over the same period the A* to C rate has been 85% - 94%.

The course aims to enable students to achieve enjoyment and develop their physical fitness through purposeful physical activity. It also contributes to the social education of the individual by helping students to learn how to co-operate with each other and to work successfully as a member of a group.

In Y10 students are taught by gender and ability groups for the first 4 activity blocks.

All students do 2 x invasion games (girls' rugby and hockey and boys' basketball and soccer) and 1 x racket game.

In the fifth block students select a non-game activity from athletics, dance, gymnastics and trampolining.

One of the blocks is a lifestyle management unit looking at healthy, balanced lifestyles.

In Y11 students select three activities on a 10-week basis. Choices are typically made from a range similar to that shown below. Details will be communicated to students in the summer term.

- Badminton
- Basketball
- Cricket
- Football
- Handball
- Hockey
- Netball (girls only)
- Softball
- Tag Rugby
- Tennis
- Trampolining
- Ultimate Frisbee
- Volleyball
- Weights

Every effort will be made to ensure that students receive their first choice of activity, however, groups are limited by size and so some students are likely to receive a different activity. We try hard to make this fair for all students.

In addition to the activities above, we also try to offer a number of activities off site and using outside coaches. These are only available for Y11 students and currently include;

- Aerobics
- Climbing
- Golf
- Yoga

There is a charge for these activities to cover the cost of transport and/or using outside facilities and instructors.

BTECs are work-related qualifications, suitable for a wide range of students, which are designed to accommodate the needs of employers as well as allowing progression to university. They provide a more practical, real-world approach to learning alongside a theoretical background. BTEC courses are recognised by schools, colleges, universities, employers and professional bodies across the UK and in over 100 countries world wide.

This course is assessed purely through work produced in school. There are no final examinations.

BTEC courses are split into a number of modules and each module has a rating in credits. Students have to achieve a number of credits to attain a qualification at the level required. The course at this level is made up of 30 credits and is broadly equivalent to two GCSEs (A*-C).

The BTEC Level 2 Extended Certificate course combines both practical and theoretical work. It aims to provide students with a wide variety of knowledge regarding performance and participation in physical activities.

These two distinct elements of practical and theoretical work combine to make BTEC Sport a demanding and challenging course. Students will need to be committed and talented to achieve the highest levels of success.

The theoretical content of the course is examined continually throughout the year in the form of a number of coursework type tasks, removing the pressure of a single end of two year exam. It covers topics such as:

- Diet
- Fitness
- Joints
- Muscles
- Skeleton
- Skilful movement
- Training

There is a heavy emphasis on healthy, balanced lifestyles and the role of sport and physical activity in society. This element of the courses will be taught in ability groups and takes one double lesson per week.

The practical element of the course is taught in the other remaining double lesson each week. It is likely that students will be taught and assessed in four or five sports and have to submit scores for at least one team and one individual sport. In their practical lessons all students study techniques, tactics and rules.

Alongside the above assessments, students also carry out a mandatory module on fitness testing for sport and exercise, enabling the learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests required for the modern day fitness industry.

In addition to the options above, we also offer an assessment only package for students who pursue different sports outside of school e.g. horse riding and swimming.

GCSE Science has changed.....

Following a national review, major changes to GCSE Science courses took place in September 2006. These changes resulted in the existing course being replaced by two new ones, GCSE Science and GCSE Additional Science.

The new courses offer exciting and engaging content that will be accessible to students of all abilities. They stress the importance of 'scientific literacy' with students being encouraged to discuss scientific issues that will affect their daily lives.

Much greater emphasis is placed on the skills, knowledge and understanding of how science works and there is much less emphasis on knowing scientific facts. Questions such as 'How can genetics be used to cure diseases?', "Why are many people worried about Genetic Modification technology?" and "How will we make electricity in the future?" will be researched and discussed. There will be greater prominence given to understanding the nature of scientific evidence and students will collect or be given scientific data to analyse and evaluate.

At The Blue School there will be the following science pathways:

- **Pathway 1 - GCSE Science and GCSE Additional Science**

At KS4 the great majority of students will study GCSE Science and GCSE Additional Science. This course will lead to two GCSEs.

- **Pathway 2 - Separate Science GCSEs**

Those students with a particularly strong interest in science can instead choose to study the three Separate Science GCSEs in Biology, Chemistry and Physics. This course will lead to three GCSEs. Students wishing to study this course should select one of the Separate Sciences boxes in the options columns.

- **Pathway 3 - GCSE Science**

A small number of students who find science difficult will be individually identified for the single GCSE Science course. This course will lead to one GCSE.

- **Pathway 4 - GCSE Science with BTEC Certificate/Diploma in Animal Management**

Any students who wish to take this option will require an interview with the Head of Science to assess their suitability for the course. The lessons will take place within the timetable time allocated for core science.

Progression

Students can progress to Advanced Level study in the sixth-form by studying either of Pathways 1, 2 or 4.

Assessment

The new courses also provide an opportunity for 'staged assessments' students can take some test papers at the end of Y10 and can re-sit any of these papers in Y11 if needed.

Course structure and content

The following pages include descriptions of Pathways 1 and 2. Pathway 3, which is based on the content and structure of GCSE Science, will be discussed with the students concerned. Details of Pathway 4 will be made available during the options process in the Spring Term.

Aims

This course aims to develop students' understanding of the science around them that affects them in their daily lives. They will develop a questioning, analytical and evaluative approach to scientific problems and issues. The course also aims to develop students' practical skills and an understanding of how science works. It sets out to explain some of the models and theories behind the science that students will meet in their everyday lives. The course will be good preparation for Advanced level Science courses, and will also provide a greater breadth of scientific knowledge, skills and understanding for students who do not wish to study science further. The course is equivalent to 2 GCSEs.

Content

The following topics will be studied during the course:

GCSE Science		
Biology	Chemistry	Physics
Environment Genes Electrical and Chemical Signals Use, Misuse and Abuse	Patterns in Properties Making Changes There's One Earth Designer Products	Producing and Measuring Electricity You're in Charge Now You See it, Now You Don't Space and its Mysteries
GCSE Additional Science		
Biology	Chemistry	Physics
Inside Living Cells Divide and Develop Energy Flow Interdependence	Synthesis In your Element Chemical Structures How fast? How Furious?	As Fast as You Can? Roller Coasters and Relativity Putting Radiation to Use Power of the Atom

Internal Assessment

Of the marks available 40% are by internal assessment, comprising of:

10% Practical Skills - students will be assessed on their ability to:

- follow instructions to collect scientific data from primary and secondary sources
- work accurately and safely to make observations and take readings
- present their data clearly

30% Assessment Activities - a short series of tasks set by the exam board based on practicals students have carried out. Students will be required to:

- explore how science works
- interpret and present results
- consider the wider scientific and social implications

Each assessment takes place during normal lesson time under controlled conditions and will last about 45 minutes. The best two assessments from each of the three sciences are then submitted to the examination board.

External Assessment

The external assessment, worth 60% of the final marks, comprises of 9 x 20 minute multiple-choice tests. There will also be 3 x 30 minute structured papers. Students will be able to sit some tests at the end of Y10 with the opportunity to re-sit these papers if necessary in Y11.

Aims and Content

As an alternative to studying GCSE Science and GCSE Additional Science, students with a particularly strong interest in Science have the option to study the three separate Science GCSEs. Taken together, the three GCSEs cover all the topics taught in GCSE Science and GCSE Additional Science, together with Extension Units in each of the three sciences. The aims of these qualifications are to:

- develop students' understanding of the science around them
- develop students' questioning, analytical and evaluative skills
- develop students' practical skills and an understanding of how science works
- encourage enthusiasm about science that leads to further study

GCSE Science		
Biology	Chemistry	Physics
Environment Genes Electrical and Chemical Signals Use, Misuse and Abuse	Patterns in Properties Making Changes There's One Earth Designer Products	Producing and Measuring Electricity You're in Charge Now You See it, Now You Don't Space and its Mysteries
GCSE Additional Science		
Biology	Chemistry	Physics
Inside Living Cells Divide and Develop Energy Flow Interdependence	Synthesis In your Element Chemical Structures How fast? How Furious?	As Fast as You Can? Roller Coasters and Relativity Putting Radiation to Use Power of the Atom
GCSE Separate Science Extension Unit		
Biology	Chemistry	Physics
Biotechnology Behaviour in Humans and Other Animals	Chemical Detection Chemistry Working For Us	Particles in Action Medical Physics

Internal Assessment

Of the marks available 30% are by internal assessment, comprising of:

10% Practical Skills - students will be assessed on their ability to:

- follow instructions to collect scientific data from primary and secondary sources
- work accurately and safely to make observations and take readings
- present their data clearly

20% Assessment Activities - a short series of tasks set by the exam board based on practicals students have carried out. Students will be required to:

- explore how science works
- interpret and present results
- consider the wider scientific and social implications.

Each assessment takes place during normal lesson time under controlled conditions and will last about 45 minutes. Students submit the best mark for an activity from the Science modules and the best mark for one activity from the Additional Science Modules.

External Assessment

The external assessment, worth 70% of the final marks for each Science comprises 3 x 20 minute multiple-choice tests. There will also be a 30 minute and a 60 minute structured paper for each subject. Students will be able to sit some tests at the end of Y10 with the opportunity to re-sit these papers if necessary in Y11. Further information about the courses and their assessment may be found on the EDEXCEL website at www.edexcel.org.uk/360Science.

Key to Examination Boards

AQA	Assessment and Qualifications Alliance	www.aqa.org.uk
EDEXCEL	Educational Excellence	www.edexcel.org.uk
OCR	Oxford and Cambridge RSA	www.ocr.org.uk
WJEC	Welsh Joint Educational Committee	www.wjec.co.uk

CORE CURRICULUM - all students study these subjects.

Citizenship	½ or 1 GCSE	Mathematics	1 GCSE
English Language	1 GCSE	Physical Education	Non examination
English Literature	1 GCSE	Science	1 to 3 GCSEs

OPTIONS

- You should choose one subject from each of the option columns shown below. You may not choose more than one subject from each column, choose the same subject twice or leave a column blank.
- You should give a priority to each of your choices. Write 1 in the box next to the subject you want to study most, 2 alongside the next most important and so on.
- You must give a fifth, reserve option choice in the box below the columns. Choose this subject carefully. If we cannot arrange all four of your choices from the option columns we will use this alternative option choice.
- Although you have a free choice from the option columns you should try to avoid over-specialising in any one area of the curriculum by spreading your choices across four of the following areas:
 - Humanities - Geography - History - Philosophy & Ethics.
 - Modern Foreign Languages - French - German - Spanish.
 - Performing & Expressive Arts - Art - Dance - Drama - Music - Physical Education.
 - Design & Technology (D&T) - Fashion & Textiles - Food - Graphic Products - Product Design.
 - Others - Business - Child Development - Information Technology.
- Research your choices well. Look at the subject information on the school web site and talk to the teachers of the subjects you wish to study. This is particularly important if you have not studied the subject before. You should make sure you know exactly what you are opting for. If in doubt please ask for further information.

OPTION COLUMN A		OPTION COLUMN B		OPTION COLUMN C		OPTION COLUMN D	
Art & Design		Art & Design		Art & Design		Art & Design	
Business		Business		Business		Business	
Dance		D&T Fashion & Textiles		D&T Fashion & Textiles		Child Development	
D&T Graphic Products		D&T Food		D&T Food		D&T Food	
D&T Product Design		D&T Product Design		D&T Product Design		D&T Graphic Products	
History		Extension Science		Drama		Drama	
Information Technology		French		Extension Science		French	
Music		Geography		Geography		History	
Philosophy & Ethics		Information Technology		German		Physical Education	
Spanish		Music		Physical Education			
				Information Technology double option = 2 choices C & D.			
Reserve option choice:							
Name:						Tutor Group:	