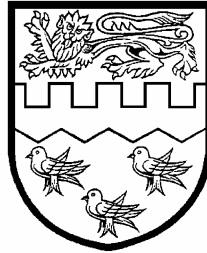


Chichester High School for Girls



The Three Year Key Stage 4 Curriculum

YEAR 9 ,10 AND 11 COURSES

2010 - 2013

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February 2010

Dear Parents

Two years ago, when your daughter started at the High School, we made the decision that she would follow a two year KS3 curriculum (Year 7 and 8), followed by a three year KS4 curriculum (Years 9, 10 & 11). We are now ready to provide information about what is on offer for your daughter at KS4 and this is fully explained in this booklet. As there are further choices to be made at the end of Year 9 we have also included information related to these later decisions.

Our Key Stage 4 curriculum is designed to ensure breadth and balance and also reflects our status as a Specialist in Arts and Science.

It is really important that you and your daughter read through this booklet together and think very carefully about the choices that she is taking.

We will give as much help as possible and your daughter will be able to explore possible opportunities and combinations with her form tutor and during CPSHE lessons. There will also be the opportunity to talk to Sue Sercombe who is the careers connexions adviser.

Unfortunately we cannot guarantee to offer all pupils their first choice options and therefore you all need to give careful thought of reserve choices.

Your daughter will be issued with a form on which to record her choices for Year 9. You will be invited to attend our next Review Day on March 2nd when you should come with the completed form and where you will also have the opportunity to discuss and agree the choices with your daughter's form tutor.

NOTE: This booklet is also available on the school website
www.chichestergirls.w-sussex.sch.uk - follow the link from the front page.

Please keep this KS4 booklet for reference over the next three years. If you require additional information, please contact me at school.

Yours sincerely



Mrs S Lambourne
Assistant Headteacher – Director of Learning KS3

NOTE: This booklet is available on the school website:
www.chichestergirls.w-sussex.sch.uk

THE OPTIONS PROCESS

2010-2011 Key Dates

2010

February 4 th	Assembly for pupils to explain options process
February 4 th	Pupils and Parents Information Evening where booklets will be issued. Pupils will start to discuss choices with parents. Choices form issued
February 5 th	Tutors will issue booklets to pupils unable to attend meeting
February 9 th	Sue Sercombe (Connexions Careers Advisor), will be holding a drop in session for pupils at lunchtime in H2
February 12 th	Drop in for parents and pupils requiring further advice (3.30 – 5.00 pm) – please report to Main Reception
March 2 nd	Review Day Year 8 pupils and parents have an appointment with their Form Tutor to finalise choices.
March/April/May	Choices are processed and timetables created for Year 9. If any courses are undersubscribed they will not run and pupils will be consulted and asked to choose again.
June	Choices finalised

2011

February	Choices form for Year 10 options will be issued
February	Year 9 Science tests to help Science Department identify possible candidates for the Triple Science Course
February	Year 9 Parent's Consultation
March	Review Day Year 9 pupils and parents have an appointment with their Form Tutor to finalise choices for Year 10 and 11.
March/April/May	Choices are processed and timetables created for Year 10. If any courses are undersubscribed they will not run and pupils will be consulted and asked to choose again.
June	Choices finalised

The National Curriculum at Key Stage 4

Year 9	Year 10	Year 11
Core Subjects	Core Subjects	Core Subjects
Compulsory Subjects	2 Option Choices →	
2 Option Choices →		

Core Subjects - Year 9 – All pupils will study these subjects

- English
- Maths
- Science
- ICT
- Citizenship and Personal Social Health Education (CPSHE)
- Physical Education
- Religious Education

Compulsory Subjects – Year 9 – All pupils will study these subjects

- Modern Foreign Language – French or Spanish (if you want to take two languages for GCSE, you must select Spanish as compulsory subject and French as a GCSE option in Year 9)
- Arts - Music & Drama & Art
- Humanities – History & Geography

(Compulsory subjects can also be chosen as Option subjects)

Option Subjects

In Year 9 pupils will study **two** further Key Stage 4 courses of their own choice. These will run over 3 years. Pupils must commit to these 2 courses until the end of Year 11.

The choices are :

- | | |
|---------------------|--------------------|
| • Acting | • History |
| • Art | • Latin |
| • Child Development | • Music |
| • Food | • Product Design |
| • French | • Textiles |
| • Geography | • Wider Key Skills |
| • Graphics | |

Core subjects - Year 10 – All pupils will study these subjects

- English
- Maths
- Science
- ICT
- Citizenship and Personal Social Health Education (CPSHE)
- Physical Education
- Religious Studies

Continue with 2 Key Stage 4 courses picked up in Year 9

In **Year 10** pupils will study two further Key Stage 4 courses of their own choice from :

- Art
- Business Studies
- Dance*
- Drama
- Expressive Arts
- French
- Geography
- History
- Leisure & Tourism
- Media Studies
- Music
- Performing Arts *
- Photography
- PE
- RS
- Sociology
- Spanish
- Triple Science
- XL

* You cannot take Dance and Performing Arts as the courses are too similar

Vocational Courses at Chichester College – Year 10

A small number of pupils will be invited to follow a vocational course at Chichester College on one day per week. These pupils will be given a separate booklet and Choices Form giving full details in 2011. Currently on offer is Sport & Leisure, Salon Services (Hairdressing) and Health and Social Care.

Diploma – Year 10

On p64 you will find details about the Diploma which will be available in educational establishments in Area A (Bognor, Chichester). The Diploma is equivalent to 5 or 7 GCSEs.

CHSG is a Specialist School in Arts & Science

- All pupils must study either an Arts subject or Triple Science at KS4.
- Arts subjects are: Acting, Art & Design, Dance, Drama, Expressive Arts, Media Studies, Music, Performing Arts, Photography, Textiles
- The most able Science pupils will automatically follow a Triple Science course in the time allocated for Double Science.
- Other pupils who show ability in Science during Year 9 (Level 6 or above) will be offered the opportunity to study Triple Science in place of one of their Option subjects. Their potential in Science will be assessed by their teachers and by a test set in February 2011.
- Note: pupils studying Triple Science are not required to choose an Arts subject, although they may wish to do so.

Key Stage 4 Summary

Year 9	Year 10	Year 11
English, Maths, Science, ICT, PE, RS, CPSHE	English, Maths, Science, ICT, PE, RS, CPSHE	English, Maths, Science, ICT, PE, RS, CPSHE
Compulsory Arts Compulsory Language Compulsory Humanities	Option 3 (2 years) Option 4 (2 years)	→
Option 1 (3 years)		→
Option 2 (3 years)		→

Glossary

GCSE (General Certificate of Secondary Education). Most pupils take GCSEs in most of their subjects at the end of Year 11.

BTEC – BTEC qualifications are suitable for a wide range of learners. It is particularly good for pupils who enjoy 'hands-on' practical work with plenty of real life situations and is equivalent to the GCSE qualification.

Coursework is part of most GCSEs: work over an extended period, which could include essays, field work reports, art work, making products, or investigations. The work may be done at home or at school, or a combination of both. Coursework is normally assessed by the class teacher. The exam boards moderate standards by sampling.

Diploma is a qualification that can be studied alongside GCSEs. The Foundation Diploma is equivalent to 5 GCSEs and the Higher Diploma is equivalent to 7 GCSEs.

Grades at GCSE are from A*-G, depending on coursework and exam marks. A*-G are all pass grades, although employers and colleges may expect A*-C grades in, for example, 5 subjects including Maths & English.

Tiers at GCSE determine the range of grades that can be awarded. The aim is for pupils to take an exam in which their ability will be tested, without their being thrown off course by questions that are much too difficult or much too easy.

English leads to 2 Grades: one for **English** and one for **English Literature**.

Mathematics has two tiers: Higher (Grades A*-C) and Foundation (Grades C-G). The most able pupils will be offered the chance to take an additional Maths qualification as well as Mathematics GCSE.

Science has 3 'Pathways' leading either to a double GCSE award (2 Grades) or to 3 separate Grades in Biology, Chemistry & Physics ('Triple Science'). See p13-14 for full details.

ICT is taken by all pupils. This course leads to a Level 2 National Award (equivalent to 2 GCSE's)

Religious Studies is a 'short course' taken by all pupils for one lesson per week, leading to half a GCSE grade.

It is also offered as an Option subject, leading to a full GCSE grade. Pupils choosing this option will also take the short course.

CPSHE (Citizenship, Personal, Social Health Education) is taken by all pupils. This course leads to a GCSE in Citizenship.

MAKING CHOICES

As you choose your subjects try to work out your reasons for picking them.

GOOD REASONS

- I know I can do it and get a good exam result.
- I want it to balance my other subjects and keep my career options open.
- I am interested in this subject and want to know more.
- It will help my understanding of another subject.
- It will be a good starter for a job.
- I came across it in a book or programme and it sounds interesting.
- I think it will broaden my view of the world.

FAIR REASONS

- It seems silly to waste past work on this subject.
- It earned me a good mark in my last exam.
- My parents think I should do it.
- I want to try something new.
- It backs up an out-of-school interest.
- My teacher thinks I should do it.

POOR REASONS

- I cannot think of anything else.
- I like the subject teacher.
- I could not make up my mind so I shut my eyes and used a pin.
- All my friends are choosing it.

Frequently Asked Questions (FAQs)

Q: I want to go on to Sixth form & possibly University. What should I choose?

A: Universities do look at GCSE results when selecting students, so you should choose subjects that you enjoy and in which you will get the best possible grades. Grades matter more than choice of subjects, although if there is a subject you want to study more than anything at University, you should choose it or a subject like it. If you intend to study a language at A Level you should continue with it at GCSE.

Q: How can I find out about new subjects?

A: From this booklet, from talks in assembly, from older students, and from the Heads of those subjects, who will be pleased to explain.

Q: Will I get all the subjects I choose?

A: We will try to fit everything in for you, but if very few girls choose a subject, it will be cancelled and your reserve choice will be used, or you may be asked to choose again.

Q: Will I be with my friends next year?

A: Even if you take exactly the same subjects as your friends, there is no guarantee you will be in the same group.

CORE SUBJECTS – Year 9/10/11

English

Mathematics

Science

ICT

**Citizenship, Personal, Social & Health Education
(CPSHE)**

Physical Education

Religious Studies

ENGLISH / ENGLISH LITERATURE

Syllabus: AQA Specification (3702 / 3712)

Aim

English at Key Stage 4 will result, for most students, in the achievement of 2 GCSE grades – one in English Language, the second in English Literature. You will have numerous chances to develop your skills in:

Speaking and Listening : including your ability to formulate and express ideas; listen, understand and respond to others; and take part in drama activities.

Reading : including your abilities to read accurately and fluently; understand, respond to and enjoy literature from English literary heritage and from different cultures and traditions.

Writing : including use of your skills to develop ideas and communicate meaning in Standard English; organise and structure sentences correctly; and develop essential presentational skills including accurate punctuation, spelling and legible handwriting.

Content

You will read and explore a wide range of texts including novels, poems, plays, non-fiction material and items from the media. You will write in a variety of styles including:

- to explore, imagine and entertain;
- to inform, explain and describe;
- to argue, persuade and advise;
- to analyse, review and comment.

You will also take part in oral activities individually, in pairs and in groups.

Assessment

For English Language you must produce four assessments which will be completed in school under controlled conditions. You will complete a variety of speaking and listening activities which are also covered in school. There is one external examination which assesses reading and writing skills.

For English Literature you will have to submit a fifth assignment completed under controlled conditions at school. There are two external examinations which assess your understanding of a 'modern text' and 'poetry across time'.

Homework

You will be expected to read set texts, develop your coursework and undertake other related reading and writing tasks. Homework will be set at least once a week.

MATHEMATICS

Syllabus: To be confirmed as per Government changes due to be introduced during 2010

Aim

Maths is fun and challenging!

Maths GCSE will enable you to achieve success in the essential skills of numeracy and problem solving. You will need these skills in other subjects in the curriculum and everyday life.

The course will develop your ability to think and reason mathematically. It will help you realise the application of Maths in the world around you and also help prepare you for further study.

Content

There are two tiers of entry: Foundation (C-G)
 Higher (A*-D)

There will be the opportunity to sit the 'Additional Mathematics' course as well as GCSE Mathematics in preparation for the A Level course for some students.

Students will be expected to bring to every lesson all the normal mathematical equipment and a scientific calculator.

Assessment

This is a 100% exam based course, there is no coursework

The Government is making big changes to the Maths curriculum this year and this will have an influence upon the exact assessment arrangements.

Homework

You will be expected to complete homework tasks of up to 2 hours per week.

"The most enjoyable part of Maths is when you have a difficult problem and you get the right answer."

SCIENCE

Until February half term 2011, all students will complete an enrichment programme, consolidating KS3 Science. An internal Science Exam will be sat by all pupils to help decide which pathway would be most appropriate for your daughter.

Syllabuses: AQA

Pathway 1a (Triple Award Science)

GCSE Biology, Chemistry, Physics ('Express' triple GCSE award course in 11 lessons per fortnight). All students will complete the higher* examination papers.

Pathway 1b (Triple Award Science)

GCSE Biology, Chemistry, Physics (triple GCSE award course in 11 lessons per week + 5 lessons as an option). Students have to select Science as an option. Students may complete the higher* or foundation* examination papers.

"Science relates to everyday life."

Pathway 2

GCSE Science plus Additional Science (double GCSE award course in 11 lessons per fortnight). Students may complete the higher* or foundation* examination papers.

"Science has explained many things and broadened my horizons."

Pathway 3

GCSE Science plus Additional Applied Science (double GCSE award course in 11 lessons per fortnight)

Aim

The Chichester High School for Girls offers a suite of courses providing pathways designed to cater for the differing needs and abilities of our pupils. All Key Stage 4 science pupils will:

- Learn about the way science and scientists work within society;
- Consider the relationships between data, evidence, theories and explanations;
- Develop their practical, problem-solving and enquiry skills, working individually and in groups;
- Evaluate enquiry methods and conclusions both quantitatively and qualitatively;
- Communicate their ideas with clarity and precision;
- Develop their ability to relate their understanding of science to their own and others' lifestyles, and to scientific and technological developments in society.

Assessment

Pathways 1a 1b: Year 10 – 6 x 30 minute module tests
Year 11 - 6 x 45 minute written tests
25% coursework

Pathway 2: Year 10 – 6 x 30 minute module tests
25% coursework
Year 11 – 3 x 45 minute written tests
25% coursework

Pathway 3: Year 10 – 6 x 30 minute module tests
25% coursework
Year 11 – 1 x 60 minute written test
60% coursework

Pathway overview

Pathways 1a / 1b :

- 1a. This pathway – the Triple Science ‘Express’ pathway is particularly challenging as it requires pupils to study 3 GCSE subjects (biology, chemistry and physics) in the timetable allocation of two. However, to ease the burden, three Science Study days will be bolted on to the course. Three in Year 10 and three in Year 11. The demanding nature of this pathway makes it accessible to only the most able and committed of our students and will consist of one set of 30 girls.
- 1b. In this pathway we expect girls to achieved a secure level 6 in Science in their assessments throughout the year, as well as the examination occurring in February. This is a demanding course and requires students to be committed. It is important to remember that girls who take this pathway will be using up one of their options.

Pathways 2 & 3 :

These two pathways result in the girls achieving a Double Award qualification. The Year 10 course is exactly the same in both pathways. However, in Year 11, Pathway 2 girls complete ‘Additional Science’ and Pathway 3 girls complete Applied Science.

Applied Science includes much more coursework (60%) and suits girls who enjoy investigative practical work and only involves one examination in the summer term of Y11.

The assessment of Additional Science is more traditional with less emphasis on coursework. There will be three examinations for Additional Science in January & June of Y11

It is important to note that Pathway 2 provides a perfectly acceptable foundation for A-Level Sciences, whereas Pathway 3 will only be acceptable as a foundation to a vocational science qualification at ‘A’ level.

* Higher Tier: grade range A* - D

* Foundation Tier: grade range C - G

INFORMATION & COMMUNICATION TECHNOLOGY

Syllabus: OCR National Diploma in ICT

Aim

To provide an enjoyable way to learn new ICT skills in a course that is both challenging and relevant to how you use ICT. Most students will obtain at least a Level 2 National Award (equivalent to 2 GCSEs grades A* - C). Some may be able to go on to obtain the Level 2 National First Certificate (equivalent to 3 GCSEs grades A* - C).

As part of the course you will learn the ICT skills often asked for by employers and needed throughout life. The course provides a good foundation to go on and study 'A' level ICT.

Content

The course is made up of a number of projects, which you will be expected to complete in lessons as well as for homework. In the first topic, you will cover the major components of Microsoft Office in the 'Skills for Business' topic in the form of a small company or student society club.

Other possible projects include:

- Web site design
- Video creation and editing
- Image creation, animation and photo editing
- Desktop publishing
- Spreadsheets
- Design and production of multimedia products
- E-commerce

Assessment

100% Coursework

Homework

You will be expected to work on your projects at home for around 1 hour per week.

CITIZENSHIP, PERSONAL, SOCIAL & HEALTH EDUCATION

Syllabus:

1. National Curriculum themes of Citizenship and PSHE
2. Full Course GCSE Citizenship

Aim

To succeed in the world of today, individuals need to develop a range of personal, social, academic and vocational skills. The Citizenship and PSHE Programme encourages you to identify such skills thus increasing your level of personal confidence, social competence and self-esteem.

“These are enjoyable sessions, incredibly useful and valuable preparation for everyday life in a sometimes complex world.”

Content

You will be guided through a range of activities linked to the National Curriculum themes and also be given the opportunity to listen to invited speakers on health, careers and the law. Emphasis is placed on the planning and preparation for Work Experience, which involves a two-week work placement during the summer term of Year 10.

“Work experience was fun and a great taster of the adult world of work.”

Assessment

You will be assessed throughout KS4 using the end of Key Stage statements for PSHE and the National Curriculum levels for Citizenship. In addition you will complete the Full Course GCSE Citizenship qualification. This consists of two 1 hour written exams accounting for 40% of the marks and two pieces of coursework, accounting for 60% of the marks. Most coursework will be completed during lesson time.

Homework

You will be expected to complete work which will contribute to your GCSE course.

PHYSICAL EDUCATION

Aim

You will develop a range of skills, techniques, understanding of physical qualities and attitudes essential for success in life. The main focus will be on activities relating to sport and leisure.

Content

Your study will include work from 2 units:

1. Fitness Testing and Training
2. Practical Sport

Assessment

All units are internally assessed and take the form of both practical and theoretical coursework. Your work is continually assessed with the opportunity to improve aspects if required.

Homework

You will occasionally be expected to complete homework arising from various aspects of the course.

If all work is completed to a satisfactory standard, you will achieve accreditation for this subject.

“Core PE is very enjoyable for many reasons. The teaching environment is much more adult, the atmosphere is relaxed and you get to choose which activity you want to take part in. There is a much larger range of activities to choose from, so you could try something completely new.”

RELIGIOUS STUDIES – Year 9

Aim

This course is designed to develop your knowledge of Christianity, and prepare you for either the **GCSE short course qualification** or full course **Philosophy and Applied Ethics** that can be picked up in year 10.

Content

This year you will develop your skills of evaluation, critical analysis and, develop the ability to put forward considered and well informed arguments. You will be encouraged to contribute to lively and relevant class discussions on the Nature of God, Conscience, Euthanasia and creating designer babies. The final part of the course looks at how religion can be used positively to affect change in our world.

- **An Introduction to the Philosophy of Religion**
- **An Introduction to Ethics-making Moral Decision**
- **Religion in Action**

“It’s a really good opportunity to study a wide range of different ideas and cultures. Some of the philosophical topics are really invigorating.”

Assessment

You will receive **one key assessed task per term** based on each of the topics. Your task will be given a GCSE grade **A*-G**. You will be given targets for improvement and rewarded for excellent attainment and effort.

RELIGIOUS STUDIES – Year 10 & 11

**Syllabus: OCR Syllabus A (World Religions) Short Course
(leads to Half-GCSE)**

Aim

You will build upon the foundations laid down in Year 9. You will have the opportunity to develop your knowledge, skills and understanding of religion through exploration of the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. You will also learn how to express personal responses and give informed insights on fundamental questions and issues about identity, belonging, purpose, truth, values and commitments.

Content

You will study two units for the GCSE Short Course. All pupils will study either Judaism **OR** Sikhism.

Assessment

You will be expected to sit two written papers, each lasting one hour. There is no coursework.

- One assessment 'Beliefs, Special Days, Divisions and Interpretations' (50%) will be sat at the end of year 10
- One assessment 'Worship, Community, and Family, Sacred Writings' (50%) will be sat at the end of year 11.
- You can re-sit each unit once

Homework

You will be expected to complete regular homework tasks, including exam questions, research tasks and creative work.

COMPULSORY SUBJECTS – YEAR 9

Art

Drama

Music

History

Geography

French or Spanish

ART

All Year 9 students will have two lessons of Art per fortnight. Students will explore key skill areas such as printmaking and sculpture, as well as painting. These exciting explorations of new skill areas will feed into Art & Design GCSE studies, if opted for in Year 9 or 10. As a specialist status, students will continue to work alongside artists such as Seth Wells, stencil artist, on both Super Learning Days and in lesson time.

DRAMA

In Year 9 students will explore characterisation, focusing on how to use voice and movement to show characters of different ages, sex and personality. This will give them the skills required to create a well developed character. During this year students will also study theatre through the ages and will look at a wide range of scripted pieces.

MUSIC

During this year you will be studying a whole range of music from different times and cultures. You will be involved in the activities of Performing, Composing and Listening. Your work is divided into several projects:

Blues: Blues music played an important part in the development of popular music. During this project you will explore some of this history of popular music whilst continuing to develop your understanding of how chords function.

Chord Cliché: You will discover how to perform a range of songs that has used a simple chord structure. You will also learn how to use chords to compose your own songs.

Music and the Media This unit develops your ability to recognise that music enhances a visual image or sells a product, and to compose your own examples. You will explore how music can convey ideas and communicate messages in a range of media. Identify how personal responses to music can be influenced by environments and by the use of musical elements and resources. You will also compose, refine and record pieces in which a sense of time, place, mood or intention is essential.

Youth Culture: This project gives you the opportunity to explore the music that represents your culture.

In the final half term students will participate in a joint creative arts project in which they will use the skills they have developed to create an interesting piece of art which will be presented in a showcase.

HISTORY

Aim

To study the Modern World to the present day with a largely European and World focus: covering skills and knowledge to understand diversity, significance, cause, consequence, change, enquiry and interpretation.

Content

Conflict and Co-operation:

- To understand Human rights and who defends them; the role of the UN
- Everyday life for ordinary people in WW2: Holocaust, refugees, displaced people, resistance movement
- To know how nuclear weapons brought co-operation
- To understand the threat of terrorism

Assessment

Throughout the year pupils will complete half-termly formal assessment tasks.

Homework

Thirty minutes a week is allocated for history homework but your daughter may receive a sixty minute homework over two weeks to ensure a mix of short term tasks (not necessarily written) and extended tasks. This will be indicated in their planner when set.

GEOGRAPHY

Aim

Less content, more learning – a streamlined scheme of work which focuses on the essentials and which therefore allows teachers to do in-depth work on real world topics that really matter to pupils.

- Worthwhile and significant tasks – every unit builds, step by step, towards an engaging and significant final task. These tasks use the full range of learning styles to provide something for all pupils.

- Integrated ICT –interactive eLearning activities to support every lesson with starters, plenaries, games and presentations.

Typical topics might include :

- Living on the Edge
- Save the Rainforest
- India – a developing story
- Food for the Future
- The Olympic Games & Paralympic Games come to Town
- Israel / Palestine – a land divided
- Antarctica – the ultimate challenge

There will be regular assessment to which a GCSE grade will be given.

Less content, more learning!

FRENCH

Aim

French is a valuable qualification and a wider range of job opportunities will be open to you if you are competent in at least one modern language. Universities value languages highly, either studied individually or combined with other subjects. If you are contemplating studying Travel and Tourism at a later date, you should seriously consider taking a language to accompany it.

Content

You will build upon the work you have done during Key Stage 3. You will learn more about the topic areas which you have already covered, such as relationships with family and friends, free time and your home and local area. You will also cover new contexts, for example health, media and environment, as well as continuing to learn about the customs and way of life of the country. You will also have the opportunity to visit France and will take part in regular conversations with the French Assistant.

Assessment

You will be regularly assessed in listening, speaking, reading and writing.

Homework

You will be expected to complete one homework task per week ranging from vocabulary and grammar learning to reading comprehensions and written assignments, either on-line or in exercise books.

Why Learn French?

French is the native language of some 200 million people worldwide and is the second language of millions more. In the Americas, it is an official language of Canada and it is spoken in the Caribbean. It is also spoken in South East Asia, North America, Western and Central Africa.

French is the language of business, technology and medicine. French fashion designers, artists, musicians, chefs and film makers have influence throughout the world.

"I am currently studying both French and Spanish at this school, not only because I enjoy them, but also because they are incredibly useful for your future career".

"Doing Modern Languages at this school is great because, no matter what your ability, you will receive all the help you need to succeed".

SPANISH

Aim

Spanish is a valuable qualification and a wider range of job opportunities will be open to you if you are competent in at least one modern language. Universities tend to value languages highly, either studied individually or combined with other subjects. If you are contemplating studying Travel and Tourism at a later date, you should seriously consider taking a language to accompany it.

Content

You will build upon the work you have done during Key Stage 3. You will learn more about the topic areas which you have already covered, such as family and friends, free time and your home. You will also cover new contexts such as health and media, as well as continuing to learn about the customs and way of life of the country. You will also have the opportunity to visit Spain.

Assessment

You will be regularly assessed in listening, speaking and writing.

Homework

You will be expected to complete one homework task per week ranging from vocabulary and grammar learning to reading comprehensions and written assignments, either on-line or in exercise books.

Why Learn Spanish?

“Spanish is the second world language for international communication and the third as an international language of politics, economics and culture. About 330 million people in the world speak Spanish as their first language.”

Source: Instituto Cervantes

Apart from Spain, Spanish is also spoken in South and Central America in countries such as Peru, Mexico, Chile, Argentina, Bolivia, Ecuador, Venezuela etc. Worldwide there are 450 million speakers of Spanish, which makes it an ideal language to study if you are considering a career in Tourism, International Development, Business, Teaching or Translating and Interpreting.

“I am currently studying both French and Spanish at this school, not only because I enjoy them, but also because they are incredibly useful for your future career”.

“Doing Modern Languages at this school is great because, no matter what your ability, you will receive all the help you need to succeed.”

OPTION SUBJECTS – YEAR 9

Acting*

Art & Design*

Child Development

Food

French

Geography

Graphics

History

Latin

Music*

Product Design

Textiles*

Wider Key Skills

***Art Subjects**

ACTING

BTEC Level 2

Aim

Develop acting skills focusing on performance.

The BTEC course is highly performance based; students will focus on developing performance skills and also look at Physical Theatre.

Content

During the three year course students will complete the following 3 units:

1. Acting skills and techniques
 - Vocal skills
 - Movement skills
 - Interpretation and development of a character
 - Acting in role

2. Performing Scripted plays
 - Interpretation of a role from a play
 - Development of a role through rehearsal
 - Participate in the performance of a play
 - Understand the effectiveness of the interpretation of a role

3. Developing Physical Theatre performance
 - Develop physical theatre skills
 - Rehearse physical theatre for performance
 - Perform a physical theatre role

Assessment

Each unit within the qualification has specified assessment and grading criteria, if you achieve the learning outcome you have succeeded in the task. Each unit grade can be awarded at pass, merit or distinction:

To achieve a 'pass' a learner must have satisfied all the pass criteria

To achieve a 'merit' a learner must additionally have satisfied all the merit criteria

To achieve a 'distinction' a learner must additionally have satisfied all the distinction criteria.

A pass is the equivalent of 2 C grades at GCSE

A merit is the equivalent of 2 B grades at GCSE

A distinction is the equivalent of 2 A grades at GCSE

A distinction* is the equivalent of 2 A* grades at GCSE

ART & DESIGN

Syllabus: AQA GCSE

Aim

To develop your skills within Art and Design, visit galleries and research the work of artists and designers and produce a body of work which conveys your responses to the world around you.

Content

You will produce a portfolio of work around the following themes :

- Fine Art
- Graphic Communication
- Textile Design
- Three-Dimensional Design (sculpture in clay, wire, paper mache)
- Photography: lens based and light based media

Coursework will be presented as a PORTFOLIO or FOLDER of work which includes the sketchbook used throughout Years 9, 10 and 11.

Assessment

Exam Setting

AQA will set an exam containing a selection of starting points. Exam papers will be issued to candidates from 1st January in the year of the examination.

Taking the exam (externally set tasks)

There is unlimited preparation time followed by a ten hour period of sustained focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies. During the preparatory period, teachers may discuss starting points with candidates and give them guidance on the choice of materials, how to carry out preparatory studies or how to begin research on their chosen starting point. Most work for the ten hour examination will be completed in lesson time. Work will be marked by your teachers and moderated by the exam board.

Homework

You complete homework each week using your sketchbook. The sketchbook forms part of your portfolio of work.

CHILD DEVELOPMENT

Syllabus: OCR GCSE

Aim

To encourage an understanding of the overall needs of young children and the social and environmental influences which affect their development in a contemporary, changing and multi cultural society.

To encourage the understanding of the wide range of factors which affect the decision to have children, and the responsibilities of parenthood.

Content

You will have the opportunity to have access to a wide number of resources which will help to prepare you for a written examination. You will also be expected to complete in depth coursework. It is essential that you have access to a child or children who are at present aged between 0 and 3 years old.

"I love these lessons and have been really inspired by them. I am very proud of the coursework that I have completed".

Assessment

You will be assessed on an examination at the end of the course; this accounts for 40% of the total of the marks. You will also be required to submit three resource tasks which are completed in Years 9 & 10. The long individual task is completed in Year 11 and this with the three resource tasks accounts for the remaining 60% of the marks.

"I really enjoy Child Development. I've learnt so much in a short space of time it's one of my favourite lessons".

Homework

You will be expected to complete homework which is set each week on topics covered previously in lesson time or on work related to coursework. The use of ICT is encouraged at all times but in particular with the presentation of coursework.

FOOD

Syllabus: AQA GCSE

Aim

This is a highly motivating course involving all aspects of food. You will use your knowledge and understanding of food to design and make exciting new products that appeal to various consumers.

Content

In order to complete this course you must complete two units.

Unit 1 (40% of total marks) Assessed by a written 2 hour paper.

This is split into 3 sections

1.1 Materials and components.

This is where you learn about a wide range of food and gain an understanding of how they function e.g. how do sauces thicken, what makes shortcrust pastry short etc. You will also learn about nutrition and the nutritional properties of food. We will look at what happens to food during preparation and cooking and the importance of weighing and measuring.

Healthy eating is also a key part.

The way this unit will be taught will be through theory lessons, workshops and practical lessons.

You will also have to show you are competent with a range of practical skills from chopping and slicing of fruit and vegetables, to cake making, pastry making, cooking with meat, fish, eggs as well as paying attention to finish by glazing, piping and garnishing.

1.2 Design and market influences

This is where you will be able to use your knowledge and understanding of the working characteristics of food together with processing techniques in order to design and make a food product.

1.3 Processes and manufacture

In this section you should know and understand that food products are developed and made safe to eat by how products are combined and their processing techniques. For example, looking at additives, hygiene and safety, safe storage of food and food products, large scale manufacture of products and technological developments eg Genetically Modified foods.

Unit 2 (60% of total marks)

This is a piece of coursework which is looking at Design and Making in practice. You will spend 45 hours working on this. The exam board will set a task and you will have to follow the design process in order to complete it. It will involve both writing and practical work.

You will produce a portfolio of work that will contain photographic evidence of your practical work. The use of ICT is actively encouraged.

www.aqa.org.uk – for further information or see Mrs Smith

FRENCH

Syllabus: AQA GCSE

Aim

A GCSE in French is a valuable qualification and a wider range of job opportunities will be open to you if you are competent in at least one modern language. Universities value languages highly, either studied individually or combined with other subjects. If you are contemplating studying Travel and Tourism at a later date, you should seriously consider taking a language to accompany it.

Content

You will build upon the work you have done during Key Stage 3. You will learn more about the topic areas which you have already covered, such as relationships with family and friends, free time and your home and local area. You will also cover new contexts, for example current and future jobs, media, new technologies, social issues and equality and current problems facing the planet, as well as continuing to learn about the customs and way of life of the country. You will also have the opportunity to visit France and will take part in regular conversations with the French Assistant.

"I am currently studying both French and Spanish at this school, not only because I enjoy them, but also because they are incredibly useful for your future career".

Assessment

You will be examined at the end of Year 11 in listening and reading, either at Higher or Foundation level. You will also complete two controlled speaking assessments and two controlled written assessments.

"Doing Modern Languages at this school is great because, no matter what your ability, you will receive all the help you need to succeed".

Homework

You will be expected to complete two homework tasks per week ranging from vocabulary and grammar learning to reading comprehensions and written assignments.

Why Learn French?

French is the native language of some 200 million people worldwide and is the second language of millions more. In the Americas, it is an official language of Canada and it is spoken in the Caribbean. It is also spoken in South-east Asia, North America, Western and Central Africa.

French is the language of business, technology and medicine. French fashion designers, artists, musicians, chefs and film makers have influence throughout the world.

GEOGRAPHY (3 YEAR GCSE)

Syllabus: AQA Geography A

Aim

GCSE Geography allows the opportunity to develop:

- communication skills
- graphical and cartographical skills
- technological skills, including ICT and GIS
- interpersonal skills through debate and discussion
- literacy and numeracy
- problem solving skills
- entrepreneurial skills and awareness of career possibilities
- allow the opportunity for personalised and independent learning
- allow the development of 'awe and wonder' which will allow candidates to fully appreciate and learn from the world around them.

*"Geography the best choice I made!
Find out what effect people are having on the planet and how people live in other countries."*

Content

Unit 1: Physical Geography

Section A

The Restless Earth
Rocks, Resources and Scenery
Challenge of Weather and Climate
Living World

Section B

Water on the Land
Ice on the Land
The Coastal Zone

Unit 2: Human Geography

Section A

Population Change
Changing Urban Environments
Changing Rural Environments

Section B

The Development Gap
Globalisation
Tourism

Unit 3: Local Fieldwork Investigation

Assessment

Unit 1: Physical Geography

37.5% of the total marks
1 hour 30 min

Unit 2: Human Geography

37.5% of the total marks
1 hour 30 min

Unit 3: Local Fieldwork Investigation

25% of the total marks
Marked out of 60. Maximum word guidance of 2000.
6 hour write-up under direct supervision.

Homework

You will be expected to complete regular homework assignments.

Homework is made up of a variety of tasks including research on case studies, completion of problem solving exercises, and examination question practice.

You will have access to resources online such as power points, past papers, discussion forums and audio and video revision to help with your homework and coursework tasks.

GRAPHIC PRODUCTS

Syllabus: OCR GCSE

Aim

This course will encourage you to develop fully your Design and ICT capability through a variety of graphics based activities, involving a wide range of problems, graphics materials and processes. A must for those intending to follow a career in design and advertising.

"I found the skills and tasks I completed to be invaluable in not only my A levels but other GCSE subjects"

Content

You will cover the specification of this course through a number of minor projects in a new purpose built room. You may be designing and making some or all of the following plus products of your own choice.

- Ipod design and packaging
- Mobile phone
- DVD case and packaging
- Pop up book
- Perfume box and poster

"My ICT skills were greatly enhanced with the different projects we completed over the two years"

ICT will play an important part in your design (CAD) and production (CAM) of your work. The type of software used will include Pro Desktop, 2D Design and Corel Draw. You will be using the latest Technology including, Laser Cutters, Digital Cameras, Scanners and other Computer Aided Manufacturing processes. You will have to produce a major project of your choice.

"it was great to create my own stylised brand of perfume using the same techniques the professionals do"

Assessment

Coursework 60% (year 11 or 10)

Examination 40% (year 10)

Note: We may submit students early so we can start an A/S in year 11.

"I am now a designer for Monsoon and found this GCSE essential in my success"

HISTORY

Syllabus: Edexcel History B (Schools History Project)

Aim

To provide you with an enjoyable and challenging History course that gives a good understanding of the development of modern Britain: skills that provide you with a solid basis for further 'A' level study.

Content

You will be studying topics in four units:

- Unit 1A: Medicine and treatment
- Unit 2A: The transformation of British Society 1815 - 1851
- Unit 3A: The transformation of surgery c1848 - 1918
- Unit 4A: Representations of history CA8 Crime, policing and punishment in England 1880 - 1990

Assessment

For units 1, 2 and 3 you will take an examination in either January or June and unit 4 is a controlled assessment and you will research a task and then write it up in the classroom.

Homework

You will be expected to complete one hour of homework a week and it will include similar activities to those carried out in class but also additional research.

“There were many reasons why I chose History as a GCSE. These include finding it interesting in Year 9. I thought that it would give me a broader mind. It has helped me when writing essays in other subjects for example English, and has helped with Science as well as we cover the history of medicine. Over the two years I have done history I have found it very interesting and learnt a lot of new skills”.

LATIN

Syllabus: OCR GCSE

Aim

You will progress to reading 'real' Latin, whilst learning more about the Romans. You will develop your mental agility, your logical reasoning and your memory. You will also learn a great deal about English and it will assist you with other languages.

You will find this a stimulating and enjoyable subject, and you will obtain a highly regarded qualification, not available to all state school pupils. Universities tend to value Latin highly.

Content

You will complete the Cambridge Latin Course and gradually progress to reading extracts of real Latin. By the end of Year 9 you will have met quite a lot of the grammar which you need to know. You will therefore have plenty of time to become really familiar with it. There is a set vocabulary list, and you will find that you know many of the words already.

Before the end of Year 10 you will start work on set texts (passages from the works of Roman writers). We read these together in lessons and prepare them thoroughly so that examination questions can be tackled with confidence. Some of these passages will tell you about aspects of life in Roman times, others come from famous myths.

Assessment

You will sit examination papers, which contain questions in English on set text passages and passages in Latin for translation and comprehension. There are no grammar questions and you will not have to do coursework.

Homework

You will be expected to do two short homeworks each week, similar in length and type to your current homeworks.

“Latin is challenging and promotes a deeper thinking, whilst improving our understanding of the English Language.”

“There is absolutely no coursework involved and universities are impressed by a Latin GCSE, not to mention the fact that it is an enjoyable subject!”

MUSIC

Syllabus : EDEXCEL GCSE

Aim

The Music option at GCSE is a development of the work studied at Key Stage 3 and a stepping stone for further study at AS and A Level. The course aims to develop students' understanding and appreciation of a wide range of musical genres and styles and encourages critical and creative thinking. Completing the GCSE within 3 years allows for the exciting possibility of exploring a wider range of music styles as well as spending time ensuring that students have a solid understanding of music theory.

Content

The course is divided into three components – performing, composing and listening – and has four Areas of Study: Western Classical Music 1600-1899; Music in the 20th Century; Popular music in context; World music.

“A great opportunity to perform and to grow in confidence.”

Assessment

Unit 1: Performing Music

This unit covers 30% of the GCSE course and consists of two submissions – a solo performance and an ensemble (group) performance. Students will be assessed continually throughout the three years in both solo and ensemble performance, with the final submissions for assessment being completed in the Spring Term of Year 11.

Taking the GCSE over three years allows for the opportunity for students to develop confidence in their performing skills. Whilst it is advisable for students taking GCSE music to be at least grade three on an instrument any student who has shown a commitment to performance will be able to complete this aspect of the course.

Students must show that they are dedicated to music performance by taking part in the many performing opportunities offered at the High School through involvement in concerts, recitals and performances in assembly. Every GCSE music student must be a member of at least one extra curricular music group.

Unit 2: Composing Music

This unit covers 30% of the GCSE course. Students compose four compositions over the two years, of which they submit two for assessment by the Exam Board. Each composition is composed to a different Area of Study (see above). Compositions are completed termly and students are expected to compose, redraft, improve and refine their work in this time. Time management and good organisation skills as well as musical imagination are key ingredients for composition.

Unit 3: Listening and Appraising

This unit covers 40% of the GCSE course and is examined in a 1-hour 30-minute written examination set and marked by the Exam Board at the end of Year 11. In Section A of the paper, students will respond to questions based on the recorded extracts of set works. In Section B, students answer a more in-depth question on a chosen set work(s) and are assessed on Quality of Written Communication (QWC).

As well as studying the set works, students will become familiar with analysing music generally through the elements of music i.e. texture, pitch, rhythm, dynamics, tempo, structure and timbre. They will become familiar with the sight and sound of individual instruments and groups of instruments and understand how composers use musical devices such as imitation, sequence and pedal.

Students also study how music has developed from the early Baroque Period in 1600, through the Classical and Romantic Periods of the 18th and 19th Centuries and into the 20th and 21st Centuries.

Homework

You will be expected to practise regularly and to work at composition projects. You should also take part in as much extra curricular music as possible.

The Set Works for 2009/10/11 are detailed in the table below:

Area of Study 1: Western classical music 1600-1899	Area of Study 2: Music in the 20th century
§ Handel: Chorus: <i>And the Glory of the Lord</i> from <i>Messiah</i> § Mozart: 1st Movement from <i>Symphony No. 40</i> in G minor § Chopin: <i>Prelude No 15</i> in D flat major	§ Schoenberg: <i>Peripetie</i> from <i>Five Orchestral Pieces</i> § Bernstein: <i>Something's Coming</i> from <i>West Side Story</i> § Reich: 3rd Movement from <i>Electric Counterpoint</i>
Area of Study 3: Popular music in context	Area of Study 4: World music
§ Miles Davis: <i>All Blues</i> from the album <i>Kind of Blue</i> § J Buckley: <i>Grace</i> from the album <i>Grace</i> § Moby: <i>Why Does My Heart Feel So Bad?</i> From the album <i>Play</i>	§ Capercaillie: <i>Chuir M'Athair Mise Dhan Taigh Charraideach</i> (Skye Waulking Song) from the album <i>Nàdurra</i> § <i>Rag Desh</i> § Koko: <i>Yiri</i>

GCSE Music is an exciting course for anyone wishing to develop and improve their musical skills. If you have any questions, please don't hesitate to ask Mr Parkes or Mr Brewer.

PRODUCT DESIGN

Syllabus: OCR GCSE

Pass Rate A-C 92% +

Aim

This course will encourage you to fully develop your Design capability. We aim to build upon your current skills and knowledge in order to design and make products. We aim to raise your ICT skills and confidence to a very high standard.

This is the fourth year of running this course and the feedback has been very positive. We are recognised by the exam board as one of the best schools for OCR Product Design in the south. ***Our students work is used as exemplar material across the country and in a new book just published.***

Content

This is a mainly practical course. Initially in Year 9, you will complete teacher-led projects raising your ability in manufacturing products using a variety of materials. Typical teacher led projects will include jewellery, electronic toys, clocks and Solar projects.

You will have the opportunity to use some of the latest equipment in design and manufacturing, including a laser cutter, injection moulder, and a number of powerful CAD/CAM software.

As part of your final assessment you will be required to design and produce a product of your choice. For example:

- Manufacture a new range of jewellery
- Children's Toys
- MP3 docking station

Assessment

The assessment is divided into 4 units, which are tierless. This means all students can access the higher grades.

30% Coursework Design Portfolio (Year 10)

30% Coursework Practical Task (Year 11)

20% Technology Challenge, practical task over 6 hours (Year 11)

20% Examination (Year 9)

Note: Students can re-sit or resubmit any unit twice to enable them to achieve the best possible grades. We may submit students early so we can start an A/S in Year 11.

"I really enjoyed making my own silver jewellery and valued the input from a professional jeweller brought into our lessons"

"This subject was the best GCSE result I got. I am so pleased I opted for this subject"

TEXTILES ART & DESIGN

Syllabus: AQA GCSE

Aim

This course aims to develop your creative and imaginative powers through following a GCSE course that is intellectually stimulating and challenging. It offers the chance to express your ideas, feelings and meanings through visual and tactile forms.

Content

This course gives you the opportunity to complete GCSE coursework throughout Years 9 - 11. Year 9 will provide you with the foundation to build on your skills and techniques. You will produce a portfolio of work where you will have the flexibility to select work from the course to effectively reflect and evidence the nature of your experience and personal engagement within the learning opportunities provided. The portfolio submission must include more than one extended collection of work or project.

Working to a design brief you will research, investigate and record observations using a range of textile media, techniques and processes including both traditional and new technologies. You will explore a range of dye and paint techniques including silk painting, batik and tie-dye. Experience a varied range of stitched and constructed textile technique including appliqué, quilting, hand and machine embroidery, felting, fabric manipulation and 3D construction. Gain knowledge and understanding of other artists, designers and craftspeople. Learn to plan and organise your own work. Use ICT to present your work to professional standards.

As a textiles student you will have the opportunity to use the textile facilities during lunch times and after school. Attend extra curricular workshops on specialist textile techniques. Assist with costume design and manufacture for school productions.

A qualification in Textiles can lead to numerous career opportunities in the Fashion, Retail and Textile Industries.

Assessment

You will be assessed by a combination of coursework and a portfolio of an externally set task of 10 hours duration.

60% Coursework - portfolio

40% Externally set task

Unit 1 : Portfolio of work

Controlled Assessment – set and marked by centre and moderated by AQA

80 marks – 60%

Candidate portfolio selected from work undertaken during course of study and must include more than one project (assignment or extended collection of work). Work needs to show that you have covered all four assessment objectives i.e. AO1 – AO4 respectively.

Unit 2 : Externally set task

Question papers issued from 1st January. Marked by centre and moderated by AQA

80 marks – 40%

Unlimited preparation time.

10 hours of sustained focused study. Candidates respond to their chosen starting point.

“I have really enjoyed taking Textiles. It is a great subject if you love art, clothes, designing and creating your own ideas.”

Homework

Homework is a vital and integral part of your coursework and you will be expected to complete various tasks related to your units of study. You will be required to provide an A4 sketchbook and an A1 Art and Design portfolio to present and safely transport your evidence of coursework to and from school. You will also be required to contribute to your materials and accessories for within your chosen project studies etc.

Visits

You will also have the opportunity of visiting Fashion Shows, Exhibitions, Museums and Gallery visits to enrich your areas of research and study.

Wider Key Skills

Syllabus : Edexcel

This course offers you an alternative way to study. There is no final exam for this qualification; assessment takes place through a variety of tasks, which are compiled to help you complete your portfolio of evidence. The course is offered through Edexcel and gives you the opportunity to achieve the equivalent of 2 and ¼ B grade GCSE's by the end of the three years of study.

There are three key areas of study; Working with others, Improving your own learning and Problem solving, which combine to help you develop valuable life skills. Examples of the type of work undertaken within each area of study include;

Working with others: Organising and running a charity event
Creating a cookbook to raise money for a chosen organisation

Improving your own learning: Learning about different cultures and diversity
Learning about the cost of living

Problem solving: Organising a trip
Creating a year book

Class work and homework will involve pupils studying in a diverse and flexible manner which suits all learning styles. This course offers something for everyone with an element of challenge inherent in every task.

OPTION SUBJECTS – YEAR 10

Art & Design*

Business Studies

Dance*

Drama*

Expressive Arts*

French

Geography

History

Leisure & Tourism

Media Studies*

Music*

Performing Arts*

Photography*

Physical Education

Religious Studies

Sociology

Spanish (must be selected if two languages chosen in Year 9)

Triple Science

XL / College

***Arts Subjects**

ART & DESIGN

Syllabus: AQA GCSE

Aim

To develop your skills within Art and Design, visit galleries and research the work of artists and designers and produce a body of work which conveys your responses to the world around you.

Content

You will produce a portfolio of work around the following themes :

- Fine Art
- Graphic Communication
- Textile Design
- Three-Dimensional Design (sculpture in clay, wire, paper mache)
- Photography: lens based and light based media

Coursework will be presented as a PORTFOLIO or FOLDER of work which includes the sketchbook used throughout Years 9, 10 and 11.

Assessment

Exam Setting

AQA will set an exam containing a selection of starting points. Exam papers will be issued to candidates from 1st January in the year of the examination.

Taking the exam (externally set tasks)

There is unlimited preparation time followed by a ten hour period of sustained focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies. During the preparatory period, teachers may discuss starting points with candidates and give them guidance on the choice of materials, how to carry out preparatory studies or how to begin research on their chosen starting point. Most work for the ten hour examination will be completed in lesson time. Work will be marked by your teachers and moderated by the exam board.

Homework

You complete homework each week using your sketchbook. The sketchbook forms part of your portfolio of work.

BUSINESS STUDIES

Syllabus: ICAAE GCSE in Business Studies

Aim

This course aims to develop your understanding of the business world and it helps you prepare for the working environment. You will investigate all aspects of the business world and this course will be very much of value to you whether or not you are expecting to leave school or go on to Further or Higher Education.

Content

You will be studying business activity in the UK and the world at large. The objectives of business, the concept of enterprise and the alternative forms of business organisations available to entrepreneurs will be examined. The processes a business goes through to successfully meet the needs of consumers and how businesses recruit, train, manage, motivate and control their workforces. Focus will be paid to the methods used by a business to choose a location, produce goods, control stock and to ensure a quality product or service is produced. It also examines the problems inherent with exporting. Students will understand the use and importance of financial information and external constraints that affect business performance. Lastly the area of business ethics is examined.

“Business Studies is great, it teaches us about money and the society we live in. It’s also really enjoyable. We love it!”

The course is very varied and wherever possible effort is made to take you outside the classroom and visit the real world of business. The course is based on active learning, critical thinking and pupil-led investigation.

Assessment

You will investigate a real business and produce a report in Year 11. The final exam consists of structured questions based on a pre-released case study which will test your knowledge on the areas outlined in the content section.

You will be assessed by a combination of exam and controlled assessment (the report)

75% final exam (2 hours)
25% controlled assessment (3 hours + research time)

Homework

Tasks will be varied but all students will be expected to complete one piece of homework per week. Tasks may include written work, reading a newspaper article, researching information on a particular business or watching a business related TV programme.

DANCE

Syllabus: AQA GCSE Dance

Aim

To develop your knowledge and understanding of dance through the components of Choreography, Performance and Appreciation.

Content

The course is practical in its approach and it builds on the dance foundations you have experienced in Years 7, 8 and 9. Any dance experience you may have had out of school is a useful asset but it is not essential. During the course you will be expected to undertake a certain amount of research and written work based on dance styles, techniques and choreographers. You will also be given the opportunity to explore the design and promotional elements of dance. Most of the time you will spend dancing.

Pupils selecting this option will complete the GCSE Performing Arts – specialising in Dance course in year 10 and the GCSE Dance in year 11.

Requirements

You will need a good level of physical fitness, and interest in or enjoyment of dance and the ability to work individually, with a partner and as part of a group. As well as being able to perform confidently you will need to be able to choreograph dances to convey meaning. You will also need to have good analytical and research skills and the ability to write concise essays.

“I am enjoying GCSE Dance because you have lots of fun working with people to create and perform a dance. Since the beginning of term we have done many dances all different styles and I have enjoyed all of them.”

Assessment

The work is assessed through four units:

1. Written examination, externally assessed 20%
2. Set Dance practical examination, externally assessed 20%
3. Performance in a duo/group controlled assessment, internally assessed and moderated 20%
4. Choreography, internally assessed and moderated 40%

Homework

You will be set a piece of homework every week. This may take the form of written work, performance learning or choreography.

DRAMA

Syllabus: – Edexcel Drama

Aim

- To develop knowledge of theatre, focusing on drama skills and techniques.
- To develop an understanding and response to a variety of play texts.
- To increase self and group awareness and the ability to appreciate and evaluate the work of others.
- To develop skills of creativity, self confidence, concentration, self-discipline and communication.

Content

- The drama course is split into three units:
- In the first unit you will use drama to explore and develop ideas based around a drama text (stimuli).
- In the second unit you will explore and develop a play script, focusing on how the playwright expresses their ideas within their writing.
- In the third unit you will be involved in the performance of a play from an existing script.

Assessment

Unit 1 (30%): This is a six hour exam which will be undertaken in workshop conditions during lesson time. You will also be required to complete a portfolio of 2000 words which captures your practical process, this exam is assessed internally (20% practical / 10% written).

Unit 2 (30%): This is a six hour exam which will be undertaken in workshop conditions during lesson time. You will also be required to complete a portfolio of 2000 words which captures your practical process, this exam is assessed internally (20% practical / 10% written)

Unit 3 (40%): This section of the examination is a practical performance of an existing script. This is externally examined, you will perform the play in front of a small audience and the examiner will be there to mark you, you are marked only on the performance.

Homework

You will be expected to complete mini-portfolios, learn lines and undertake research projects.

EXPRESSIVE ARTS

Syllabus : AQA Expressive Arts

Aim

To develop and broaden your knowledge and understanding of the Arts by studying a range of different art forms.

Content

The course is very practical in its approach and will involve you studying at least two art forms in combination in ways that are significantly different from studying them in isolation. Through your study and exploration of the art forms you will develop an understanding of the conventions and traditions that exist within and across art forms, within and across societies and cultures and evolving through periods of time.

Requirements

You will need a keen interest in the art forms being covered in the course and a good level of creativity.

Assessment

The assessment comprises of two units that show the ability to integrate art forms:

- A presentation of a piece of practical work that integrates two art forms. This is worth 40% of the overall mark and is externally marked.
- Two controlled practical assessment tasks each worth 30% of the overall mark. This unit is internally assessed and externally moderated.

FRENCH

Syllabus: AQA GCSE

Aim

A GCSE in French is a valuable qualification and a wider range of job opportunities will be open to you if you are competent in at least one modern language. Universities value languages highly, either studied individually or combined with other subjects. If you are contemplating studying Travel and Tourism at a later date, you should seriously consider taking a language to accompany it.

Content

You will build upon the work you have done during Key Stage 3. You will learn more about the topic areas which you have already covered, such as relationships with family and friends, free time and your home and local area. You will also cover new contexts, for example current and future jobs, media, new technologies, social issues and equality and current problems facing the planet, as well as continuing to learn about the customs and way of life of the country. You will also have the opportunity to visit France and will take part in regular conversations with the French Assistant.

"I am currently studying both French and Spanish at this school, not only because I enjoy them, but also because they are incredibly useful for your future career".

Assessment

You will be examined at the end of Year 11 in listening and reading, either at Higher or Foundation level. You will also complete two controlled speaking assessments and two controlled written assessments.

"Doing Modern Languages at this school is great because, no matter what your ability, you will receive all the help you need to succeed".

Homework

You will be expected to complete two homework tasks per week ranging from vocabulary and grammar learning to reading comprehensions and written assignments.

Why Learn French?

French is the native language of some 200 million people worldwide and is the second language of millions more. In the Americas, it is an official language of Canada and it is spoken in the Caribbean. It is also spoken in South-east Asia, North America, Western and Central Africa.

French is the language of business, technology and medicine. French fashion designers, artists, musicians, chefs and film makers have influence throughout the world.

GEOGRAPHY (2 YEAR GCSE)

Syllabus: AQA Geography A

Aim

GCSE Geography allows the opportunity to develop:

- communication skills
- graphical and cartographical skills
- technological skills, including ICT and GIS
- interpersonal skills through debate and discussion
- literacy and numeracy
- problem solving skills
- entrepreneurial skills and awareness of career possibilities.
- allow the opportunity for personalised and independent learning
- allow the development of 'awe and wonder' which will allow candidates to fully appreciate and learn from the world around them.

Content

Unit 1: Physical Geography

Section A

The Restless Earth
Rocks, Resources and Scenery
Challenge of Weather and Climate
Living World

Section B

Water on the Land
Ice on the Land
The Coastal Zone

Unit 2: Human Geography

Section A

Population Change
Changing Urban Environments
Changing Rural Environments

Section B

The Development Gap
Globalisation
Tourism

Unit 3: Local Fieldwork Investigation

Assessment

Unit 1: Physical Geography

One exam at the end of Year 10
37.5% of the total marks
1 hour 30 min

Unit 2: Human Geography

One exam at the end of Year 11
37.5% of the total marks
1 hour 30 mins

Unit 3: Local Fieldwork Investigation

Completed in the summer term of Year 10
25% of the total marks
Marked out of 60. Maximum word guidance of 2000.
6 hour write-up under direct supervision.

Homework

You will be expected to complete regular homework assignments. Homework is made up of a variety of tasks including research on case studies, completion of problem solving exercises, and examination question practice.

You will have access to resources online such as power points, past papers, discussion forums and audio and video revision to help with your homework and coursework tasks.

HISTORY

Syllabus: Edexcel History B (Schools History Project)

Aim

To provide you with an enjoyable and challenging History course that gives a good understanding of the development of modern Britain: skills that provide you with a solid basis for further 'A' level study.

Content

You will be studying topics in four units:

- Unit 1A: Medicine and treatment
- Unit 2A: The transformation of British Society 1815 - 1851
- Unit 3A: The transformation of surgery c1848 - 1918
- Unit 4A: Representations of history CA8 Crime, policing and punishment in England 1880 - 1990

Assessment

For units 1, 2 and 3 you will take an examination in either January or June and unit 4 is a controlled assessment and you will research a task and then write it up in the classroom.

Homework

You will be expected to complete one hour of work a week and it will include similar activities to those carried out in class but also additional research.

“There were many reasons why I chose History as a GCSE. These include finding it interesting in Year 9. I thought that it would give me a broader mind. It has helped me when writing essays in other subjects for example English, and has helped with Science as well as we cover the history of medicine. Over the two years I have done history I have found it very interesting and learnt a lot of new skills”.

LEISURE & TOURISM

Syllabus: Edexcel GCSE in Leisure and Tourism (2LT01)

Aim

This course aims to enable you to investigate the Leisure & Tourism industry which may act as a first step for those students who may wish to pursue a career in one of the many interesting areas in the industry. Job opportunities will be in areas such as sport and recreation, hotel management, entertainment, travel and tourism. You will have the opportunity to apply learning in a practical, realistic way and follow a programme of study that enables progression to further courses in Further and Higher Education and employment in leisure or tourism.

You will develop Key Skills, such as ICT, which are highly valued by employers and further education and gain confidence by developing independent learning skills. Outside speakers and visits to businesses in the leisure industry will be incorporated where appropriate.

"This course looks great. We would have chosen it if we could have..."

Content

The course aims to give you the opportunity to understand the nature of the Leisure & Tourism industry and the contribution that Leisure & Tourism makes to society and the economy. You will study the types of organisations that operate in Leisure & Tourism, the factors influencing how we choose what to do in our leisure time. It will also introduce you to tourism destinations, their impact and sustainability. You will also study visitor attractions, leisure facilities and tourist destinations, look at how organisations in the industry provide services for different types of customers and lastly to understand the employment opportunities available in Leisure & Tourism.

Assessment

You will be assessed by a combination of exam and controlled assessment:

Unit 1: The Leisure & Tourism Industry (40% of the total GCSE) 1 hour externally assessed examination paper. The paper will consist of multiple-choice, short-answer and extended-writing style questions covering all the unit topics.

Unit 4: Customers and Employment in Leisure & Tourism (60% of the total GCSE) is a controlled assessment task covering the unit content and provided by Edexcel.

Homework

Tasks will be varied, but all students will be expected to complete one piece of homework per week. Tasks may include written work, reading a newspaper article, researching information on a particular organisation or watching a Leisure & Tourism related TV programme.

MEDIA STUDIES

Syllabus: OCR GCSE

Aim

The aim of this course is to enable you to develop a critical understanding of a range of media texts and the ways in which they are read and understood by different audiences. You will be encouraged to develop an awareness of the debates surrounding the role of the media within society and to understand the links between media institutions, products and their audiences. You will also have the opportunity to acquire practical production skills in a variety of media.

Content

GCSE Media Studies uses four major concepts which form the basis of the subject content.

- Media Language
- Institutions
- Audience
- Representation

Media Forms/Platforms

- Television
- Film
- Video
- Advertising and Marketing
- Popular Music
- News

Assessment

The course is made up of three units :

Unit B321 – The Individual Media Studies Production = 30% of GCSE. This is a Controlled Assessment unit that is internally assessed and externally moderated. You will produce an individual portfolio. The topics you will work on will be Advertising and Television Soaps.

Unit B323 – Textual Analysis and Media Studies Topics (Moving Image) = 40% GCSE. This is an examinable unit where you, in Section A, will analyse and respond to a short, unseen, moving image. In Section B you will answer questions based on Audience and Institutions through studying Television Comedy.

Unit B324 – Production Portfolio in Media Studies = 30% of GCSE. This is a Controlled Assessment unit that is internally assessed and externally moderated. You will produce a major practical production. The topic will be Popular Music.

Homework

You will be expected to complete regular homeworks that assist with coursework completion and preparation for the exam.

“Media is a good choice because it is different from other subjects. You have the opportunity to create your own media as well as study it, but it is also academic”.

MUSIC

Aim

The Music option at GCSE is a development of the work studied at Key Stage 3 and a stepping stone for further study at AS and A Level. The course aims to develop students' understanding and appreciation of a wide range of musical genres and styles and encourages critical and creative thinking.

Content

The course is divided into three components – performing, composing and listening – and has four Areas of Study: Western Classical Music 1600-1899; Music in the 20th Century; Popular music in context; World music.

Unit 1: Performing Music

This unit covers 30% of the GCSE course and consists of two submissions – a solo performance and an ensemble (group) performance. Students will be assessed continually throughout the three years in both solo and ensemble performance, with the final submissions for assessment being completed in the Spring Term of Year 11. It is advisable for students taking GCSE music in two years to be at least grade three on an instrument and for students to have instrument lessons. Students will have shown that they are dedicated to music performance by taking part in the many performing opportunities offered at the High School through involvement in concerts, recitals and performances in assembly. Every GCSE music student must be a member of at least one extra curricular music group.

Unit 2: Composing Music

This unit covers 30% of the GCSE course. Students compose four compositions over the two years, of which they submit two for assessment by the Exam Board. Each composition is composed to a different Area of Study (see above). Compositions are completed termly and students are expected to compose, redraft, improve and refine their work in this time. Time management and good organisation skills as well as musical imagination are key ingredients for composition.

Unit 3: Listening and Appraising

This unit covers 40% of the GCSE course and is examined in a 1-hour 30-minute written examination set and marked by the Exam Board at the end of Year 11. In Section A of the paper, students will respond to questions based on the recorded extracts of set works. In Section B, students answer a more in-depth question on a chosen set work(s) and are assessed on Quality of Written Communication (QWC).

As well as studying the set works, students will become familiar with analysing music generally through the elements of music i.e. texture, pitch, rhythm, dynamics, tempo, structure and timbre. They will become familiar with the sight and sound of individual instruments and groups of instruments and understand how composers use musical devices such as imitation, sequence and pedal.

Students also study how music has developed from the early Baroque Period in 1600, through the Classical and Romantic Periods of the 18th and 19th Centuries and into the 20th and 21st Centuries.

Homework

You will be expected to practise regularly and to work at composition projects. You should also take part in as much extra curricular music as possible.

The Set Works for 2009/10/11 are detailed in the table below:

Area of Study 1: Western classical music 1600-1899	Area of Study 2: Music in the 20th century
§ Handel: Chorus: <i>And the Glory of the Lord</i> from <i>Messiah</i> § Mozart: 1st Movement from <i>Symphony No. 40</i> in G minor § Chopin: <i>Prelude No 15 in D flat major</i>	§ Schoenberg: <i>Peripetie</i> from <i>Five Orchestral Pieces</i> § Bernstein: <i>Something's Coming</i> from <i>West Side Story</i> § Reich: 3rd Movement from <i>Electric Counterpoint</i>
Area of Study 3: Popular music in context	Area of Study 4: World music
§ Miles Davis: <i>All Blues</i> from the album <i>Kind of Blue</i> § J Buckley: <i>Grace</i> from the album <i>Grace</i> § Moby: <i>Why Does My Heart Feel So Bad?</i> From the album <i>Play</i>	§ Capercaillie: <i>Chuir M'Athair Mise Dhan Taigh Charraideach</i> (Skye Waulking Song) from the album <i>Nàdurra</i> § <i>Rag Desh</i> § Koko: <i>Yiri</i>

GCSE Music is an exciting course for anyone wishing to develop and improve their musical skills. If you have any questions, please don't hesitate to ask Mr Parkes or Mr Brewer.

PERFORMING ARTS – SPECIALISING IN DANCE

GCSE

Syllabus: AQA

Aim

To develop your knowledge and understanding of different dance styles and the contribution they make to the performing arts.

Content

The course is practical in its approach and it covers a wide range of dance styles. Any dance experience you may have had out of school is a useful asset but not essential. During the course you will be expected to undertake research and written work based on the dance styles for your portfolio as well as planning and evaluative work showing your understanding of your progress.

Requirements

You will need to have a good level of physical fitness and should have achieved a good standard of performance in dance at Key Stage 3. An interest in a wide range of dance styles and an ability to work collaboratively are essential. A creative flair and an eye for design are valuable assets.

Assessment

The single award incorporates two units:

Unit 1 (worth 60% of the total mark) consisting of portfolio evidence based on your skill, development, knowledge and understanding, internally assessed and moderated.

Unit 2 (worth 40% of the total mark) your showcase performance in response to the commission set by the examination board, externally assessed.

Homework

You will be set a piece of homework every week. This may take the form of written work or performance learning.

PHOTOGRAPHY

Syllabus: AQA GCSE

Aim

To develop your skills with Photography, to visit galleries and research the work of photographers and artists who use photography in their work and use this as inspiration for your own photography. Also, to produce a body of work which conveys your responses to the world around you.

Content

You will produce a portfolio of work which will consist of two or three themed projects, with each project based on a different theme. You will learn how to develop your digital photography skills and extend your ideas of what makes a good photo. You can submit digital photographs you have taken both in and outside school. In Autumn 2009/2010 we ran small workshops throughout the Year 10 course, where students made PHOTOGRAMS and worked on a fashion themed project with photographer, Maria Riese.

Assessment

You will be assessed throughout the course informally by your teacher. There is a ten hour externally set submission at the end of Year 11 which is assessed alongside your portfolio of coursework by your teacher and by moderation by the exam board. You have 3 months to prepare for your exam which includes help from your teacher.

Homework

You complete homework each week. Homework tasks will include research into photographers' work and practical tasks including the taking and presentation of photographs.

Trips

We aim to allow you to visit local places of interest which can inspire your photography. In 2009 Year 10 visited Chichester Cathedral and their photos taken there formed part of their coursework portfolio.

We aim to visit relevant art and photography exhibitions in different locations including Pallant House Gallery, the National Portrait Gallery and the Victoria and Albert Museum.

PHYSICAL EDUCATION

Syllabus: AQA GCSE Physical Education

Aim

To enable you to enjoy and understand the benefits of living a healthy and active lifestyle. To provide a route to further study in Further Education awards such as A levels and/or the new Diplomas, and to Higher Education in PE as well as to related career opportunities.

Content

Theory: You will learn about health and fitness, training, diet, school influences, emotional health and well being, family, media and sponsorship influences as well as international factors etc.

Practical: 4 assessments

- From at least 2 groups
- At least 2 performances must be as player/performer
- At least one must be in a different role (official, captain etc.)

Assessment

1. Knowledge and understanding for the active participant 80 marks
External assessment – 40% of the award Written paper 1½ hours

Section A – Objective (multiple choice) tests and short answer questions.
Section B – Extended written answers, based on scenario issued as Pre-release Material prior to the examination.

2. The Active Participant 90 marks
Practical assessment – 60% of the award

Practical activity groups include:

- Games activities (basketball, netball, rounders, hockey, tennis, etc.)
- Gymnastics activities (gymnastics, trampolining, cheerleading, etc.)
- Dance activities (modern educational dance, street dance, etc.)
- Athletic activities (athletics, cross country, competitive swimming, golf, etc.)
- OAA activities (life saving, personal survival, sailing, etc.)
- Health and fitness activities (aerobics, yoga, circuit training, etc.)

Homework

Homework will be based on the theory or practical sessions.

RELIGIOUS STUDIES

Philosophy & Applied Ethics

Syllabus: OCR GCSE J121

Aim

To learn about:

- The approaches of Religion and Philosophy to some of the most fundamental questions about human existence.
- The approaches of Religion and Ethics to some of the most important questions about how people behave and why.

“A more open minded look at life, religion and morals. Fun and interesting debating”.

Content

This course will allow you to gain a qualification in a subject you have been studying most of your school life and let you build on the foundations this study has provided. This subject is an excellent basis for moving onto AS or Advanced GCE in the Philosophy and Ethics area of RS.

You will discover how the beliefs of religions affect the ways in which believers make decisions about moral issues and lead their lives. You will study eight topics including: Deity, Religious & Spiritual Experience, End of Life, Good & Evil, Revelation Science & Religion, Relationships, Medical Ethics, Poverty & Wealth, Peace & Justice, Equality, Religion & Media.

“RS helps you with all other subjects as it teaches you how to think and ask questions.”

You should be the kind of pupil who enjoys discussions; who enjoys written work and who is willing to consider the ideas and beliefs of others. You will be excited about trying to answer some difficult questions – Is there a God? What is right and wrong? Why do people have different beliefs?

According to the philosopher A J Ayer, the business of philosophy is to clarify and analyse. If anything, philosophy seems to make things more complex and confusing, and produce problems where none appeared before! Are you ready to begin solving these problems?

Assessment

- At the end of Year 10 you will sit two exam papers: Philosophy 1 (1 Hour 25%), Ethics 1. (1 Hour 25%)
- At the end of Year 11 you will sit two exam papers: Philosophy 2 (1 Hour 25%), Ethics 2 (1 Hour 25%)
- All exam questions will be divided into five parts. Each part will give you the chance to demonstrate a different skill.
- You may re-sit each unit once

Homework

You will be expected to complete regular weekly homework assignments, including essay questions. You will be expected to regularly use Moodle as a research & support tool & encouraged to contribute to the GCSE forums.

SOCIOLOGY

Syllabus: OCR GCSE

Aim

To investigate and understand Britain today. A well-known Sociologist, Anthony Giddens describes this subject as “The study of human social life. It is a dazzling and compelling enterprise”.

Content

You will study:

Unit B671: What is Sociology?

Unit B672: Socialisation, Culture and Identity: The Family, Education and Crime and Deviance

Unit B673: Applying Sociological Research Techniques

You will bring with you a range of skills such as language; working with numbers and diagrams; knowledge of our past; the experience of being a school pupil and a member of a family in the Britain of the 21st Century.

You will be the kind of pupil who enjoys discussions; who is interested in what is happening now; who enjoys written work; who wants to learn about all the different issues which for example explain why today there are rich and poor and different classes and ethnic groups in Britain today.

This is a subject which will cater for your individual needs. If you intend leaving school at the end of Year 11 then you will have gained an important understanding of the adult world you are joining. If you intend continuing with your education Sociology can be studied at A-level in our Sixth Form and beyond at University. This is a tiered paper subject – all abilities are catered for.

Assessment

You will sit an exam on each unit. Entry will in January or June when you have completed a unit.

Homework

You will be expected to complete regular weekly homework assignments.

SPANISH

Syllabus: AQA GCSE

Aim

GCSE in Spanish is a valuable qualification and a wider range of job opportunities will be open to you if you are competent in at least one modern language. Universities tend to value languages highly, either studied individually or combined with other subjects. If you are contemplating studying Travel and Tourism at a later date, you should seriously consider taking a language to accompany it.

"I am currently studying both French and Spanish at this school, not only because I enjoy them, but also because they are incredibly useful for your future career".

Content

You will build upon the work you have done during Key Stage 3. You will learn more about the topic areas which you have already covered, such as family and friends, free time and entertainment and your home. You will also cover new topic areas, for example careers and future plans, as well as continuing to learn about the customs and way of life of the country. You will also have the opportunity to visit Spain.

"Doing Modern Languages at this school is great because, no matter what your ability, you will receive all the help you need to succeed."

Assessment

You will be examined at the end of Year 11 in listening, speaking and reading, either at Higher or Foundation level. You will also complete two pieces of written work under controlled conditions and two speaking tasks.

Homework

You will be expected to complete two homework tasks per week ranging from vocabulary and grammar learning to reading comprehensions and written assignments.

Why Learn Spanish?

"Spanish is the second world language for international communication and the third as an international language of politics, economics and culture. About 330 million people in the world speak Spanish as their first language."

Source: Instituto Cervantes

Apart from Spain, Spanish is also spoken in South and Central America in countries such as Peru, Mexico, Chile, Argentina, Bolivia, Ecuador, Venezuela etc. Worldwide there are 450 million speakers of Spanish, which makes it an ideal language to study if you are considering a career in Tourism, International Development, Business, Teaching or Translating and Interpreting.

TRIPLE SCIENCE

Until February half term 2011, all students will complete an enrichment programme, consolidating KS3 Science. An internal Science Exam will be sat by all pupils to help decide which pathway would be most appropriate for your daughter.

Syllabuses: AQA

Pathway 1a (Triple Award Science)

GCSE Biology, Chemistry, Physics ('Express' triple GCSE award course in 11 lessons per fortnight). All students will complete the higher* examination papers.

Pathway 1b (Triple Award Science)

GCSE Biology, Chemistry, Physics (triple GCSE award course in 11 lessons per week + 5 lessons as an option). Students have to select Science as an option. Students may complete the higher* or foundation* examination papers.

Pathway 2

GCSE Science plus Additional Science (double GCSE award course in 11 lessons per fortnight). Students may complete the higher* or foundation* examination papers.

Pathway 3

GCSE Science plus Additional Applied Science (double GCSE award course in 11 lessons per fortnight)

Aim

The Chichester High School for Girls offers a suite of courses providing pathways designed to cater for the differing needs and abilities of our pupils. All Key Stage 4 science pupils will:

- Learn about the way science and scientists work within society;
- Consider the relationships between data, evidence, theories and explanations;
- Develop their practical, problem-solving and enquiry skills, working individually and in groups;
- Evaluate enquiry methods and conclusions both quantitatively and qualitatively;
- Communicate their ideas with clarity and precision;
- Develop their ability to relate their understanding of science to their own and others' lifestyles, and to scientific and technological developments in society;

Assessment

Pathways 1a / 1b : Year 10 – 6 x 30 minute module tests
Year 11 - 6 x 45 minute written tests
25% coursework

Pathway 2: Year 10 – 6 x 30 minute module tests
25% coursework
Year 11 – 3 x 45 minute written tests
25% coursework

Pathway 3: Year 10 – 6 x 30 minute module tests
25% coursework
Year 11 – 1 x 60 minute written test
60% coursework

Pathway overview

Pathways 1a / 1b :

- 1a. This pathway – the Triple Science ‘Express’ pathway is particularly challenging as it requires pupils to study 3 GCSE subjects (biology, chemistry and physics) in the timetable allocation of two. However, to ease the burden, three Science Study days will be bolted on to the course. Three in Year 10 and three in Year 11. The demanding nature of this pathway makes it accessible to only the most able and committed of our students and will consist of one set of 30 girls.
- 1b. In this pathway we expect girls to achieve a secure level 6 in Science in their assessments throughout the year, as well as the examination occurring in February. This is a demanding course and requires students to be committed. It is important to remember that girls who take this pathway will be using up one of their options.

Pathways 2 & 3 :

These two pathways result in the girls achieving a Double Award qualification. The Year 10 course is exactly the same in both pathways. However, in Year 11, Pathway 2 girls complete ‘Additional Science’ and Pathway 3 girls complete Applied Science.

Applied Science includes much more coursework (60%) and suits girls who enjoy investigative practical work and only involves one examination in the summer term of Y11.

The assessment of Additional Science is more traditional with less emphasis on coursework. There will be three examinations for Additional Science in January & June of Y11

It is important to note that Pathway 2 provides a perfectly acceptable foundation for A-Level Sciences, whereas Pathway 3 will only be acceptable as a foundation to a vocational science qualification at A-level.

* Higher Tier: grade range A* - D

* Foundation Tier: grade range C - G

XL

BTEC First Diploma in Public Services

Equivalent to 4 GCSE's A-C grade

This course enables students to learn about and develop the skills required for entry into a Public Service related field.

Core units include:

Uniformed Public Services Employment

Public Service Skills

Uniformed Public Service Fitness

Adventurous Activities and Teamwork for the Public Services

Land Navigation by Map and Compass

Expedition Skills

Fundamentals of Nautical Studies (achieved on a week's residential on a sail training vessel at the beginning of September at a cost of £275)

Students undertake a number of visits, challenges and activities which include, local services (fire, police, lifeboat) orienteering (including a night expedition). Students will develop a range of skills and techniques, personal qualities and attitudes which play an essential part in developing personal effectiveness.

Wider Keys Skills

Pupils will also be given the chance of a further qualification, equivalent to 2 ¼ GCSE's at B grade

This will involve modules on:

- Improving your own learning and performance
- Working with others
- Problem solving

These are life-long transferable skills that are valued in education, training and employment and which enable young people to maximize their role in any community.

THE DIPLOMA

The Diploma is a qualification that can be studied alongside GCSE's. It gives pupils the opportunity to learn in a creative way, combining classwork with hands-on experience. The Diploma can be studied at Foundation or Higher Level in Year 10/11. Pupils who choose to study for a Diploma will cover core subjects including functional skills in English, Maths and ICT and other skills employers value like teamwork and problem-solving, along with subjects that relate to work. Please see the following table:-

	Principal Learning	Generic Learning			Additional or Specialist Learning	Equivalent to
	Main Subject e.g. Engineering	Project	Functional skills	Work Experience	Optional courses agreed with your teacher	
Foundation Diploma (Level 1)	Practical assessments + 1 exam	Project	ICT/Maths/English Level 1	Minimum 10 days	GCSEs	5 x GCSEs (grade D-G)
Higher Diploma (Level 2)	Practical assessments + 1 exam	Project	ICT/Maths/English Level 2	Minimum 10 days		

After completing the 14 – 16 Diploma a pupil can go on to study for the next level of Diploma or take a different type of qualification such as GCSE, A Level or Apprenticeship.

The 14 – 16 Diplomas on offer in the Chichester Area are:

Diploma Line (Main Subject)	Foundation Diploma Taught at:	Higher Diploma Taught at:
Business, Administration And Finance	Chichester High School for Boys and Chichester College	Chichester High School for Boys and Chichester College
Construction and the Built Environment	Bognor Regis Community College and Chichester College	Bognor Regis Community College and Chichester College
Hospitality	St Philip Howard and Chichester College	St Philip Howard and Chichester College
Society, Health and Development	Bognor Regis Community College and Chichester College	Bognor Regis Community College and Chichester College
Creative and Media	Westergate Community College	Westergate Community College
Engineering	Chichester High School for Boys	Chichester High School for Boys
Hair and Beauty	Manhood Community College and Chichester College	Manhood Community College and Chichester College
Information Technology	Chichester High School for Boys and Felpham Community College	Chichester High School for Boys and Felpham Community College

**A Foundation Diploma is equivalent to 5 GCSEs at grades D-G
A Higher Diploma is equivalent to 7 GCSEs at grades A* - C.**

Important: The Diploma is not suitable for all pupils. Pupils expressing an interest in a Diploma course should tick the box on the Choices Form. We will contact these pupils for further discussion & explanation.

In addition, although these Diplomas are running in the area, there may not be places available on them all. If a pupil is interested in taking one of these courses we will approach the institutions concerned to establish availability.

For further details of individual Diploma courses, please contact the Deputy Head, Mr D Williams.

For further information on Diplomas, use the following link:

<http://yp.direct.gov.uk/diplomas>

Year 9 Option Choices 2010 – 2013 (Green)

Name : Form :

Core subjects:

English	Maths	Science	ICT	PE	CPSHE	RS
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Compulsory subjects for Year 9:

Art	Music	Drama	Geography	History
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Compulsory language:

French

If you choose this route, you will not be able to take Spanish in Year 10.

Pupils will study two further subjects at GCSE level or equivalent. These courses will be studied for the next three years.

Please select two choices and two reserve choices from the following:

Latin+	Child Development+
Product Design+	Wider Key Skills
Graphics+	Art*
Food+	Music*
Textiles+*	Acting+*
	History
	Geography

+ These subjects will not be offered again in Year 10

* These are Arts subjects

Option 1	
Option 2	
Reserve 1	
Reserve 2	

We cannot promise that you will receive your 1st choice, but will endeavour to meet your request for your option choices.

Parent/Guardian signature:

Pupil signature:

Date:

Year 9 Option Choices 2010 – 2013 (Orange)

Name : Form:

Core subjects:

English	Maths	Science	ICT	PE	CPSHE	RS
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Compulsory subjects for Year 9:

Art	Music	Drama	Geography	History
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Compulsory language:

Spanish

Pupils will study two further subjects at GCSE level, or equivalent. These courses will be studied for the next three years.

Please select two choices and two reserve choices from the following:

French#	Child Development+
Latin+	Wider Key Skills
Product Design+	Art*
Graphics+	Music*
Food+	Acting+*
Textiles+*	History
	Geography

#If you choose French as one of your options, you will take Spanish as a GCSE option in Year 10 & 11. If you do not choose French in Year 9, you cannot pick this up again in Year 10.

+ These subjects will not be offered again in Year 10.

* These are Arts subjects

Option 1	
Option 2	
Reserve 1	
Reserve 2	

We cannot promise that you will receive your 1st choice, but will endeavour to meet your request for your option choices.

Parent/Guardian signature:

Pupil signature:

Date: