

ART AND DESIGN

Course Outline

This subject can be taken in one or more of the following areas:

- Fine Art - Drawing & Painting
- Textiles
- 3D - Sculpture

Fine Art - Drawing & Painting

This course caters for the whole range of artistic ability and students do not need to be potential 'artists'. It is important that you show a willingness to experiment and work hard at all types of painting, drawing and other related 'art' work.

You will be expected to build up a portfolio of work using sketchbooks and projects. The course forms a firm base for those wishing to continue their studies at Advanced level or in further education.

Textiles

This course provides you with an opportunity to work towards an art qualification through the medium of textiles. Work is based on areas such as printing and dyeing, batik, weaving, hand and machine stitching, creative knitting, appliqué and collage. The 'design process' is implemented through research, experimentation and documentation. Textiles is also suitable for students wanting to study post-16 courses.

The course is equally suited for boys and girls.

3D - Sculpture

This course encompasses many facets of clay work from conventional pot making, through the more imaginative field of 'art pottery', to both representational and abstract ceramic sculptures.

Conventional construction methods are taught, but you are encouraged to contribute your own original ideas. You may also experience other media such as plaster and cement.

It is hoped that you will have previous basic knowledge of 3D work from the introductory courses lower down the school, and have some artistic talent. It is important to note that you will be expected to draw on this course and do research in a sketchbook. Sculpture/ceramics is also suitable for those students wanting to study for post-16 courses.

Work Journal/Sketchbook

It is mandatory that students keep a work journal for all components of the courses above. The work journal is a sketchbook that contains sketches, experimentation with media and techniques, reference to the work of other artists and the development of ideas.

ART AND DESIGN continued

Externally Set Assignment (ESA)

The ESA is set by the exam board and all the art endorsements use the same exam paper. It is always thematically based project (for example 'barriers' was the 2008 title). You will have to submit a work journal and a final piece of artwork. An 8 week preparation period is given to all students to do research, documentation and experimentation.

Assessment

Unit 1.	Controlled assessment project and a portfolio of art work	60%
Unit 2.	Externally set assignment with work journal	40%

N.B. Both components must show evidence of all the assessment objectives.

You will be given an eight-week preparatory period for ESA. The exam will last 10 hours (2 days) and you will work under exam conditions.

Controlled Assessment

A project or piece of work carried out within the controlled environment of the classroom and undertaken in approximately 45 hours - NB. Controlled assessment is now a compulsory part of all GCSE Art and Design courses.

Vocational Applied BUSINESS (Double Award)

Course Outline

A GCSE in Applied Business is a nationally recognised qualification designed to provide you with a choice of routes into further education or employment. It is made up of three units.

A double award is a qualification equal to two GCSEs - it is twice the size of most GCSEs.

There are four areas that are covered in the course

Unit 1: Setting up a business

This is assessed with a written exam - 20% of the final grade. This unit covers business objectives, business planning, types of business and location. Sources of finance and basic marketing concepts are introduced as well.

Unit 2: Business finance

This is assessed by a written exam - 20% of the final grade. This unit covers costs, revenues, break even, sources of finance and final accounts in more details.

There are two other units of work from the three below:-

- People in business
- Marketing and customer needs
- Enterprise.

These are assessed by Controlled Assessment (coursework) and together account for 60% of the final grade. More detail will be given when the students start the course, but it is likely that they will sit one of these in Year 10 and one in Year 11.

Progression

Students gaining GCSEs in Applied Business will have access to a range of career and further education opportunities. You will use a variety of skills throughout the course, including collecting, interpreting data, communicating your findings in different ways, and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised and highly valued by employers and colleges. The options open to you depend on the results achieved and your own interest, and your teacher will be able to help you decide on the next step. If you wish to continue studying business in a vocational context, you may consider a Vocational A level in Business. Otherwise, you may wish to study an Advanced Subsidiary or Advanced GCE in Business Studies or Economics. You might then continue your studies in Higher Education on either a BTEC Higher National or Degree.

Alternatively, GCSEs in Applied Business is an ideal qualification if you wish to go straight into employment, because it gives you an understanding of how businesses are organised and the importance of staff and customers. Some areas of employment have further learning opportunities within them, for example Modern Apprenticeship.

The specification used by the department is AQA.

BUSINESS STUDIES

Course Outline

1. This course is designed to provide you with a foundation in business skills. Areas of study include marketing, production, human resource management, the structure and organisation of business and its place in the community, the role of government and trade unions, business law and finance.
2. Emphasis is on obtaining a sound knowledge of the business environment and being able to apply terms, concepts, theories and methods effectively to address business problems and issues.

Assessment

This course is assessed by two exams, taken at the end of Year 11. These will contain the following elements:

- | | | |
|--------------------------------------------------------------|------------|-----|
| 1. Business and people | 1hr | 25% |
| 2. Production, finance and the external business environment | 1hr 30mins | 50% |

There will also be one Controlled Assessment (coursework) worth 25% of the total grade. It is likely that this will be set in Year 10.

There are 2 tiers of entry. You will be placed in the tier appropriate to your ability by your class teacher in consultation with the Head of Department. This decision will take into account several factors, including progression through the course and the Year 11 mock grade.

Progression

This course provides an excellent foundation for AS studies in business or economics in Year 12, or for further education and employment.

GCSE CATERING

Course Outline

The syllabus is designed to give candidates an introduction to the catering industry. It concentrates on the main areas of food production and food science. The syllabus is divided into nine compulsory areas of study:-

- The industry - food and drink.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.
- Environmental considerations.

Practical work is of great importance and will form almost half of the course. The cost will vary according to topic but could average £3 - £5 per week.

Assessment

The subject is assessed in 2 ways:

Theory:

This is a 1 hour 15 minute examination at the end of the course. (40%)

Practical:

This will be in the form of two controlled assessment tasks: -

One in Year 10 (20%)

Second in Year 11 (40%)

Practical work, as already stated is a very strong element of this course and the students are expected to cook every week in order to develop the necessary skills, methods and processes required for the controlled practical assessments.

Controlled Assessments

These are carried out in school from a choice of 3 tasks sent by the examination board.

They are marked according to:

- Planning the task.
- Carrying out the task (practical work).
- Evaluating the task.

This is marked in school and sent for moderation towards the end of the course.

GCSE CHILD DEVELOPMENT

Course Outline

This is a course which encourages you to develop a sensitivity towards, and respect for, the needs and the development of young children.

The course investigates the social background and types of family structure in the UK today, together with facilities available in the community to help the family and families with young children. You will study the roles and responsibilities of parenthood as well as the biological background to pregnancy and child birth. A major part of the syllabus studies the physical, intellectual, social and emotional development of children from 0 - 5 years. The course also provides the students with the opportunity to work with the real care babies.

The course is equally suitable to girls and boys.

Assessment

The subject is assessed in two ways:

Theory:

This is a 1 1/2 hour examination at the end of the course 40%

Controlled Assessment 60%

Controlled Assessment and Deadlines

The coursework is made up of three short controlled assessment tasks which are chosen from a list provided by the examination board. This will be started in Year 10. Two of the short tasks will assess the following skills: planning, practical work and evaluation. The third will assess investigation skills. This represents 30% of the total GCSE marks.

The remaining 30% of the total GCSE assessment will involve the students producing a child study. This task is based on the study of a child aged between 0-5 years old. The students will be assessed on the following skills: research, selecting, justifying choices, planning, practical work and evaluation. This will be undertaken in Year 11 and completed by the end of the spring term.

This is marked by the teacher and sent to the examination board towards the end of the course for moderation.

DANCE

Course Outline

The aim of this course is to develop your knowledge, understanding and ability in dance. This is achieved through performance, composition and appreciation of your own work and that of others.

It is mainly a practical course in which you are encouraged to develop your own style of dance as well as become familiar with others. You will begin to see the body as an instrument of expression, able to convey a variety of themes and ideas. You will spend time developing your ability to choreograph dances and you will be able to analyse performances aesthetically.

The course will involve some classroom work where you will learn about the history of dance styles, dance companies, choreographers and performers. This will involve some extended research and writing. We will also make visits to watch professional companies perform and organise workshops for you to work alongside professional dancers.

Assessment

Unit 1: Critical appreciation of dance

Written paper – 1 hour – 20% of the total marks
Students answer questions on two professional works.

Unit 2: Set dance

Practical exam – 30 marks – 20% of the total marks
Students perform one solo dance approximately 1 to 1½ min set by the exam board.

Unit 3: Performance in a duo/group dance related to set professional work

Performance - 20% of the total marks
Students perform in a dance for 2, 3, 4 or 5 dancers, lasting 3-3½ min. Every student dances for at least 2 min within the piece.
Assessment includes marks for demonstration of knowledge of safe dance practice.
The dance relates to professional works.

Unit 4: Choreography

40% of the total marks

Solo composition task

20 marks – 15% of the total marks

Each student selects three motifs from any one of the prescribed professional works and develops them into a dance of 1-1½ min.

The student will perform in his/her own composition.

Choreography

40 marks – 25% of the total marks

Each student choreographs either a solo dance lasting 1½ - 2 min OR a group dance for 2, 3, 4 or 5 dancers, lasting 2½ - 3 min.

The dance may be in any style, in response to an outline stimulus from AQA.

The chosen style must allow the student to meet the criteria for assessment.

The student may dance in his/her own choreography.

DESIGN AND TECHNOLOGY (ELECTRONICS)

Course Outline

This course is split into two components:

- i) Practical Designing and Making: **Controlled Assessment**
- ii) Theory of Materials and Processes: **Examination**

Coursework

This area of focus is concerned with the study of electronic products. In Year 10 you will learn about a range of electronic components and systems through the construction of circuits which become increasingly more sophisticated and complex. Once some of the fundamental principles of circuit construction have been acquired, you will then design and make products based around the development and modification of existing electronic systems. At this point, you have to develop your skills in product design by using materials such as wood, metal and plastic to make well designed products into which their appropriate circuits must operate.

The making skills will emphasise the need to identify and select components, the use of tools including cutters, strippers and soldering irons to assemble electronic circuits which function reliably and are robust. You will also use equipment such as meters and signal generators to test systems you have built, identifying faults and amending your work accordingly.

In the latter half of Year 10 you will embark on your own major project which gives you the opportunity to design electronic products to meet a wide range of needs.

The Theory of Electronics

This element of the course is taught alongside project work as well as via a series of structured homeworks using the electronics logbook. **Students with a good grasp of mathematics and physics will find much of the subject content of a similar nature.** Examples of some of the areas to be covered include:

1. Conductors and insulators, Ohm's law, switches, capacitors, fixed and variable resistors, including light dependent resistors, motors, relays and solenoids.
2. How transistors are used as switches and amplifiers to operate output devices such as lamps, motors and relays.
3. How integrated circuits provide dedicated functions.
4. Digital logic including the use of NAND, NOR, AND, OR and FLIPFLOP - and much more.
5. Picaxe technology.

Past experience suggests that students who secure a Level 5 or more in their Maths Teacher Assessment at the end of Year 9 are more likely to achieve a grade C or above in this subject.

Assessment

Year 11 Controlled Assessment Design and Make Task	60%
Year 11 Examination (Theory of Electronics)	40%

DESIGN AND TECHNOLOGY (GRAPHIC PRODUCTS)

Course Outline

This course is split into two components:

- i) Controlled Assessment.
- ii) Examination.

Coursework

During Year 10 you will develop your knowledge and understanding of graphic products, through a combination of exercises, short assignments and longer projects. You will cover a broad range of skills and topics including the development of sketching techniques, to enable you to design and 'think' on paper and the use of colour, texture and rendering to enhance drawings. Pictorial drawing in perspective and isometric projection will be explored along with the production of working drawings using orthographic projection.

Through packaging and presentation projects, aspects of lettering, layout, developments, the production of 2D and 3D product models and displays in a variety of materials will be taught. Other suitable projects and tasks ranging through advertising techniques and product modelling, you will gain experience of the many uses of graphics to communicate, including symbols, signs and logos, graphs and information or instruction sheets, models and mock-ups.

An understanding of the available media for graphic production will be developed through classroom work and studies of the work of practising graphic designers. An understanding of the industrial and commercial applications and production of graphics products from 'one-off' to bulk production will be developed. Where appropriate, computer word processing, DTP and CAD packages will be used to extend the range of media available.

Towards the end of Year 10, you will be in a position to select your major controlled assessment task which carries 60% of the final examination grade. There will be a wide range of possible choices that will be set by the exam board.

Assessment

The final examination which accounts for 40% of the final grade will test your ability to use the graphic skills and techniques you have learned, along with your understanding of the equipment, materials and techniques used for designing graphic products.

Year 11 Controlled Design and Make task 60%

DESIGN AND TECHNOLOGY (RESISTANT MATERIALS)

Course Outline

This course is split into two components:

- i) Practical Designing and Making: **Controlled Assessment**
- ii) Theory of Materials and Processes: **Examination**

Coursework

This area of focus is concerned with the designing and making of products chosen from a variety of contexts using primarily resistant materials such as wood, metal and plastics.

During Year 10 you will be given the opportunity to develop a comprehensive knowledge and understanding of resistant materials and in particular storage concepts. This course is designed to build on both theory and practical areas so that you are better equipped for your controlled task in Year 11.

You will gain an understanding of theoretical based subject areas including:

- Principles of storage.
- The design process.
- Material properties, characteristics and environmental impact.
- Cutting lists, scales of production, manufacturing and industrial processes.
- Accurate joint construction, assembling and finishing techniques.
- Health and safety.
- ICT including CAD/CAM.

With this extensive knowledge you will develop a storage unit using a variety of joining techniques. You will be shown how to use appropriate hand tools and industrial machinery in a safe and competent manner. You will be shown how to mark out, cut and assemble materials accurately and how to apply various finishing techniques to improve the quality of your storage unit. You will then explore the cutting edge of technology by using CAD/CAM to produce a design that can be successfully incorporated onto your storage unit.

Throughout the course you will also be taught techniques of design sketching, colour rendering, presentation techniques and the production of more formal scale drawings. This is integrated into the design projects as part of the need to extend the quality of your design folders.

Towards the end of Year 10 you will select your major controlled task which carries 60% of the final examination grade. This offers a wide range of design based tasks that will be set by the exam board.

The Theory of Materials and Processes

This element of the course is explored throughout the practical design and make tasks, structured class activities and homework.

The knowledge gained will be applied in coursework and tested in the final examination.

The final examination, which is worth 40% of the final grade will test your knowledge of materials, manufacturing processes, CAD/CAM, links to the real world, new technology, the environment and social responsibility.

Assessment

Year 11 Coursework Design and Make task	60%
Year 11 Examination	40%

DRAMA

Course Outline

Over the two years you will develop many new dramatic skills and techniques, which will enable you to create imaginative and effective pieces of drama. You will be expected to work constructively in a group, adopt and sustain a role, perform to a variety of audiences and evaluate your own work and that of others. Drama has much to offer you in developing fluency, self-confidence and self-expression.

The course focuses on four areas of work and all of these are taught through practical lessons. Evidence of your work is kept in a portfolio. The four areas are:

1. Use of conventions, genres and styles.
2. Dramatic planning.
3. Communication with an audience.
4. Evaluation.

Assessment

You and your teacher will constantly be assessing your progress. This may be verbal, written or graded. You will be asked to keep a portfolio in which to record your thoughts and feelings during or after specific lessons.

There are three areas of assessment:

1. Unit 1 - 10 hours of controlled conditions practical assessment using textual stimuli (30%)
2. Unit 2 - 10 hours of controlled conditions practical assessment using thematic stimuli (30%)
3. Realisation Test - six weeks of lesson time preparation based on stimuli provided by the exam board leading to an examined practical performance (40%).

ECONOMICS

Course Outline

The GCSE course in economics has been developed in order to provide you with those economic skills which will enable you to understand better the world in which you live. Many aspects of everyday life are related to economic decisions, and media news/information increasingly assumes some understanding of economic terms and concepts.

The course will provide you with a stimulating introduction to economic ideas. Topics covered will include population and living standards, types of business organisation, inflation and unemployment, the balance of payments and the EC and the role of the government in the UK economy. Emphasis will be particularly on the development of economic literacy, communication skills and a grasp of 'current affairs' economics in order to prepare you to participate more fully in decision-making processes as consumers, producers and citizens.

Assessment

There are three units of study:-

Unit 1: How the market works : Assessed with a written exam of 1 hour and worth 25% of the total grade.

Unit 2: How the economy works : Assessed with a written exam of 1 hour and worth 25% of the total grade.

Unit 3: The UK economy and globalisation : An exam based on a pre-released case study and worth 50% of the final grade.

The specification chosen by the department is OCR.

Progression

This course provides an excellent foundation for AS studies in business or economics in Year 12, or for further education and employment.

ENGLISH

English GCSE specifications are currently being written and will not be available from the Exam Awarding Bodies until after the Prospectus is published. All course details, therefore, are subject to change.

Course Outline

English GCSE

Assessment

There are two tiers of entry, 'higher' covers grades A* - D and 'foundation' covers grades C - G. In an average twelve set year, eight groups will take 'higher' and four smaller groups will take 'foundation'. Note that grade C is available for those taking 'foundation'.

Students are organised into three broad bands:

UPPER: Faster band, covering higher tier, often tackling longer or more complex texts. Emphasis particularly on wide reading. Double entry, GCSE Literature and Language.

MIDDLE: The main band of entry. The expectation is for students to achieve grades A - C. All students are entered for Literature and Language GCSE on the higher tier.

LOWER: Focus particularly on students needing extra time or work on building technical skills. Not usually entered for a separate literature GCSE. (Usually 4 sets)

Within each band the sets are balanced and 'parallel' to each other set within the band, irrespective of class number.

Coursework

A folder of internal assessments, usually containing four pieces of work accounts for 20% of the grade.

Task 1: A response to reading Shakespeare.

Task 2: Prose study - pre 20th century for those taking higher tier.

Task 3: Media - writing to analyse, review comment.

Task 4: Original writing - writing to explore, imagine, entertain.

Also, oral assessments will be made and three specific activities will contribute 20% to the overall grade.

Exams

These account for 60% of the English grade. There are two papers.

Paper 1: Non-Fiction, Media and Information 1¾ hours
Students study two or more pieces of factual writing.

Section A: Reading response to questions based on the passages.
1 hour

Section B: Writing to argue, persuade or advise linked to theme or topic of pieces for section A.
45 minutes

Paper 2: Poetry from Other Cultures 1½ hours

Section A: A choice of questions on the Poetry from Other Cultures in the AQA Anthology.
45 minutes

Section B: Writing to inform, explain, describe. Choice of questions.
45 minutes

ENGLISH LITERATURE

English GCSE specifications are currently being written and will not be available from the Exam Awarding Bodies until after the Prospectus is published. All course details, therefore, are subject to change.

Course Outline

English Literature GCSE. This is a 2-year course designed to develop your ability to read with understanding and show the skills of interpretation of character, plot, theme and literary language. Texts on the syllabus change from year to year; teachers select texts they feel appropriate to the needs and skills of the students in the class.

Assessment

All students on this course are entered for the higher paper. Assessment is based on 70% examination, 30% controlled assessment.

Written Paper:

Section A: One response to a post 1914 prose set text.	1 ³ / ₄ hours
Section B: One response to pre and post 1914 poetry from the AQA Anthology.	45 minutes
	1 hour

Coursework

The coursework comprises a minimum of three essays on three texts.

- Task 1: Pre 1914 Drama (Shakespeare: Cross over from English coursework).
- Task 2: Pre 1914 prose (Cross over from English Coursework).
- Task 3: Post 1914 Drama.

ETHICS

This course is for those with or without religious beliefs

Course Outline

This course offers you an interesting and lively opportunity to look at major ethical and philosophical issues through Christianity and a Religion of your choice.

The course covers topics such as:

- religion and science
- death and the afterlife
- medical ethics: abortion and euthanasia
- good and evil
- contraception
- sexual relations
- marriage and divorce
- war and peace
- poverty and wealth
- justice and equality.

We shall study the way that religion has become an important force in individual lives, society, world politics and history. We will follow the news as it unfolds around the beliefs and issues we are studying, as well as watching popular films, which tackle the issues we study and having discussion and debates around topical events both in St Ives and the world at large. If you are planning to work with people, travel or work abroad, or plan to study a degree which requires critical thinking, then this is the course for you.

Visits and visitors will help us learn from, as well as about, religion. We have visited New York, Walsingham, Ely, Rome and Auschwitz, Poland.

Assessment

There are two written examination papers. (100%)

If you are interested in finding out more about the course, please see Mrs Kenton-Howells.

GCSE FOOD AND NUTRITION

Course Outline With the need for healthy eating becoming more and more urgent, and practical food preparation being very high profile at present, this exciting course teaches a knowledge of nutrition and its relationship to health. It places particular emphasis on practical food preparation, processing and safety. Wise and informed choices for special diets are considered.

Assessment Assessment for the course is split:
40% final written exam
60% investigative controlled assessment

Controlled Assessment For the controlled assessments, the students will need to undertake two investigations of a food issue which is of particular interest to them. This investigation will include some written work although the majority of the marks will be gained through the preparing and cooking of food. The first controlled assessment will carry 15% of the final marks and will be undertaken in Year 10. The second and more detailed controlled assessment will be undertaken in Year 11 and carries 45% of the final marks.

Students will be expected to cook every week, using fresh ingredients whenever possible, and when necessary any convenience foods used will need to be carefully incorporated into the dish they are making. Students will always be given some choice when preparing food, although they will need to use appropriate ideas to cover the main theme, topic or skill of the lesson.

Students of all abilities will benefit from studying this subject to GCSE. They will develop the skills required for the effective and safe organisation and management, foster a critical and analytical approach to decision making and problem solving, consider the influence of social, economic and cultural factors on our food, and gain an increased awareness of the implications rapid technological change.

GEOGRAPHY

Course Outline

The new Edexcel geography GCSE has been chosen for its exciting and interesting content which is a mixture of the more popular traditional elements of geography combined with new ideas and approaches which allow students of the 21st century to understand the ever changing relationship between people and the environment in which they live.

It includes

- the importance of geographical location at local, regional, national and International level including places of different levels of development
- aspects of both human and physical geography
- the importance of fieldwork and out of the classroom learning use of new technologies including ICT and GIS (Geographical Information Systems)

The new examination has been selected to enable the widest possible ability range to succeed on the course.

The course divides into four units

- Unit 1 Geographical Skills and Challenges for the Planet
- Unit 2 The Natural Environment including the Physical World and Environmental Issues
- Unit 3 The Human Environment – the Human World and People Issues
- Unit 4 Investigating Geography

Fieldwork / Assessment

During the course the students will carry out a field work investigation on either coasts, contemporary issues, countryside, environment, rivers, tourism transport, urban areas.

Students will also have the opportunity to take part in the annual trip to **Iceland** which is open to all GCSE geography students as well as a bi annual field trip to **South Africa**.

The department is very well resourced having a wide range of text books, ICT facilities as well as the nationally acclaimed departmental website www.geobytes.org.uk which supports students learning in a variety of different ways.

The geography department's recent 'outstanding' OFSTED report confirms the academic and teaching success of the department.

If you choose geography you can be assured of a course offering stimulating variety that is contemporary, issue based as well as one which develops a wide range of skills. There are few careers that specifically demand a qualification in geography but it is widely accepted as both an arts and science subject and one which encourages the development of a variety of useful job skills.

Assessment

Paper 1 -	1 hr tiered written exam	June Year 11	25%
Paper 2 -	1 hr tiered written exam	Jan Year 11	25%
Paper 3 -	1 hr tiered written exam	June Year 10	25%
Paper 4 -	Internally assessed unit in controlled conditions	June Year 11	25%

There are differentiated papers for both 'Foundation' and 'Higher' students.

HISTORY

Course Outline

GCSE history: The Making of the Modern World (Exam Board: Edexcel)

The aim of the course is to provide you with an understanding of the world in which you live. Only through having some knowledge of history can you comprehend the issues which face us today. The skills developed in the study of history are recognised as highly valuable in a whole variety of different areas, including further and higher education and the world of work.

The course involves:

Unit 1: Outline Study - International Relations 1900-1991

- How did the Cold War develop? 1943-1956.
- Three Cold War crises: Berlin, Cuba and Czechoslovakia 1957-1969.
- Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991).

Unit 2: Depth Study - Russia 1917-1939

- The fall of the Tsar – March 1917 Revolution.
- The November Revolution by Lenin and the Bolsheviks, and the establishment of Communist power by 1924.
- Stalin's dictatorship 1924-1939.
- Life in the Soviet Union 1928-1939.

Unit 3: Source Enquiry - A divided union? The USA 1945-1970

- McCarthyism and the Red Scare.
- The civil rights movement 1945-62, including Martin Luther King.
- The civil rights movement 1963-70, including Malcolm X.
- Other protest movements in the 1960s, including the Vietnam War.

Unit 4: Controlled Assessment (previously 'coursework')

- **Changes in British Society 1955-1975**, including the feminist movement, 'swinging sixties', mods and rockers, hippies, music, fashion, and punks.

The twentieth century course is lively, fascinating and relevant. Topics have always been enjoyed by the large numbers of students who choose to study GCSE history each year. This is reflected in the very high success rate in the final GCSE examinations. Furthermore, the high numbers of those who have gone on to study history in Year 12 have found that the GCSE course has given them a very sound foundation for the AS/A2 level in the Sixth Form. The department offers a wide range of resources, learning experiences and support for students including an international trip to Vietnam, portable laptops, DVDs, books, and the department website ivohistory.com. Overall, the study of GCSE history is a valuable, exciting and enjoyable experience.

Assessment

Modular assessment:

- 3 exam papers (worth 25% each) involving structured and source-based questions'.
- Controlled Assessment (worth 25%), involving research by students and then completion under supervised conditions.

INFORMATION AND COMMUNICATION TECHNOLOGY (CORE)

Course Outline

You will follow the OCR Level 2 National First Award in ICT course by completing the Units:

1. ICT Skills for Business (Unit 1)
2. Creating computer graphics (Unit 21)

All elements will be covered in school time using the ICT resources available. You will not be disadvantaged if you do not have a computer at home. No homework will be set that requires you to access a computer outside of school.

Course Details

During Key Stage 4 you will improve your understanding and accurate use of a variety of industry standard software packages to develop a variety of ICT skills.

In Unit 1 including developing the ability to create files in different software packages, including word processing or DTP, spreadsheet, database and presentation software. You will communicate effectively using email and will search the internet efficiently for information. You will understand:

- good working practices, including the organisation of files using appropriate file and directory/folder names and the regular backing up of files
- features of email software
- methods of searching for information on the internet
- methods of integrating different types of files into a document or presentation
- the appropriate software to use for different tasks
- methods of storing, retrieving and analysing data.

In Unit 21 you will develop your knowledge of different types of graphics that can be used in web pages. You will be able to:

- Research, collect and describe a range of existing graphics/images for use on web pages
- Plan the production of a range of graphic images for a client, to be used on their website
- Create a navigation bar or menu bar
- Create a set of navigation buttons
- Create an advertising banner
- Present work to a client for a specific purpose, using a suitable format for display

You will progress at a pace that is suitable for you and will allow you to achieve your potential.

You will receive accreditation for each Unit successfully completed. If both Unit are completed, you will awarded an OCR Level 2 National First Award in ICT, which is the equivalent of 1 GCSE (grade A* - C).

Assessment

The units listed above are teacher-assessed through scenario-based assessments which completed during lessons. Assessments are externally moderated.

OCR Level 2 National Award in ICT OPTION

Course Outline

The OCR Level 2 National Award in ICT is part of a suite of **ICT vocational** qualifications designed to:

- Develop students' ability to select and use digital applications appropriately and produce high quality outcomes
- Promote the use of digital applications for achieving a goal, rather than for their own sake
- Enhance creativity and communication
- Equip students with some of the skills they will need in the workplace or in further education or training
- Develop project management skills
- Encourage students to reflect critically on their own and others' use of digital applications.

You will already be undertaking the OCR Level 2 National First Award in ICT in your core ICT lessons. By taking this option to complete another 2 Units from the suite, you will instead, achieve the OCR Level 2 National Award in ICT which is the equivalent of 2 GCSEs (grades A* - C) The two additional Units you will study are:

- **Webpage creation (Unit 2)**
- **Creating animation for the WWW (Unit 20)**

In Unit 2 you will:

design a multimedia website

- create a multimedia website
- create hyperlinks
- create interactive elements
- create a user form for capturing user feedback
- test a website and act on the findings
- evaluate a website they have created

In Unit 20 you will develop a knowledge and understanding of how to design, produce and test a short animation which is fit for purpose.

You will be able to:

- review several existing animations
- design an animation
- create an animation
- test the animation

The units listed are teacher-assessed through scenario-based assessments which are completed during lessons. Assessments are externally moderated.

Units may be individually certificated. To gain the National Award, all units, including those conducted in core ICT lessons, must be successfully completed.

MATHEMATICS

Course Outline

You will follow the national curriculum in mathematics, working towards a GCSE at the end of Year 11.

The course will be taught through modules of work, with assessment at the end of each module. These assessments will contribute to your GCSE, will monitor progress, assist planning and contribute to setting throughout Years 10 and 11. They should also contribute towards the decision as to which tier of entry would best suit your needs and abilities.

There will be two tiers of entry with the final decision for entry being made after the mock examinations in Year 11. We will recommend that you will be entered for the tier in which you will be confident about answering most of the questions.

Throughout the course you will be expected to work hard to understand each new concept, to complete tasks by set dates and to approach the work in a positive way. You will have the opportunity to use appropriate technology and practical equipment and you should find the work challenging and rewarding.

The content of the course should broaden your understanding of the basics, consolidate skills gained in Key Stage 3 and further your achievement in mathematics. There will be opportunities to study more advanced areas of mathematics as well as resolve misconceptions and areas of difficulties. You will be tackling work from areas of mathematics such as algebra, statistics, trigonometry, graphs, numeracy, probability and shape.

Assessment

Assessment will be by examination at the end of Year 11 (50%), together with two modules (30% and 20%) in Year 10.

MEDIA STUDIES

Course Outline

The mass Media plays an increasingly more important role in contemporary society, providing us with information from a variety of angles as well as entertainment. In addition, the media plays an important part in shaping attitudes and social values.

Media Studies seeks to encourage the students to foster 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 expected to develop a critical awareness of how Media represents individuals and issues, and engage with the debates surrounding the role of the Media in contemporary society. You can also expect various opportunities to explore and represent your own ideas by developing practical production skills.

The course covers a wide variety of Media categories including: Photography and the still image, Newspapers, Magazines, CD covers, Films and Film Posters, comics, digital stories, the World Wide Web, Television Drama and Comedy, TV and Internet News, Animated Film and Advertising.

Assessment

Externally Assessed Examination: (at the end of Year 11) 40%

A 2¼ hour exam paper (not tiered) in two parts:

Section A) Thinking about the Media (Investigation): Candidates' knowledge and understanding of a set topic is assessed here.

Section B) Thinking about the Media (Planning): This part of the assessment focuses on the convergent nature of the Media.

Internal Controlled Assessment: (at intervals throughout Year 10 and 11) 60%

- (a) 2 pieces of textual investigation of 350 to 750 words. One based on genre and the other based on narrative or representation. Only one piece can be based on the exam topic.
- (b) A Media production and an evaluative report.

For further information about this course, please see Mr. Alexander, Head of Film and Media Studies.

MODERN LANGUAGES - FRENCH AND GERMAN

The department of modern languages offers you the chance to follow continuation courses in French and/or German leading to OCR's GCSE.

Please note these courses are not for complete beginners.

Course Outline

GCSE

You will concentrate upon communication skills and everyday language, such as encountered on a short visit to the target language country/countries. You will work at recorded messages, radio and TV announcements as well as signs, notices, magazine and newspaper articles. Candidates hold conversations about everyday topics such as free-time activities in the target language and participate in role plays, such as buying souvenirs or clothes in a shop.

Assessment

GCSE course assessment

For your GCSE course in French and/or German you will take 4 papers in speaking, listening, reading and writing. Depending on your ability and progress you will do:

- all the papers at higher level (grades A*-C),
- all at foundation level (grades C-G) or
- a mixture of both higher and foundation.

Speaking and writing are based on 2 assessed pieces during the course, while reading and listening are assessed through terminal exams.

Progression

Progression from all courses in modern languages: qualifications in modern foreign languages are highly regarded by not only employers but also those recruiting to higher education and are considered to be a requirement for some courses at universities.

MODERN LANGUAGES - ITALIAN

If you have taken a course in Italian already (such as Junior CULP) you might like to consider joining the GCSE Italian course which we are offering. The course is covered in 2 years so this course will suit the kind of student who has already displayed clear linguistic ability, can work independently and who likes a challenge. Students involved in this course will be expected to do a lot of work at home, but will enjoy the progress that they will make.

Please note this course is not for complete beginners.

Course Outline

GCSE

You will work from a textbook and concentrate upon communication skills and everyday language, such as encountered on a short visit to the target language country/countries. You will work at recorded messages, radio and TV announcements as well as signs, notices, magazine and newspaper articles. Candidates hold conversations about everyday topics such as free-time activities in the target language and participate in role plays, such as buying souvenirs or clothes in a shop.

Assessment

GCSE course assessment

For your GCSE course you will take 4 papers in speaking, listening, reading and writing and depending on your ability and progress you will do:

- all the papers at foundation level
- all the papers at higher level
- a mixture of both higher and foundation.

Speaking and writing are based on 2 assessed pieces during the course, while reading and listening are assessed through terminal exams.

Progression

All qualifications in foreign languages are highly regarded by employers and those recruiting to higher education. Please note GCSE in a language is considered as a requirement for entry to some courses at universities.

MUSIC

Course Outline

The course comprises three main elements: (1) Performing, (2) Composing and (3) Listening and Appraising. Emphasis is laid on using both practical and theoretical tasks to build up understanding of different types of music, and using this understanding to perform and compose.

You do not need to be an advanced musician to take the course but it helps greatly if you have lessons on an instrument, even if you are new to it or cannot read music at the beginning of the course. The course caters for a wide range of musical styles – from classical music to Britpop to world music – therefore any instrument is accepted for performance.

The four areas of study in the course cover the wide range of styles and genres mentioned above. They are: Western classical music 1600-1899, Music in the 20th century, Popular music in context and World music. These areas of study have an over-reaching influence on all sections of the examination and assessments.

Assessment

Performing music (30%) – assessment

You will do two performances, one as a soloist and one as a member of an ensemble, which must be well planned with the help of your music/instrumental teacher. Playing an active role in the extra-curricular music of the school very much helps with the ensemble performance!

Composing Music (30%) – assessment

You will compose two pieces from different areas of study, which only have to be between 2 and 4 minutes in length when added together. You will have time at home to research and plan the compositions but will have to write them up in controlled circumstances in year 11.

Listening and Appraising (40%) – examination, summer term year 11

You will study four areas of music and will focus on 3 pieces of music from each area of study which you will be examined on in a listening exam. You will learn to understand and analyse different types of music, some familiar and some very new to you! In the exam, you will have to answer questions on some of these set works and relate them to their area of study as a whole.

Coursework Deadlines

Assessments will be written up and recorded under controlled circumstances (i.e. in school in lesson time) but much time and effort should have gone into it at home and in school first, as it should be thoroughly planned before being written up. The final assessment deadline will be in March or April of year 11. However, internal deadlines will be set regularly to check that all is going well with your work, and so that teachers can give feedback and guidance on where to go next. Teachers will use 1:1 tutorials to help with preparation for assessments.

PHYSICAL EDUCATION (GCSE)

Course Outline

The syllabus provides you with an opportunity to study both the practical and theoretical aspects of physical education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable you to develop an understanding of effective and safe physical performance.

At the end of this course you will gain 1 GCSE.

Assessment

Component 1 - Terminal Examinations 40%

Two exam papers (each worth 20%) covering:

1. The healthy and active body.
2. Exercise and training the body for a healthy lifestyle.
3. Acquiring movement skills and motivation.
4. Opportunities and pathways for involvement in physical activity.

Coursework

Component 2 - Controlled Assessment 60%

Four practical activities from at least **two** of the **ten** categories in the syllabus reflecting the national curriculum areas of activity.

It is also possible for you to be assessed in practical activities that are not taught in the GCSE curriculum as long as certain conditions are met.

There will be two pieces of written assessment - one analysing lifestyle and one analysing performance. These are produced in controlled classroom conditions. The controlled assessment overall is worth 120 marks. The practical performances make up 80 marks and the written tasks are 20 marks each.

SCIENCE

Subject Outline

Science is more relevant to young people now than at any time in recent memory. The Prime Minister recently encouraged young people who want to “change the world” to become scientists, adding that “more than ever, our economic future is through the brilliant light of Science”.

“The country's future”, he says, lies “through Science and technology helping us - not just to gain more benefits in terms of material possessions and consumer goods which obviously are very important to people; but also things like the environment”.

In short, there is no better time for students to develop their interest, knowledge and understanding of Science.

At St Ivo Science Department we offer three different pathways for students to follow at key stage 4. The rationale behind this is to ensure that we can meet the diverse aims and ambitions of today's students – those who simply want to understand the world around them, as well as those who want to progress onto further, in-depth study. Furthermore, we aim to ensure that all students will gain experience of practical laboratory Science, and develop their team working and communication skills.

Pathway 1: Edexcel 360 Science.

This pathway leads to the award of two standard GCSEs: **GCSE Science** and **GCSE Additional Science**. The GCSE Science component is undertaken in Year 9 and 10 with GCSE Additional Science undertaken in Year 10 and 11. Each component is made up of units corresponding to Biology, Chemistry and Physics topics, with exams taking place in November, March and June of each academic year.

You will receive two separate GCSE Grades; one for GCSE Science and one for GCSE Additional Science. The GCSE Science component of the course is complete by the end of Year 10. However, both GCSE grades will only be awarded at the end of Year 11. Delaying the award of the GCSE Science grade allows students (under particular circumstances) to re-sit GCSE Science assessments during Year 11.

The assessment takes four forms;

1. **Externally assessed Multiple Choice Tests**
Six tests in GCSE Science and three tests in GCSE Additional Science each contributing 10% of the final grade for each qualification. Under advice from teaching staff, students can opt to complete the questions corresponding to the Foundation (C-G) or Higher tier (A*-D).
2. **Externally assessed Structured Question Exams**
Three tests in GCSE Additional Science each contributing 10% of the final grade. Students can be entered to sit either the Foundation or Higher tier.
3. **Internal assessment activities**
Students produce written responses to questions posed within the context of a scientific investigation. There are three of these activities within the GCSE Science component and three within GCSE Additional Science. Each constitutes 10% of the final grade. These tests are marked by the teacher and externally moderated by an examiner appointed by Edexcel.
4. **Assessment of practical skills**
The student's ability to follow instructions, collect data (by taking readings and measurements, making observations and by using ICT) and to present their raw results is continuously assessed by the teacher. This contributes 10% of the final grade for each qualification, non-moderated.

SCIENCE - cont.

Pathway 2: Edexcel 360 Triple Science.

For our keen and talented scientists who thrive on an exam based course we run a programme of study that leads to the award of three separate GCSEs in **Biology, Chemistry and Physics**. If you follow this pathway you will learn at a fast pace and take an increased number of exams, starting early in Year 9. All three GCSEs are awarded at the end of Year 11.

For each of the three GCSEs the assessment is as follows;

1. **Externally assessed Multiple Choice Tests**
Three tests each contributing 10% of the final grade.
2. **Externally assessed Structured Question Exams**
One test contributing 10% and one test contributing 30% of the final grade.
3. **Internal assessment activities**
Students produce written responses to questions posed within the context of a scientific investigation. There are two of these activities, each constitutes 10% of the final grade. These tests are marked by the teacher and externally moderated by an examiner appointed by Edexcel.
4. **Assessment of practical skills**
Teacher assessment of the student's ability to follow instructions, collect data (by taking readings and measurements, making observations and by using ICT) and to present their raw results. Contributes 10% of the final grade for each qualification, non-moderated.

Pathway 3: Edexcel Btec First in Applied Science.

For students who are more suited to a portfolio based course we run a **BTEC First** course. You will complete a portfolio of work throughout your time at KS4 which is continuously assessed and provides 100% of the assessment for this pathway. There are no exams. The portfolio covers aspects of Biology, Chemistry and Physics.

You will be awarded a Pass, Merit or Distinction based on the standard of your portfolio, which will be internally assessed by school staff then externally verified by an Edexcel appointed examiner. The award of BTEC Certificate is equivalent to 2 GCSEs with a pass equivalent to grade C, merit equivalent to grade B and distinction equivalent to grade A.

Further Study

All three pathways can lead on to Science qualifications at sixth form level if you wish to continue your studies.

Further information about Science at St Ivo

Please contact Mr Cassidy in the school Science department if you require any additional information or assistance.

OCR NATIONAL LEVEL 2 SPORT

Course Outline

The 3-unit OCR National in Sport offers an introductory vocational qualification that focuses on aspects of employment. OCR National in Sport offers a focused qualification for learners who wish to follow a shorter programme of study that is already related to an aspect of employment that they wish to move into. It also offers a qualification which can extend the study and provide vocational emphasis for learners in their main programme of study. This course is worth 2 GCSEs grades A-C.

The course will provide you with the opportunity to study both the practical and theoretical aspects of sport.

The course is the first qualification in the OCR National structure and can be used as a basic entry to the leisure and sport industry.

The course will be as follows:

One unit from:

1. The Body in Sport
2. Health, Safety and Injury in Sport

At least two units from:

1. The Sports Industry
2. Preparation for Sport
3. Planning and Leading Sports Activities
4. Practical Sport.

Assessment

In the OCR National Level 2, all units are internally assessed. All assessments for OCR National Level 2 are criterion referenced, based on the achievement of specified outcomes. Each unit has specified criteria to be used for grading. A summative unit grade can be awarded at pass, merit or distinction.

- A pass is equivalent to two grade Cs at GCSE
- A merit is equivalent to two grade Bs at GCSE
- A distinction is equivalent to two grade As at GCSE

There is no exam in this subject area - it is 100% portfolio work.

The course is the first qualification in the OCR National structure and can be used as a basic entry to the leisure and sport industry.