



**Leventhorpe**  
a business and enterprise academy

# Key Stage 4 Options 2016 - 2018



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# **KEY STAGE 4 OPTIONS 2016 – 2018**

**This booklet is for students who will enter Year 10 in September 2016.**

When you started Year 9, you were able to choose some of your subjects from those that you had previously studied along with some that you had not encountered before. You will now need to narrow down your choice of options to four subjects that you will continue to study during Year 10 and 11. We hope that the Year 9 experience has helped you to be prepared for this.

## **Our Aims**

The Leventhorpe Key Stage 4 curriculum has two aims:

- to provide opportunities for all students to learn and achieve
- to equip all students with appropriate skills and knowledge to help them progress successfully to their next stage of education or training

## **What is on offer?**

### **Core Curriculum**

All students at Leventhorpe will study English, Mathematics, Science and Physical Education, as parts of the compulsory National Curriculum. They will also study PSHE (Personal, Social, Health Education) in timetabled lessons during Key Stage 4.

At the end of Year 11, students will take GCSE's in English Language, English Literature, Mathematics and Double Science. Triple Science will be offered to students with strong achievement by the end of Year 9.

### **Optional Curriculum**

Students choose four additional subjects from a range of options offered within the school. Details of these are covered later in the booklet.

If any student wishes to follow a practical vocational course through a linked external college, we will attempt to find a suitable programme that will lead to a recognised qualification. This will be discussed with any students selecting the 'vocational course' tick box on their options form after the forms are submitted. Possible areas of study could be courses in motor vehicle maintenance, construction and hair and beauty.

There is an opportunity for students selecting Business Studies as one of their options to follow the AS level course rather than the GCSE. The AS is the first half of the A Level course and will be offered to those students who have been making good progress in English, Maths and Business. The criteria is that the predicted grades for GCSE Maths, English and Business should be 'B+' or better in the December 2015 assessments.

## HOW IMPORTANT ARE THESE CHOICES?

The courses that you follow in Key Stage 4 will clearly have an effect on how you spend a proportion of your school week, as well as affecting the direction of your learning and personal development. Also, since the courses lead to qualifications, these choices may affect your options for education after the age of sixteen, including further and higher education, as well as having a bearing on your career path.

Since GCSE modern foreign languages ceased to be a compulsory part of the Key Stage 4 curriculum, there has been some concern at national level, and particularly from universities, about the number of students who are going to end up without a modern language qualification at GCSE level. Whilst we do not make languages compulsory at Leventhorpe, we strongly recommend that all students intending to continue their studies to university level should study a foreign language. Currently, universities are not likely to include a language as an entry requirement, but they are perfectly at liberty to use the student's range of subjects as a selection criterion when a course is oversubscribed. There is a measure referred to as the English Baccalaureate, gained by scoring at least grade C in Mathematics, English, double science, a humanities subject (History or Geography) and a foreign language. Whilst Leventhorpe has no intention to make this combination compulsory, there may be an increased focus on foreign languages by the time current year 9 students are making university applications in 2019.

In the same way, it is recommended that all students intending to continue their studies to university level should study a humanities subject (History or Geography). These subjects have never been compulsory at Key Stage 4, but university admissions tutors may use them when selecting for oversubscribed courses

We also recommend that students should study a subject from Design & Technology, Business or Information Technology in Key Stage 4. These courses give the students an insight into applications of their studies beyond the walls of the school. The level of coursework in these subjects varies, so there is the possibility to weight the student's curriculum in such a way that it plays to their personal strengths.

These recommendations will not suit everyone. Some students will already have a clear idea about their future direction. This may involve specialising in languages, arts or humanities. As long as they are aware of the restrictions that are being placed on their future career paths, then they may choose to specialise at this earlier stage. This may include selecting one of the vocational courses mentioned earlier.

It follows that opting for the right subjects is very important indeed. The information in this booklet should help you make your choices. Make sure your choices are as broadly based as possible. Keep as many career doors open for as long as you can. You may think you know what you want to do as a career, but be careful; your career plans may change, so keep your subject qualifications as flexible as possible.

## WHERE TO GET ADVICE

SEEK AS MUCH ADVICE AS POSSIBLE  
FROM THE FOLLOWING SOURCES



### **Subject Discussions**

Teachers will use lesson time to explain the content and structure of Key Stage 4 courses and the benefits of studying each subject with you over the next few weeks. If you have questions, make sure you ask staff and discuss it with them. Use these sessions to help you weigh up the benefits of studying each course. You might want to record key points in your planner.

## IMPORTANT QUESTIONS TO THINK ABOUT

There are many issues to think about, but you should answer at least some of the following questions before making your choices:

- **Which subjects do I like?**
- **Which subjects might be especially useful to me?**
- **Which subjects does my teacher/tutor think I should take?**
- **Which subjects might I need if I go on to 'A' Level?**
- **Which subjects do I need if I want to go on to Further Education of any type?**
- **Which subjects do I need for my career?**
- **Which subjects might also help me develop wider skills?**

More specific information about individual Further and Higher Education courses can be obtained in school from Mrs Blair-Park and Mr White.

Please note that some GCSE courses include study trips or visits. Obviously cost will be involved in these visits and students will be asked to contribute. In the case of hardship, the school will consider helping individuals on a confidential basis.

### **Should I take the subjects I like?**

It is important that you should enjoy your studies over the next two years and you should, therefore, choose subjects you like and are good at.

## **New GCSE Grading**

We are currently introducing the new revised GCSE's as part of the national changes to qualifications. These subjects will be graded 9 to 1, rather than A\* to G. The content of the new courses have been adapted to meet the new national requirements.

New revised GCSE's subjects are as follows;

- English Language and Literature
- Mathematics
- Sciences
- Art
- Computing
- Drama
- Geography
- History
- Music
- French
- Spanish
- Physical Education
- RS Philosophy and Ethics

Courses not using the new 9 to 1 grades yet are as follows;

- Business Studies
- Design Technology subjects
- Sociology
- I-Media and ICT
- Enterprise



# **THE CURRICULUM IN YEARS 10 AND 11**

The following section of the booklet gives brief details of all courses of study for Years 10 and 11. It is divided into two sections: the Core Curriculum, which all students must study, and the Optional Curriculum, where some choice is available. However, you can only select courses that have been studied during Year 9. If you studied ICT, this can lead to ICT GCSE or I-Media. If you currently study Technology, you can select one or two Technology GCSE's in your choices from the full range of Technology options.

**Please read the information in this booklet before attempting to fill in the option choice form.**

## **THE CORE CURRICULUM**

### **ENGLISH LANGUAGE**

Exam Board: Eduqas

In English Language, students will continue to read, take part in discussions, give talks and practise different types of writing. They will study a variety of fiction and non-fiction texts including diaries, autobiographies, newspapers, and other written material and learn how writers craft their texts. They will learn to write in a variety of ways and adapt their writing for different purposes. Students will take two written examinations which will carry 100% of the marks.

### **ENGLISH LITERATURE**

Exam Board: Eduqas

Most students will also take English Literature as a separate examination. They will study a range of novels, plays and poetry and will learn about character, style and the way texts are constructed and ideas expressed. There will be two written examinations which will carry 100% of the marks. Students will need to know the set texts in detail for this.

# MATHEMATICS

**New GCSE (9-1)** Exam board: **Edexcel**

This is a compulsory subject for all KS4 students and it is taught in attainment-related sets. Assessments are made throughout the year, with Year 10 and Year 11 students both sitting mock exams.

## Aims of the qualification

The aims and objectives of the GCSE Mathematics qualification are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

## Tiers of entry

Examination entry is dependent upon anticipated attainment with entries possible in one of two tiers; foundation and higher.

Students who are anticipated to achieve a grade A\* to B- will be entered for the Higher tier. Students who are anticipated to achieve a grade C to G will be entered for the Foundation tier.

The new GCSE will award students with a **grade 1 to 9**, with 9 being the highest possible grade.

The higher tier will award students with grades 4 to 9 and the foundation tier grades 1 to 5.

## Assessment

Students will sit **three** equally weighted written examinations at the end of Year 11 including:

Paper 1	Non calculator paper	1 hour 30 minutes
Paper 2	Calculator paper	1 hour 30 minutes
Paper 3	Calculator paper	1 hour 30 minutes

## Areas of study

The new GCSE is divided into five topics areas as follows:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics and probability

## **SCIENCE**

All students follow a broad balanced science education up to the age of sixteen.

The courses that we offer have been selected to ensure the widest possible career opportunities for your son/daughter in the future.

The majority of students will follow a GCSE Combined Science course which leads to students gaining two GCSEs.

A number of more scientifically skilled students will be selected to study for three separate GCSEs in Biology, Chemistry and Physics. This can be useful (but not essential) for those considering studying a science A Level. The decision to study this extra GCSE will be taken at the end of Year 9 and is one that will be taken by the Science Faculty in close discussion with parents and students.

**All students study Physics, Chemistry & Biology to a level which could allow them to continue to study Sciences at A Level.**

### **New GCSE September 2016**

All exam boards are introducing new GCSE syllabuses for science from September 2016. One of the main changes for students is that there will no longer be any coursework or Controlled Assessment but the GCSE will be assessed 100% by examination at the end of Year 11.

Practical work will be assessed in the following way. Students will do a number of practicals specified by the exam board in normal lessons throughout Year 10 and Year 11. Students will then be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

## **PHYSICAL EDUCATION – CORE COURSE**

In year 10 and 11 students will be timetabled for core PE and may select the activity they wish to study, changing activities each half term.

Allowing for staffing and viable numbers of students the following activities may be available:

Aerobics, Athletics, Badminton, Basketball, Boxercise, Cricket, Fitness Studio, Football, Hockey, Kick-Boxercise, Netball, Rugby, Table Tennis, Tennis, Squash, Swimming or Volleyball.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

This course includes the Citizenship requirements at Key Stage 4 and will be taught during Key Stage 4. The course consists of modules in the following areas:

### **SOCIAL AWARENESS**

Communication Skills; Listening Skills; Observation Skills; Education; Prejudice; Law and Order; Consumer Protection; Controversial Issues; Globalisation; Use of the Internet; Care of the Environment.

### **CAREERS GUIDANCE AND COUNSELLING**

Careers resources; work experience; choices at 16+; sixth form; further education; employment; training; application procedures; C.V.'s; interview skills; employers expectations; labour market information the law and the worker.

### **DRUGS AND ALCOHOL AWARENESS**

Alcohol and drug awareness; risks of binge drinking and alcohol dependency; risks of smoking and drug taking; effects of illegal substances on the brain and body.

### **PERSONAL RELATIONSHIPS**

Family responsibilities, sexual relationships; H.I.V. and Aids, sexually transmitted diseases; contraception; birth of a baby; abortion; parental responsibilities; child development.

### **FINANCIAL AWARENESS**

Personal budgeting; using a bank; insurance; the pay slip; taxation; methods of saving; accommodation; cost and responsibilities of your own transport.

### **MEDIA PRESSURE AND BODY IMAGE**

Mental health Issues and self-harming; the effects of the media on young people and their self-esteem; eating disorders such as anorexia and bulimia in men and women.

### **POLITICAL AWARENESS AND CITIZENSHIP**

National Government, local Government; the election process; making a law; political parties.

## THE OPTIONAL CURRICULUM

Students need to choose, with staff and parental guidance, **four** subjects, plus **two reserves** to study alongside the core curriculum. Guidelines to assist students with their choice of options are to be found at the back of this booklet. Please bear in mind that Business Studies AS level is only available to students who achieved at least a Projected Grade B+ in English, Maths and Business in the Year 9 December 2015 Interim Report.

**You can only select courses that have been studied during Year 9. If you studied ICT, this can lead to ICT GCSE or I-Media. If you currently study Technology, you can select one or two Technology GCSE's in your choices from the full range of Technology options.**

From a logistical point of view, we are not able to offer internal courses which do not attract enough students.

### Vocational Courses

If any student wishes to follow a practical vocational course through a linked external college, we will attempt to find a suitable programme that will lead to a recognised qualification. Our current provider is the Construction Training Partnership based in Harlow delivering City & Guilds qualifications in motor vehicle maintenance, construction and hair and beauty.

We are unable to guarantee places on these types of courses. If this is not possible students will need to follow courses at Leventhorpe. Participating in these courses will mean a very different experience for the students and will require independent transport to other sites. Students may be off-site for extended periods and will not necessarily be in the same groups as the main student body for their other subjects like English, Mathematics and Science and the optional part of the curriculum.

Any students wishing to investigate these courses further should contact Mr White for details. Students must still choose a full set of **four** subjects and **two** reserves from the Leventhorpe offer, to ensure they have a timetable if the vocational option is not taken.

## **ART & DESIGN GCSE**

Exam board: AQA (Specification 8201)

Art and Design is an exciting and stimulating GCSE which enables students to work in a wide variety of media in both 2 and 3 dimensions. Students are welcomed into the department at lunchtimes and after school. The syllabus aims to develop the ability to communicate ideas and to develop imaginative and independent ways of working.

### **Ways of working**

- Drawing - charcoal, chalk, oil, pastel, pencil, conte, pencil, coloured pencil, pen
- Painting – acrylic, watercolour, poster
- Printing – mono, lino, screen, block
- Digital – scanning, manipulating images, printing, research, photography
- Mixed media - collage, textile media
- 3D – clay, papier mache, modroc, construction

### **Trips**

During the course we visit galleries in London and Cambridge and local venues such as the Henry Moore Foundation, in support of the projects studied.

### **Unit 1 Portfolio of Work - 60%**

The course is a broad course exploring practical and critical and contextual work through a range of 2D and 3D processes and new media and technologies. Projects are designed to build the necessary skills and understanding to allow students to respond to their interests and current exhibitions. Class work and homework produce a portfolio of work, which accounts for 60% of the pupils' final grade. The remaining 40% is derived from the marking of a final, externally set exam piece.

### **Externally set task - 40%**

The task is set by the exam board from 1 January with unlimited preparation time before the 10 hour exam. The students research and plan their final piece during this time, responding to their chosen starting point examination questions and are able to discuss their ideas and ask for advice from their teachers. Students are marked on their ability to develop their ideas, to experiment with media use, to record ideas and images from direct observation and imagination and to present a personal response. Artist studies are also a vital part of the work.

### **Final Grade**

There is a 60% - 40% weighting of Coursework and the externally set task respectively. All work is to be completed by early May in Year 11 and will be marked by the department then moderated by the exam board.

# BUSINESS STUDIES

## BUSINESS STUDIES (GCSE)

Exam Board: AQA (Specification 4130)

GCSE Business Studies gives students the opportunity to develop a knowledge and understanding of the world of business and the various parts they will play in the future as consumers, employees and even possibly as employers. Students learn about the various types of businesses that exist from small one-person firms to large multinational organisations. A core aspect of the course is to consider the problems and issues faced by businesses and the impacts of decisions on both the firm and its customers. The course is an excellent preparation for work or self-employment and it will also improve students' ability to analyse situations and make sensible decisions. Final grades are determined by two examinations at the end of the course and a controlled assessment where students will have complete a pre-set task in ten hours of lesson time under exam conditions. Students do need to develop good written skills to ensure that issues are fully explained, analysed and evaluated in order to achieve high final grades.

The course is split into two sections:

1. **Setting up a Business** – students need to investigate and understand the key issues about business start-up. This part of the course will cover generating ideas, initial market research and analysis, setting aims and objectives, types of legal structure, location decisions and drawing up a business plan. The areas of marketing, finance, human resources and managing operations are considered from the point of view of a small business start-up. Students will understand the sources of finance available, issues related to recruitment, selection and management of staff, costs, revenue, break even, cash-flow and profit, low budget marketing, quality management, customer service and legal issues. Students will have the opportunity to investigate a range of business ideas through case study material and will develop the ability to assess the strengths and weaknesses of various types of business ideas.
2. **Growing as a Business** – The areas of aims and objectives, human resources, finance and accounts, marketing and managing operations are considered again within the context of businesses as they grow. Students will investigate how and why firms change in size and the issues associated with growth or contraction. They will learn about the formation of limited companies and financing expansion, how businesses make strategic use of the marketing mix to achieve objectives, compilation and use of accounts, changes to organisation structure and how growth impacts on day to day operations.

### Assessment

Each of the above units is assessed by a one hour exam. The exam will use a case study to set the scene and students will have a range of short and longer questions to answer. Some questions will require calculations. Students will also be required to complete a ten hour project, which will be carried out in school as part of normal lessons. Students will be set a task by the exam board and will have seven hours of planning and research. They will then have three hours to write up their response which will be assessed by Leventhorpe staff before being sent away to the exam board for moderation. This task will account for 25% of the final grade; the other two exam papers making up the other 75%.

# Cambridge Nationals in Business and Enterprise

## Examination Board: OCR

The Cambridge Nationals in Business and Enterprise will offer opportunities to develop business skills demanded by employers in the UK today. They will enhance the learner's readiness for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication. These qualifications will challenge all learners, including high attainers, by introducing them to demanding new materials and skills. They will encourage independence and creativity, and provide tasks that engage with more taxing aspects of the National Curriculum (including business planning, detailed self-assessment and analytical review skills).

These qualifications will assess the application of business skills through their practical use, and an understanding of business and enterprise through both practical and knowledge-based activities. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects, with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. In particular, students will learn how to produce writing a curriculum vitae (CV), applying for a job and producing a career plan.

## Course Outline & Assessment

### Unit 1 – Introduction to Business (Written exam paper)

This unit will provide learners with knowledge and understanding of how different forms of business ownership operate. It will cover how businesses are run in terms of their form of ownership, the impact of external factors on business success, understanding the different objectives businesses may have, and the key functional areas within a business which enable it to operate effectively.

### Unit 2 – Planning for Work (Coursework)

This unit will provide learners with skills and knowledge which will assist them with planning for their future career and preparing for entering the world of work. Learners will gain an understanding of job roles within businesses, they will take part in the recruitment process, and they will evaluate how they currently see themselves in terms of their career aims. They will then create a career plan to help them understand how to achieve these aims.

### Unit 3 – Setting Up and Running an Enterprise (Coursework)

This unit will provide learners with an understanding of enterprise activities in a business context. The learner will develop skills which will help to: identify and plan enterprise activities, contribute towards the implementation of an enterprise activity, and review both their own contribution to the enterprise and how successful the enterprise activities were. This unit builds on Units 1 & 2.



## **BUSINESS STUDIES (AS LEVEL)**

Exam Board: AQA (Specification 1131)

This course may be offered to students who have predicted grades in Maths, English and Business in their December 2015 assessments of at least 'B+'. AS courses are normally delivered in Year 12 as the first year of a full A level course. Students who choose this option will have the opportunity to finish their full A level in Year 12 while they study three other AS subjects (the norm is to study four AS subjects in Year 12 and three subjects to full A level in Year 13). They should be able to complete their other subjects to full A level in Year 13 and leave school with four rather than the norm of three A levels.

### Course Details

The AS level course covers the same topics as the GCSE Business studies course (see above), but the issues are dealt with in more depth. For example, at AS level students are required to understand the links between different departments and recognise the consequences of a decision on other functions and other groups e.g. competitors or customers. The course places a greater emphasis on solving and analysing problems than the GCSE course. Students must be able to produce high quality written answers that display both their knowledge and an awareness of the most significant issues in any case studies used for assessment. The AS will be assessed during Year 11 through two written papers of 1hr and 30 minutes. There is no assessed coursework element.

## DESIGN & TECHNOLOGY COURSES

Students have the opportunity to study Design & Technology in Key Stage 4 by choosing from a variety of courses reflecting different materials and specialisms. Students who have studied Technology in Year 9 can choose up to two of the following courses.

- **GCSE DT: ELECTRONICS PRODUCTS**
- **GCSE DT: FOOD TECHNOLOGY**
- **GCSE DT: GRAPHIC PRODUCTS**
- **GCSE DT: RESISTANT MATERIALS**
- **GCSE DT: TEXTILES TECHNOLOGY**

Throughout all courses students will experience and develop their knowledge of a range of topics; in addition ICT, business, designing and prototype making feature heavily in all courses. Developing student awareness of commercial and everyday technology is an integral part of the subject.

All courses require students to submit a portfolio of design work to complement their practical work (60%). In addition, students will be entered for a written exam that reflects their ability (40% of the final grade).

All Design & Technology courses:

- Encourage creativity and technical application
- Develop design and making capability
- Develop theoretical understanding of materials, processes and manufacturing techniques
- Develop educational skills that can be related to other subjects and further study at Post 16.

It should be noted that rooming, safety and staffing constraints limit the maximum size of the teaching groups in Design Technology subjects. In addition there is a limit to the number of groups available in some options

The Design & Technology improvement programme is now complete and all Design & Technology rooms have been refurbished, modernized and now offer state of the art facilities in technology, manufacturing and CAD CAM.

A summary of each of the Design & Technology courses on offer is given below:

### 1 DT: ELECTRONICS PRODUCTS

Students will work towards the EdExcel (specification: 2EP01) GCSE exam. This is a true Design Technology GCSE course, in which students will develop their understanding and use of a whole range of technologies including: designing, graphics, making, CAD CAM laser cutting manufacturing and of course electronics and electronic systems. ICT features heavily throughout the course.

The coursework emphasizes prototype and commercial development of electronic products including the use of discrete components, integrated circuits and programmable IC's. Students will undertake a range of projects so they can develop products that involve a range of electronic circuits.

A portfolio of designs and a range of completed electronic products must be presented at the end of the course. The course will suit students with an interest in Mathematics and Science.

## 2 DT: FOOD TECHNOLOGY

Students will work towards the **AQA** GCSE exam. This course is intended for students who enjoy investigating food, problem solving and designing food products.

Students will work in the Food Technology room. The course focuses on developing a whole range of creative designing and making skills, technical knowledge and understanding relating to food products and invaluable transferable skills such as problem solving and time management. Students will cover topics of special diets, sports nutrition, multi-cultural food, celebration and sustainability.

A portfolio of designs and a range of completed Food Technology topics must be presented at the end of the course.

Students will be expected to provide their own ingredients for this course.

## 3 DT: GRAPHIC PRODUCTS

Students will work towards the Edexcel GCSE (specification: 2GP01) exam. The course is concerned with developing a range of graphics skills; freehand technical drawing; modelling and design. The coursework also emphasises the use of ICT in the form of desktop publishing (DTP), CAD and CAM. Students will be required to develop presentation skills as well as 2D and 3D models of their design solutions.

Emphasis is placed on the communication of ideas, originality of design, aesthetics and style. Coursework projects include the opportunity to design in the contexts of product design, advertising, illustration, architecture and display.

## 4 DT: RESISTANT MATERIALS

Students will work towards the Edexcel GCSE (specification: 2RM01) exam. This course is concerned with designing and making quality products through the use of wood, metal and plastic materials. The course will focus on developing practical manufacturing skills as well as developing knowledge about materials, their properties and working characteristics. Students will be given the opportunity to apply this understanding to a range of design and make projects.

Emphasis is put on the completion of quality practical work. Students will be given the opportunity to use CAD/CAM laser cutters during the course, as well as a range of hand tools, power tools and machine equipment.

Please note that this course is a mixture of coursework, graphics, ICT & practical Resistant Materials and is **not** suited to students who cannot work independently or cannot balance the expectations of working at home and in school on coursework.

## **5 DT: TEXTILES TECHNOLOGY**

Students will work towards the Edexcel GCSE (specification: 2TT01) exam. This course is intended for students who wish to specialize in designing and making quality textiles products.

Students have the opportunity to focus on both creative textiles and fashion garment products. The course firmly emphasises the application of knowledge about fibres and fabrics to the practical realization of textiles products. Techniques are developed throughout the course, namely; dyeing, printing, pattern-making, sewing machine skills and design.

Students will be given the opportunity to experience CAD/CAM. A portfolio of designs and a range of completed textile products must be presented at the end of the course.

# DRAMA

Exam Board: WJEC

Drama is an exciting and demanding course. It involves lots of group work and activity, so you must be willing to get up on your feet and join in. There are several written tasks and we will be reading plays in class too, so it helps if you are confident with these things.

## You will learn:

- Acting: body language, use of facial expression and tone of voice
- Design: set, costume, lighting
- Script writing
- Creating plays
- Performing from scripts

## Assessment:

**Component 1** 40% internally assessed

- **Devised performance**
- A **portfolio** of supporting evidence
- An **evaluation** of the final performance or design.

**Component 2** 20%

- Externally assessed, study two texts and perform a **singular performance** that uses both texts

**Component 3** 40%

- Written examination
  - Section A: Questions on one set text
  - Section B: Live theatre review

## Who would like Drama?

Drama is for you if you like

- Group work
- Scripts
- You enjoy speaking and listening activities
- You enjoy being active rather than sitting still
- You want a contrast to your other subjects
- Coursework which can be built up gradually
- You are prepared to rehearse at lunchtime and after school (performances and some exams take place outside normal school hours)
- You are prepared to learn drama terminology and use it correctly in written evaluations
- Participating in class discussions on various topics

## What can I do with a GCSE in Drama?

Drama is very popular with employers and colleges because it teaches you to work well with other people, to be organized and to work independently. It improves your confidence and develops excellent communication skills.

It is particularly useful for:

- Jobs where you have to deal with members of the public or give presentations
- If you want a career in Theatre, Design, Media, Film, Television
- AS/A2 Drama

# GEOGRAPHY

Exam Board - AQA GCSE (new specification for 2016)

*'Travel the world from the comfort of your classroom'*

Topics of study include climate change, poverty and deprivation, global shifts in economic power and tectonic and climatic hazards.

## What are the aims of the Specification?

- To develop and extend knowledge of locations, places, environment and processes.
- To understand these at a range of different scales, including global.
- To gain an understanding of the interactions between people and the environment. To recognise that places change over both space and time.
- To develop as effective and independent learners
- To acquire and apply a range of skills including map work, fieldwork and GIS
- To apply geographical knowledge to real world contexts and contemporary situations and issues.

## The specification is divided into 3 key areas:

1: Living with the Physical Environment - The study of natural hazards, the living world and physical landscapes in the UK

2: Challenges in the Human Environment - Urban issues and Challenges, the Changing Economic World and the Challenge of Resource Management

3. Geographical Applications and Skills

**All three areas are assessed through written exams at the end of Year 11. The Geographical skills unit includes a fieldwork study and a pre-release booklet about an issue which has been studied over the course of the two years.**

## What about Fieldwork?

Students will need to take part in two geographical enquiries in contrasting fieldwork environments. It is expected that one of these will involve a residential visit to Dorset and the other will involve fieldwork in the local area.

## Why do Geography GCSE?

First and foremost, do Geography because you enjoy it!

The course will appeal to those students who:

- have an interest in and concern for the environment
- are interested in current affairs
- enjoy studying a subject that is relevant to their own lives and experiences
- want the opportunity to experience first-hand some of the issues they have studied in the classroom.
- want to keep their options open.

Geography is an appropriate qualification for a wide range of higher education or career choices. Geography is a link between the Humanities and Science subjects and compliments both types of subjects at 'A' Level. Taken with Science subjects it supports university courses such as Engineering, Psychology and Environmental Sciences. Taken with Humanities subjects it supports courses in Business, Law, Media, Politics and Philosophy. Geography is one of the subjects identified by the Russell Group of leading UK universities as a subject which equips students with the skills necessary to succeed in their future careers.

# HISTORY

Exam Board: TBC

Not all of the new specifications for History have been approved by Ofqual at the time of writing, and therefore a final decision regarding the exam board, specification to be followed and units study is yet to be taken. However, from studying the specifications available in draft or approved form, the topics outlined below are very likely to be studied.

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

There will be an in-depth study of **Germany: Democracy and Dictatorship**. You will investigate the final years of the Kaiser's rule in Germany, and the effect World War I and the post war settlement had on the German people. The study then moves on to the events that led to Adolf Hitler coming to power in Germany and finally you will explore the changes that the Nazi regime made to people's lives in Germany between 1934 and 1945.

Your course will also involve an extensive study of the broad development of British society, viewed through the lens of the **History of Medicine and People's** health from c.1000 to the present day. Topics likely to include:

- Diseases and theories about causes and cures;
- Case studies into the plague and the cholera epidemics;
- The work of revolutionary individuals such as Edward Jenner and Louis Pasteur and the impact they had on medicine and treatments;
- The transformation of surgery in the 19<sup>th</sup> century;
- Modern medicine and the impacts of government and technology.

The course will also include 2 depth studies, one British and one wider world study. The world study will focus upon a short period of conflict and tension (probably the **causes of World War I**) and the British study will explore **England under Elizabethan rule**. Incorporated into this will be a study of a historic building or place.

The history department runs a visit to Germany (Nuremburg and Berlin) where students have the opportunity to explore aspects of the Nazi's rise to power and their methods of control through visiting museums, memorials and other sites of historic interest that are preserved.

## **What about exams?**

Students will sit 2 or 3 exams depending on the exam board that is chosen.

At the time of writing, the most likely specification consists of:

- 2 exams (1 hour and 45 minutes each)
- Each exam will be worth 50% of the final GCSE
- Each exam is split into 2 sections (each section is worth 25% of the final GCSE)
- Each section covers one of the 4 units described above.

The history papers are not tiered. You could get a grade A\* to G on this exam. There will no longer be any controlled assessment or coursework as part of the GCSE in History.

## ICT COURSES

### ICT GCSE - Exam board: Edexcel (Specification 3185)

ICT GCSE is designed to develop students' practical ICT skills and extend their knowledge and understanding of ICT systems. An ideal preparation for a world in which ICT touches every part of our daily lives, the course is based on practical work and problem solving and involves developing real-life ICT systems.

**If you want to broaden your understanding of computers and the way they are used to handle information and communicate then this course is for you.**

The aim of this ICT course is to encourage you to demonstrate your ICT skills in a range of contexts and purposes and produce creative solutions to ICT problems. For ICT to be useful, you must have the skills and confidence to apply, combine and adapt your knowledge to new situations in your life and work.

#### **This course will help you to:**

- develop a broader understanding of computers and their use
- develop your practical ICT skills in a range of software applications, with a particular focus on the Microsoft Office and Adobe Design suites, as well as sound and video editing software
- progress on to ICT/Computing courses at a higher level

#### **Assessment**

This course has 2 elements: a controlled assessment and a written exam.

### GCSE COMPUTING - Exam board: OCR (Specification J276)

This course will provide you with the necessary understanding of the fundamental principles and concepts of Computer Science. From logical thinking to practical programming, you will develop your ability to problem solve and think creatively.

This course will build on a foundation of basic mathematics and literacy to enable learners to develop valuable thinking and programming skills that are extremely attractive in the modern workplace as well as assist you in gaining a deep understanding of computational thinking and how to apply it through a chosen programming language.

There are 3 units:

- **Computer systems** which considers a Systems Architecture including Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software as well as Ethical, legal, cultural and environmental concerns. This unit is formally examined and worth 40% of the GCSE.
- **Computational thinking, algorithms and programming** unit investigates Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages, and Data representation. This unit is also formally examined and is worth 40% of the GCSE
- Programming project, a Controlled Assessment where you must design, develop and test a solution to a problem. This unit is internally assessed and is worth 20% of the GCSE.

Information technologies continue to have a growing importance. This means there will continue to be high demand for professionals who are qualified in this area. If you want to go on to higher study and employment in the field of Computer Science, you will find that this course provides a superb stepping stone. Learners who have taken a Computing GCSE and who then progress to study the subject at A Level or University will have a sound underpinning knowledge of this subject area.



## VOCATIONAL CREATIVE iMEDIA (Game Design) – Cambridge Nationals Level 2

Exam board: OCR

These qualifications will assess the application of creative media skills through their practical use. The course consists of 4 units, of which one is exam based. The focus of the course will be on game development platforms such as GameMaker or Stencyl and 3D modeling software such as Blender.

There are 4 units:

- Pre-production skills: This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. (1 hour written exam, 25%)
- Creating digital graphics: This unit builds on the previous unit and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa. Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.
- Designing a game concept: This unit will enable learners to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review. This unit will also enable learners to understand the basics of planning and designing digital games for the creative digital media sector.
- Developing digital games: This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game.

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop desirable, transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

**NB:** Students **cannot study both** ICT GCSE and Vocational Creative iMedia, as there is a possibility of the two courses being delivered at the same time.

# MODERN FOREIGN LANGUAGES

## FRENCH & SPANISH

Exam Board: Not all of the new specifications for French and Spanish have been approved by Ofqual at the time of writing, and therefore a final decision regarding the exam board, specification to be followed and units study is yet to be taken.

The topics likely to be covered in the course, and the format of the examination, are identical for both languages.

The four skill areas of listening, speaking, reading, and writing, will all be practised during the course. Listening and reading assessments are externally marked and each skill is worth 20% of the total examination. Writing is worth 30% and is externally assessed; speaking is worth 30% and is internally assessed and externally moderated. Controlled assessments for speaking and writing will take place regularly over the two year course.

The course aims to develop an understanding of the spoken and written forms of the language to enable students to communicate effectively. Students will also learn about the countries and communities where the language is spoken.

The language content of the course is delivered through the following themes and topics:

- **Home and local area**
- **Health and sport**
- **Leisure and entertainment**
- **Travel and the wider world**
- **Education and work**

The examination is divided into two tiers - Foundation and Higher. Students are entered for each of the four skill areas in either a mix of tiers or the same tier for all skills. Teachers guide students towards the tier most suited to their ability.

The course will provide a suitable foundation for further study or for the practical use of the language, both for business and pleasure.

# MUSIC

Exam Board: AQA

Students at Leventhorpe studying AQA GCSE Music usually have five one hour music lessons per fortnight. They are also entitled to a free 20 minute instrumental/vocal/music technology lesson once a week.

## **Component 1: Understanding Music** (Written Paper – 1 ½ hours – 96 marks – 40%)

An exam paper with listening exercises using excerpts of music.

Section A: Listening (68 marks) - Listening areas of study:

1. Western Classical Tradition 1650 – 1910 (Study Piece: Haydn Symphony no 101 *The Clock*)
2. Popular Music Study (Piece: The Beatles: *Sergeant Peppers Lonely Hearts Club Band* (3 tracks))
3. Traditional Music (Study Piece: Santana: *Supernatural* (3 tracks))
4. Western Classical tradition since 1910 (Study Piece: Copland: *Saturday Night Waltz* and *Hoedown* from *Rodeo*)

Section B: Contextual Understanding (28 marks)

## **Component 2: Performing Music** (Internally assessed, externally moderated – 30%)

### **Requirements**

Students must be able to perform music using one or both of the following ways:

- Instrumental (including DJ)/vocal
- Production via technology

One piece must be as a soloist and one piece as part of an ensemble lasting a combined minimum of 4 minutes, and a maximum of 7. The repertoire choice can be determined by the student, in discussion with their teacher and can be in any style or genre.

Performances will be assessed on accuracy of pitch, rhythm and fluency. Tempo, dynamics, phrasing and articulation.

### **DJ and Music Technology in Performance**

DJ turntables may be used for both solo and ensemble performance, and equally, students can use music technology to create a sequenced performance for both pieces.

## **Component 3: Composing Music** (2 compositions – internally marked, externally moderated– 30%)

### **Requirements**

Students will complete two compositions. This will be completed through a *composing log*.

Students opting for GCSE Music are expected to be active musicians, contributing fully to the extra-curricular activities of the Leventhorpe Music Department. They will receive opportunities to participate in trips and visits, as well as workshops and performances in school.

### **Composition software packages**

Leventhorpe currently run the following software packages for students to use in their composition: Logic Pro, Garageband, Sibelius 7.5, Musescore, Sequel. We have Garageband for Ipad and the use of Apple macbooks to enable students to record midi and acoustic sounds effectively in their composition.

# PHYSICAL EDUCATION (GCSE)

Exam Board: AQA (Specification 8528)

## Why Study Physical Education?

Do you like sport? Would you like to be rewarded for playing the sports you enjoy? Do you play sport regularly both inside and outside of school? Have you got an interest in learning the theory behind sports and physical activity? If you have answered yes to these questions, then you will enjoy GCSE Physical Education.

In this course you will improve your knowledge and performance in a range of practical activities and will have the chance to learn about the principles and practices which lead to good performances. The qualification can lead to further study of Physical Education or Leisure and Recreation or to a career within the sport and leisure industry.

You will study:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

You will learn how to:

## Assessment:

The theory content of the exam will be examined in 2 exams lasting 1 hour and 15 minutes each and these will contribute 60% towards your final grade. The exams cover the full range of grades from 9 to 1.

### 1) Practical Coursework

This will be worth 30% of your overall result. You will be assessed in three practical activities from a wide range of categories. At least one of these activities needs to be an individual sport. In order to be successful in this aspect of the course you will need to be playing or participating in at least one of your sports or activities regularly outside of school.

### 2) Coursework

You will also be tested in your ability to observe and analyse performance in a practical activity and apply the theory you have learned in planning an action plan for improvement. This will contribute 10% towards your final grade.

## **RELIGIOUS STUDIES: Philosophy & Ethics (GCSE)**

Although the new specification has not been decided because courses are awaiting accreditation, it is guaranteed that the new Religious Studies course studied at Leventhorpe will help learners develop knowledge and understanding of religions and non-religious beliefs, and provide students with an awareness of a range of ethical and moral issues as well as developing in students a deeper understanding and tolerance of different views on these issues.

### **What are the aims of RS?**

Modern and engaging – Students will gain a deeper understanding of several religions, and explore philosophy and ethical studies in the modern world.

Designed to inspire – The specification will include exciting content that explores relationships and families, peace and conflict, belief in God and non-religious belief.

Skills for today's world – Religious Studies can open up the possibility of in-depth debate, which leads to critical evaluation and analysis.

Straightforward assessment – It will have a simple, clear assessment structure that consists of two written examinations.

*The following is based on the new OCR syllabus and any other syllabus is likely to follow a similar structure:*

### **Beliefs and teachings & Practices - assessed as 2 hour written exam (50% of total GCSE)**

Learners are required to study **two** religions from Christianity, Christianity – Roman Catholic, Islam, Judaism, Buddhism and Hinduism.

### **Religion, philosophy and ethics in the modern world from a religious perspective – assessed as 2 written exam (50% of total GCSE)**

From the perspective of the two selected religions (above) **four** themes will be studied:

- Relationships and families
- The existence of God, gods and the ultimate reality
- Religion, peace and conflict
- Dialogue between religious and non-religious beliefs and attitudes

### **Why do GCSE RS?**

A GCSE in Religious Studies can be useful in many ways.

- Whether you go on to study at university or college, or out into the world of work, you will meet people from all walks of life with different religious and moral opinions. GCSE RS will help you to understand and appreciate them.
- Employers may feel that RS shows you have sensitivity in dealing with personnel.
- Being able to evaluate differing opinions will help you to develop similar skills in your other subjects.
- Studying the ultimate questions of life may give you a good foundation for dealing with religious and moral issues when you become an adult.

As with all your subjects you should choose RS because you enjoy it and find it interesting, not because your friends are taking it or because your family want you to. Listen to advice from others, weigh it up, and then make your *own* choice.

# SOCIOLOGY

Exam Board: WJEC 4890

## What is Sociology GCSE like?

Sociology is a course which reflects on the social world in which we live. It is about why you are the way you are. The aim is to think about how society is constructed, and asks what we can do to contribute to an ever changing society. It is a GCSE which looks at you and your own experiences of your society!

## What will I study?

The GCSE (**WJEC specification 500/4431/X: LA, 01**) is divided into 2 units, spread over the 2 year course

- Unit 1 – **Understanding Social Processes** (Worth 50% of the final GCSE grade). This will introduce you to the key concepts in Sociology. We will be investigating issues such as Family and Education. We will look at the themes of socialisation, inequality and research methods throughout our study.
- Unit 2 – **Understanding Social Structures** (Worth 50%) of the final GCSE grade. In this unit we will be taking an in-depth look at how Society functions and how we fit into it. We will build on the issues discussed in unit 1, as well as looking into other areas of culture and identity, such as Crime & Deviance.
- We will be looking at research methods such as **Questionnaires, Interviews** and **Participant Observation**. We will also look at examples of famous pieces of Sociological research in all the key topic areas.

## How will I be assessed?

There is an exam for each unit. Paper 1 and 2 are each 1 hour 30 minute exams. The exam questions range from short questions through to essay questions.

## Why study Sociology?

Hopefully, because you enjoy it! The course covers a range of topics which are relevant to you and your own life. There really is something for everyone in Sociology, so there is bound to be a topic which is going to really grab your interest and get the class talking! As well as developing your discussion skills, you will be doing a variety of activities, such as;

- Writing essays
- Learning new concepts
- Developing a structured argument
- Watching interesting and relevant documentaries
- Getting involved in global issues
- Analysing social statistics
- Developing evaluation skills
- Taking part in class discussions
- Keeping up with current affairs
- Learning about yourself and your society

## **ADDITIONAL INFORMATION**

### **FINANCE**

It is the students' responsibility to look after any textbooks and equipment loaned to them during GCSE courses. We will need to make a charge to replace any lost or damaged books and equipment. All Technology subjects involve a practical element and parents will be asked to provide the necessary protective clothing. The school will be supportive in cases of recognised hardship.

### **CAREER GUIDANCE**

Careers Education forms part of the content of the Personal, Social, Health Education Course. Use is made of films, broadcasts, web links and visiting speakers with time spent on job requirement studies, self-assessment, instruction in how to make both written and online applications along with interview techniques, etc.

Tutors and Careers staff interview students individually, and in groups. During Year 11 each student has the entitlement to a personal interview with the Youth Connexions representative or our Futures Adviser, Mrs Blair-Park. Parents may also attend these interviews.

Mrs Blair-Park should be contacted to have discussions and arrange future appointments if necessary. Independent Interviews may be arranged with Youth Connexions who are based in the Northgate Youth Centre (Head Office Tel : 01992 588220). There is a drop in service available on a Monday and Thursday from 1.30-5pm.

### **WORK EXPERIENCE**

All students will undertake one week of work experience in Year 10. Whilst every attempt will be made to place them in areas of their own choice, we are obviously limited by the employment openings available locally. You will be provided with further details of the work experience programme during Year 10.

It is also occasionally possible to release a student, during the final year of schooling, for part of the week to gain experience of working in a particular career, though this must be unpaid work. Further details of this scheme can be obtained from Mrs Blair-Park, our Futures Advisor.

### **STUDENT TARGETS AND MONITORING**

For some years now we have tried to provide our students with ambitious yet achievable goals to pursue. For GCSE subjects this has started in Year 9 when a 'Target grade' has been calculated for each subject; this being the grade to which we expect each student to aspire, given their previous attainment. Students have also been given a Predicted GCSE grade in Year 9 which indicates the level teachers think is achievable, given present effort and application, by the end of Year 11. During Years 10 and 11 our termly assessments will be shown alongside this target to check students' current position. Teachers will also make predictions about their expectations for the students' final grades.

## **PARENTS' CONSULTATIONS AND REPORTS**

A Year 10 Parents' Consultation is held during the Spring Term to assess how well students have settled into the new courses.

The Year 11 Parents' Consultation is held early in the Spring Term, to give an opportunity to discuss GCSE entries before they are finalised. Parents will be informed of mock examination results prior to the Parents' Consultation. A full and detailed report will be issued in the Spring Term, which can then be used to show potential employers, etc.

Students' progress is monitored throughout the two year period, and if we feel at any time, that work, or behaviour, is not up to standard, we shall invite parents in to discuss the matter. We hope also that parents will not hesitate to contact us if they feel there is any problem connected with school. This should be done via the Tutor or Head of House.

## **SCHOOL LEAVING**

It should be noted that the examination boards do not allow alternative dates to be used for any examination, even in the case of illness. Any parents considering a family holiday prior to the statutory leaving date should contact the Examinations Officer at school to ensure that the proposed dates do not clash with GCSE examinations. In particular there are now an increasing number of GCSE assessments held throughout the course so it is advisable to check whenever an absence is being planned.

## **CONCLUSION**

It is hoped that Years 10 and 11 will be a period of increasing maturity, and greater acceptance by students of responsibility for their own learning. However, it is inevitable that some students will find the alternative attractions hard to resist. It can therefore be a difficult time for parents, students and school staff. By maintaining close school/home links we can do our best to alleviate any problems which may arise.



## **COMPLETING THE OPTION FORM**

**Students will be given the Option Form at the meeting with their Form Tutor on Tuesday 9<sup>th</sup> February.**

Before you receive the form you can think about and discuss which four optional subjects you would most like to study in Years 10 and 11.

- Consider what you have heard tonight, at the Parents' Consultation on 27<sup>th</sup> January and in the separate subject information lessons.
- Think about the order of preference of your four chosen subjects.
- Think about which fifth and sixth subjects you would like as your reserves. You could be allocated reserves if we are unable to meet all of your first four preferences.

Whilst every effort will be made to provide you with the subjects of your choice, this may not always be possible. We reserve the right to withdraw any subject which receives insufficient support or to include others at a later date.

This should be regarded as your final choice, as it is difficult to make changes once courses have started in Year 10.

**PLEASE COMPLETE THE OPTION FORM AND RETURN IT TO YOUR FORM TUTOR BY TUESDAY 23<sup>rd</sup> FEBRUARY**

(Forms returned late may be at a disadvantage when compared with those returned on time).

### **How the options are allocated**

After the deadline for submission of options forms, we will begin to construct the four option blocks, using the students' choices to assess demand for both individual subjects and combinations of subjects. Because of this, **it is extremely important that the subjects chosen are placed in order of preference, with two reserve subjects**. While the great majority of students will be given the four subjects that they have chosen, our experience shows that there are always a few who will not. This may happen for two main reasons:

- A subject may be so under-subscribed that no class will be created.
- A student may be the only one who has chosen a particular combination and this cannot be accommodated without denying other combinations.

If a student's full combination of four subjects cannot be allocated, then he or she will have a one-to-one interview to explain the situation and choose a reserve subject.

**If there are special reasons that a subject is particularly important in the student's selection, this should be made clear at the student's tutor interview on Tuesday 9<sup>th</sup> February. This can then be noted on the option form before it is returned to parents for signature.**