



Raising the bar achieving new heights

Option Pathways to Success

2012

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How to use this options booklet

Step 1

Read page 7

This will outline the pathways on offer as well as the core curriculums to be studied
This will also tell you what options are available to you

Step 2

Read pages 8 – 32

These pages outline each course on offer in detail and will help you decide if that course is for you

Step 3

Complete page 33

This is your option choices form that needs to be completed and returned to school signed by your parent or guardian

It is an exciting time in the life of a Year 8 youngster, and especially at Worden Sports College. This is a period of change, a period of choice, and a period which could well lead to a successful and prosperous career.

Much of what is taught at KS3 is seen in KS4, but there is now an opportunity to choose a personal direction. Some previously studied subjects are now no longer the same as they studied in KS3 and your son/daughter will have to make choices.

THE KEY STAGE 4 CURRICULUM

Aim

The Key Stage 4 curriculum prepares students to fulfil their potential in BTEC/ GCSE examinations and the outcomes should provide a stepping stone to the next phase of education or training.

Lesson Structure

The National Curriculum provides the basic subject pattern for the timetable and therefore there is some flexibility when the school decides its structure. When developing the options we try to develop the courses available to students so that they follow the most appropriate subjects to their needs.

WHAT IS GCSE?

GCSE stands for the General Certificate of Secondary Education. It is the common examination taken by most students at the end of Year 11. Eight grades can be obtained at GCSE i.e. A* to G.

What are the examinations like?

The examinations are set to reward positive achievement. Therefore they allow candidates to show what they know, understand and can do. This means that most students are able to take GCSE examinations.

What do the GCSE examinations involve?

Most GCSEs are a combination of coursework and final examinations, the proportion of which varies from subject to subject.

What is coursework/controlled Assessment?

Controlled Assessment includes any work that is carried out and assessed whilst the course is in progress. It includes essays in English, decision making exercises in Geography and practical investigations in Science. In most subjects controlled assessment gives students the opportunity to demonstrate skills and techniques they would be unable to use in a terminal examination.

What demands does controlled Assessment place upon students?

Many students find coursework tasks stressful as they are aware that the marks they gain will contribute to their final grade. It often involves working both at home and at school for an extended period. This means that time must be planned and managed carefully. Students who leave their work to 'the last minute' generally produce poor assessments for obvious reasons. It is also very important that deadlines are met. A controlled Assessment calendar is produced to reduce the overlap in these from different subjects and also to help students manage their time more effectively.

BTEC Qualifications

BTECs are vocational courses allowing learners to gain experiences of a chosen area of study. These courses allow progression from 14 to 19 at different levels, and are fully accredited. These qualifications give learners the opportunity to acquire knowledge and understanding of a range of skills through a vocational experience of the field he or she has chosen. All BTEC courses are assignment or project based.

What is the school doing to help students with their homework, controlled Assessment and exams?

A revision booklet is produced in the lead up to final examinations. This is used in conjunction with a mentoring system to ensure a sound preparation for all students. Mentoring involves students meeting mentors on a regular basis to identify progress and set targets.

HOW WE MONITOR STUDENT PROGRESS

Adding Value

Students are given a target grade during Year 9. This is the target grade that the student should achieve by making average progress at Key Stage 4. The grade is calculated by using the KS3 SATs performance and progress graphs based upon the historical progress of thousands of students at KS4.

Key Points Given To KS4 Students

- Your target is not a predicted grade.
- Your predicted grade should be at least one or two grades above the target.
- If your tests, classwork and homework show you are working above your target, congratulations, value is being added to your progress.
- If your tests, classwork and homework show you are working at your target, you are coasting and more effort is required.
- If your tests, classwork and homework show you are working below your target grades, you are underachieving. The school will be discussing your progress with you and your parents/carers.

Your chances of adding value to your progress are increased by:

- Spending appropriate time on homework
- Revising for tests and examinations
- Organising yourself and bringing the correct books and equipment to lessons
- Concentrating in class
- Revisiting notes and making summaries as brain trees, flow charts and on cards.

What is.....?

Anything written about school nowadays will include some words and phrases which may need making clear to parents. We've tried to explain some of them below.

Aural means a test where the questions are read out to the students, either by the teacher, or on a tape.

Controlled Assessment/coursework is work done during the two-year course which counts towards the final grade.

Entry level courses are designed for students who are not yet ready to take GCSE in that area. They may lead on to GCSE or GNVQ later.

Homework is a vital part of all GCSE courses. Students must study at home as well as at school if they are to do well. As a minimum, students should have one hour's homework a week in each subject. Many students do much more.

Moderation is the process by which teachers check that they are awarding marks which are fair and in line with those awarded in other schools. Teachers mark each other's work first, and then a sample of work is sent away to be marked by the exam boards who can move all students' marks up or down. In some cases, like Art an examiner visits the school and checks the marking personally.

Modular means that the teaching is organised in modules, or sections of work, usually on a topic (like "Forces" in Science). There is often an exam at the end of the module which counts towards the final grade.

The National Curriculum is the subjects that the Government has ruled that students in schools must study. It has recently been changed to give students a bit more choice, but it still sets out what must be taught in all the main subjects.

Tiers mean levels of entry for exams. In most subjects there are 2 tiers; Higher and Foundation.

In some subjects the topics taught to students in different tiers are similar; in others they are different, and in these subjects, we often have to teach students in classes grouped according to which tier they will be entered for.

External exams are set by the national exam boards and the dates cannot be varied. Students who miss an exam because of a family holiday or other avoidable engagement cannot receive any marks for the exam they miss.

Please consult the exam timetable for the relevant year, and avoid taking holidays at exam times, including times of modular tests. If in doubt, please contact Julie Hawkins, Exam Officer.

Pathways

Pathways are an options route that students follow through KS4. Pathways are constructed to give every learner the best possible chance of success. At Worden we realize that every student is different with differing academic and vocational needs and therefore will be carefully selected in year 10 to follow one of our pathways depending on their learning and career needs.

The Core Curriculum

All students follow the core curriculum and study the following subjects

Subjects studied (awarded GCSE accreditation)

- **English Language** (some students will also study English Literature)
- **Maths**
- **Science** (Some students will study Triple Science and BTEC Science, however the majority will study Double Science)
- **French**

Subjects studied (not awarded GCSE accreditation)

- **Religious Studies**
- **PE**

The Option subjects in year 9

In year 9, pupils will be eased into KS4 by studying a Cambridge National in ICT which is equivalent to 1 GCSE and by selecting 1 BTEC option from the following subjects

- BTEC Sport
- BTEC Performing Arts
- BTEC Dance

By the end of year 9, pupils will be expected to have achieved the equivalent of 2GCSEs by completing the Cambridge ICT qualification and their BTEC option qualification.

The Option subjects in year 10 & 11

In year 10, pupils will continue to study the core curriculum (see above) as well as selecting 2 traditional GCSEs from the following. Pupils will complete the 2 GCSE options by the end of year 10 and select up to another 2 options in year 11 depending on pupils individual needs.

- | | |
|--------------------------|--|
| • GCSE History | • GCSE Art |
| • GCSE Geography | • GCSE ICT |
| • GCSE Religious Studies | • GCSE Health & Social care |
| • GCSE PE | • Study Plus |
| • GCSE Catering | • Motor vehicle studies, Engineering or Hairdressing |
| • GCSE Product Design | • Other GCSEs (to be determined) |

In total, pupils will achieve up to a maximum of 6 GCSEs from option subjects over the 3 years giving them a maximum of 11 GCSEs at the end of KS4.

Year 9

Option choices

The following pages outline the option choices for year 9

Pupils will study ICT & choose 1 other option choice

WHAT IS IT ALL ABOUT?



This course is designed to enhance knowledge of sport and is worth one GCSE. There is no exam (bonus), so therefore is all coursework based. It looks at a range of topics with many people contributing, including all PE staff and guest speakers.

During modules, you will go on trips out of school to further your knowledge and understanding in leading technology within sport.

This is a course which is demanding but will ease you into college life and make being in Year 12 and at Runshaw, Preston College or anywhere else a breeze.



AND DO WE COVER A RANGE OF TOPICS?

YES!

YOU WILL COVER THE FOLLOWING UNITS.....

- Practical Sport – development of personal skills, rules and regulations, umpiring and officiating and identification of strengths and weaknesses.
- Fitness for Sports Performance – fitness, fitness testing & training programmes
- The Body in Sport – skeletal, muscular, cardiovascular and respiratory systems.
- Psychology For Sports Performance – personality, motivation, aggression & mental attitudes in sport

HOW DO YOU GET ASSESSED IN BTEC PE?



Each term an assignment will be set. All modules will be assessed by Worden staff. All modules are equally weighted. You must achieve a Pass before you can achieve a Merit and must achieve a Merit before you can achieve a Distinction!

And can I continue to do a BTEC at College after completing the First in Sport at Worden?

Yes!

If you achieve a **Distinction** or **Merit** they gain automatic entry to BTEC National Diploma in Sport.
If students achieve a **Pass** they gain automatic entry to BTEC National Certificate in Sport.

OUR EXPECTATIONS

- You must always have and bring full equipment to every BTEC lesson.
- You must always own and bring to BTEC lessons your full Worden Sports College Sports kit when on practical activities.
- You must always meet homework and/or coursework deadlines with maximum effort!
- You must demonstrate excellent attendance in lessons.
- You must attend as many extra-curricular clubs as possible.
- You need to be highly motivated, high work rate and extremely focussed in order to achieve and succeed.
- You must be self-motivated and organised.

WHAT WE NEED FROM YOU!

- Full equipment purchased before each activity. (Memory sticks, print credit etc)
- Full PE kit with extra tops and shorts etc
- To bring all equipment to every BTEC lesson.
- Hand in homework and coursework on time.
- Be extremely organised.
- Turn up to every lesson (excellent attendance).
- Attend as many extra-curricular practices available to you!
- Show respect to everyone's learning.
- To work hard in all your subjects as well as PE so you can achieve your school goals!

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What about after school? What is there for me now?

You can either go into further education and take up one of these courses: Have a look over the next page!

- AS LEVEL SPORT
- A-LEVEL SPORT
- BTEC FIRST, NATIONAL & ADVANCED
- CYQ LEVEL 1 INTRODUCTORY CERTIFICATE IN EXERCISE AND FITNESS TRAINING.

And if you choose **BTEC PE** we will keep you and your parents/guardians fully informed via letter, phone and email with all the latest information regarding your course and progress.

BTEC FIRST PERFORMING ARTS DANCE



WHAT IS IT ALL ABOUT?

This course is designed to enhance knowledge of dance and is worth one GCSE. There is no exam (bonus!!!), so therefore is all coursework based. It looks at a range of topics delivered by Miss Wade.

During modules, you will go on trips out of school to further your knowledge and understanding of the Performing Arts Industry.

This is a course which is demanding but will help ease you into college life and make being in Year 12 and at Runshaw, Preston College or anywhere else a breeze.



YOU WILL COVER THE FOLLOWING UNITS.....

- **Working in the performing Arts Industry**
- **Professional Development in the Performing Arts Industry**
The above units look at employment opportunities within the Performing Arts Industry and various jobs undertaken by those who work in it.
- **Performing Dance**
Participate in dance, demonstrating various dance styles including; break dance, krumping, hip hop, and bollywood.
- **Jazz Dance**

HOW DO YOU GET ASSESSED IN BTEC DANCE?

Each term a theory based assignment will be set, alongside a practical based assignment. All modules will be assessed by Worden staff and external moderators. You must achieve a Pass before you can achieve a Merit and must achieve a Merit before you can achieve a Distinction!

And can I continue to do a BTEC at College after completing the First in Performing Arts at Worden?

Yes!

If you achieve a **Distinction** or **Merit** they gain automatic entry to BTEC National Diploma in Performing Arts.

If students achieve a **Pass** they gain automatic entry to BTEC National Certificate in Performing Arts.



OUR EXPECTATIONS

- You must always have and bring full equipment to every BTEC lesson.
- You must always own and bring to BTEC lessons your full dance kit when on practical activities.
- You must always meet homework and/or coursework deadlines with maximum effort!
- You must demonstrate excellent attendance in lessons.
- You must attend as many extra-curricular clubs as possible.
- You need to be highly motivated, high work rate and extremely focussed in order to achieve and succeed.
- You must be self-motivated and organised.

WHAT WE NEED FROM YOU!

- Full equipment purchased before each activity. (Memory sticks, optional dance kit, print credit etc)
- To bring all equipment to every BTEC lesson.
- Hand in homework and coursework on time.
- Be extremely organised.
- Turn up to every lesson (excellent attendance).
- Attend as many extra-curricular practices available to you!
- Show respect to everyone's learning.
- To work hard in all your subjects as well as PE so you can achieve your school goals!



What about after school? What is there for me now?

You could go into further education and take up one of these courses:

- AS Level Performing Arts
- A-Level Performing Arts
- BTEC National and Advanced





About the Qualification

BTEC Level 2 Award in Performing Arts (Acting)

The BTEC Level 2 Award covers the key knowledge and practical skills required in the performing arts industry. The BTEC Award is equivalent to one GCSE.

The BTEC offers an engaging programme for those who are interested in further study and employment in performing arts.

As there is no exam, you will demonstrate understanding of topics in a practical way, evidencing your work to create a portfolio for each unit. During the modules, you will go on trips out of school to further your knowledge of the performing arts industry. Trips to theatres and other performing arts venues are part of the course and independent research forms a large chunk of the work carried out.

Employers value employees who are able to communicate effectively both verbally and using electronic communication methods. This qualification also provides opportunities for learners to develop their communication skills as they progress through the course. This can be achieved through presentations and classroom discussions where you will have the opportunity to express opinion.

YOU WILL COVER THE FOLLOWING UNITS...

| | |
|---|--|
| <p>Individual Showcase</p>  | <p>Securing work and training opportunities in the performing arts will require you to be able to promote yourself effectively in a range of situations. First impressions matter, so it is crucial that you are able to recognise and promote your skills with confidence and clarity. This unit covers what to include in a letter of application and how to prepare audition pieces.</p> |
| <p>Preparation, Performance and production</p>  | <p>In this unit you will learn how to develop a performance piece as a member of 'Worden's performance company'. You will take on a specific performing or production role and will prepare for, and produce, a performance by carrying out tasks that are appropriate to your role. The performers and production team will have to work together to explore, develop and shape ideas for the performance. All of your hard work will be paid off when you present your performance to an audience.</p> |
| <p>Acting Skills</p>  | <p>This unit is all about starting you on a journey to become a professional actor. You will be introduced to important acting skills and will learn about the specific demands that acting makes on your body and mind. In particular, you will undertake a programme of regular exercises to help you master the techniques that will enable you to control and use your voice and body to communicate a character or role.</p> |



HOW DO YOU GET ASSESSED IN BTEC PERFORMING ARTS?

Each term a theory based assignment will be set, alongside a practical based assignment. All modules will be assessed by Worden staff. You must achieve a Pass before you can achieve a Merit and must achieve a Merit before you can achieve a Distinction

OUR EXPECTATIONS

- You must always have and bring full equipment to every BTEC lesson.
- You must always meet homework and/or coursework deadlines with maximum effort!
- You must demonstrate excellent attendance in lessons.
- You must attend as many extra-curricular clubs as possible.
- You need to be highly motivated, high work rate and extremely focussed in order to achieve and succeed.
- You must be self-motivated and organised.

WHAT WE NEED FROM YOU!

- Full equipment purchased before each activity.
- To bring all equipment to every BTEC lesson.
- Hand in homework and coursework on time.
- Be extremely organised.
- Turn up to every lesson (excellent attendance).
- Attend as many extra-curricular P.A clubs available to you!
- Show respect to everyone's learning.



WHAT CAN A COURSE LIKE THIS LEAD TO?

On successful completion of a BTEC First qualification, students will have the knowledge and understanding of the Performing Arts industry that is required if you want to further your education at college. Courses available at Runshaw and Preston are;

A/S Drama
A/S Performing Arts
A – Level Drama
BTEC - Nationals and Advanced

It is not a requirement of the course that students are already studying on a specific instrument, have dance lessons or are involved in dramatic productions. It is however a requirement of the course that they do become involved in the performing arts process whether backstage, front of house or performing, and that they fulfil these roles in full.



The OCR Cambridge award in ICT course is a vocational course assessed by coursework and a written 1 hour external examination. The course covers a variety of ICT subject areas including ICT for Business, Audio, Video and Multimedia among others.

Pupils can gain 1 or 2 GCSEs at grades A* - C depending on the number of units successfully completed. To gain 1 GCSE pupils need to complete 2 mandatory units of work and 2 other units. Each unit of work takes 30 guided learning hours to complete.

Examples of work we do

Using ICT to solve business problems (compulsory unit) - 30 hour unit - in this unit of work pupils will be given a business problem. To solve the business problem pupils need to use a Spreadsheet, a Database, create their own business documents, and use the Internet and email.

Understanding computer systems (compulsory unit) - 30 hour unit – in this unit of work pupils will be taught how ICT can be used to meet business needs, know how to work with information and data to meet specified business needs, how ICT can be used to support business working practices and understand legal, ethical and safety issues within ICT. At the end of this unit pupils will sit a 1 hour external examination on the units covered in lessons.

New Technology – 30 hour unit – in this unit of work pupils investigate how new technology has affected the way we live our lives. Pupils investigate and review ecommerce, social networking, mobile phones laptop computers and many other aspects of new technology.

Creating dynamic products using sound and vision – 30 hour unit – in this unit of work pupils will create a sound clip using Audacity software and then create a visual clip using Moviemaker software.

There are many more units to choose from. The units undertaken will be chosen to give pupils the chance to experience a variety of subject areas and achieve the best grades possible.

The external examination will be marked by OCR moderators. The other modules will be assessed by Worden staff; work is then externally moderated by OCR assessors. Subsequently, it is critical that pupils fully engage in the work that needs to be produced during classroom time. Motivation and effort needs to be maintained throughout the course.

In order to support pupils in the completion of their work, pupils will have access to ICT resources outside class time including during lunch and after school.

Pupils are encouraged to work independently and to review and improve the work they produce as much as possible in order to ensure they achieve the best grade possible.

Pupils' work will be regularly marked and they will receive verbal and written feedback advising them on the steps they need to consider in order to improve the work produced. Pupils can also access their work and any targets given through the school's online VLE, Moodle.

Pupils completing the course who wish to further study ICT at college have a variety of options including: Academic studies in A-Level ICT; A-Level Computing or Vocational Studies such as the BTEC IT Practitioners course.

Pupils who do not wish to study ICT further will be able to use the skills developed during the course to support their chosen area of study or employment.

Year 10 & 11

Option choices

**The following pages outline the option choices that will be available in
years 10 & 11**

**Other GCSE subjects may be available each year
(please check updated option booklet each year)**

About the Qualification

Students at Worden will build on the Mathematical knowledge that they have acquired in Years 7, 8 and 9. It is hoped that they will then:

- Continue to have a positive attitude to Mathematics
- Consolidate basic skills but also meet new challenging work
- Apply their knowledge and skills to solve problems
- Think and communicate mathematically
- Appreciate the use of Mathematics in society
- Acquire a firm foundation should they wish to study the subject further.

There are two tiers of entry at GCSE and the grades available for each tier are:

- Higher – A*, A, B, C, D
- Foundation – C, D, E, F, G

The level of entry will be determined partly by the test results obtained during Year 9 and partly by teacher assessments of the mathematical ability of individual students.

Mathematics is an important subject in its own right and many employers and colleges ask for a creditable grade at GCSE. It is also a service subject for many other areas of study at GCSE and beyond. In order for all students to realise their potential in this subject we believe that a rigorous attitude to studies is essential.

How to achieve in Maths – the ABC of Maths

Attend all lessons

Be involved in all lessons

Complete all classwork and homework

Brief Outline of Assessment

Higher & Foundation Level

- Formal examinations are taken at the end of the full GCSE course. These take the form of 2 written examination papers in which a calculator is only allowed to be used on one of the papers.

There is no longer a coursework element in GCSE mathematics.

All students are expected to be equipped with the necessary equipment for this subject this includes: protractor, compass, scientific calculator, pencil and ruler.

Science

We live in an increasingly scientific and technological world, and in the lifetime of the student of today there will be even more changes. In Science we aim to give students the skills to live in this technological world and have some understanding of how things work and how the people that produce them work.

For this reason, Science is a Core subject and all students will study it. However there are a number of pathways that students can follow within this area. The qualifications available consist of: Edexcel Core and Additional GCSE Science; Edexcel Triple Science; or Edexcel BTEC Level 2 in Applied Science Certificate, Extended Certificate or Diploma.

So which course is right for you?



Edexcel Core and Additional GCSE Science.

This is a traditional course where students sit a total of 6 external module GCSE exams throughout the course and complete 2 controlled assessments. Each exam and controlled assessment is worth 25% of a GCSE. This GCSE leads onto AS/A Level Science related courses and are especially required for courses in Biology, Chemistry and Physics and Science related jobs that require degree level qualifications. Students will finish the course with 2 A*-G grades.

Edexcel Triple Science GCSE

By opting to take the Edexcel Triple Science, students will study the Core and Additional GCSEs with the other students and then will separately learn and sit exams in 3 extra modules (1 each in Biology, Chemistry and Physics). Again, they will also complete an extra controlled assessments. Each exam and controlled assessment is also worth 25% of a GCSE. At the end of the course, students will gain three separate Science GCSEs, grade A*-G. This course prepares students for higher level study.

Edexcel BTEC First in Applied Science

This Vocational route leads to Science related jobs and BTEC Level 3 in Applied Science, including Forensic Science and Medical Science. A BTEC is not a GCSE, but it is a GCSE equivalent that is highly regarded by employers. The award is split into two courses: Principles of Science; and Application of Science. Each course is broadly equivalent to 1 A*-C grade. There have recently been changes to the BTEC course, so there is now a portion of the course that is externally assessed, however the majority of the course is coursework, where students produce a portfolio of work. This portfolio is based on tasks and activities, including written reports, graphs and posters, along with projects and performance observations. They can earn a Pass, a Merit or a Distinction at each level, which is broadly equivalent to a GCSE C grade, B grade and A-A* grade. This is a brilliant course for students interested in Applied Science and BTEC Level 3 Study at College.

For all courses, students need to be highly motivated, have a good work rate and be extremely focussed in order to achieve and succeed. There will be opportunities to attend enrichment sessions for BTEC work and extra revision classes for GCSE modules, during and after school.

The approach to English has changed with the new specifications and, as a school, we will be following the WELSH BOARD syllabus for GCSE. Language and Literature elements will be maintained and later on in Year 11, decisions will be made as to possible dual award entry, a combination which will enable extra literature study. Coursework will no longer be a dimension of assessment. There will be controlled assessments which can be entered into at your youngster's earliest convenience and when your youngster is ready for a particular controlled challenge. This will be at the teacher's discretion. 40% of the final grade will be earned at the end of the GCSE programme.

The first unit is a written paper. It will constitute 20% of the overall grade in English and the exam will last for ONE HOUR. This unit is entitled "English in the Daily World" and will centre upon non fiction texts; the skills assessed will be dependent upon how articles and media are analysed and responded to. The second written paper (unit 2) will also represent 20% and evidence of effective writing will be expected which underpins information and ideas. Controlled assessments across the GCSE will represent 60% of the overall grade. Unit 3 will deal with English in the 'World of the Imagination' (worth 40%). Reading is concerned with literary texts (two assignments: 10% each) The following will be studied:

Literary Heritage
Poetry
Shakespeare
and different cultures: prose

The writing element is entitled 'Open Writing'. There will be two assignments: 10% each and the emphasis will be upon 1st and 3rd person narrative.

Unit 4 is a controlled assessment which is worth 20% of the overall grade in the summer of 2012. The study is a speaking and listening exercise. It will involve communicating and adapting language; interacting and responding; creating and sustaining roles. The updated and improved approach to assessment means that the requirements within a written paper, or controlled assessment, are more easily explained and understood. The greater differentiation between the foundation and higher tiers increases the accessibility of these specifications for foundation tier candidates, whilst allowing the more able students to demonstrate what they know, understand and can do. Students will need a folder A4, writing equipment and a dictionary (preferably with a thesaurus). Students will have homework set weekly and it will be an expectation to meet deadlines on time.



GCSE Physical Education

WHAT IS IT ALL ABOUT?

The Full Course in Physical Education is made up of three key aspects which include undertaking a range of practical activities, theoretical studies and an “Analysis of Performance” in one of your selected practical activities.

The GCSE is made up of coursework which includes practical skills and the “Analysis of Performance” unit. You will acquire and develop your skills over a variety of sporting and leadership areas over the two years throughout the course.

You will cover a wide range of sports during the course and will eventually perform 4 chosen sports in your final coursework and practical exams.



DO YOU HAVE TO COMPLETE ANY COURSEWORK IN GCSE PE?

YES!

Coursework content accounts for 60% of the overall mark. This is broken down to 48% practical performance and 12% “Analysis of Performance” and a Personal Exercise Plan for your chosen sport . You will be assessed and obtain a coursework grade in each sport we cover which will be entered before their practical moderation exam.

AND WHAT ABOUT EXAMS?

YES! YOU ARE ASKED TO SIT AN EXAM PAPER.

The written examination paper is worth 40% and consists of a 1¾ hour exam which looks at three sections which are; Exercise and Training, Safety Aspects and Risk Assessment in Physical Activity, and Applied Anatomy and Physiology. The paper is also divided into three parts; multiple choice, short answers and longer scenario questions.





OUR EXPECTATIONS

- You must always have and bring full equipment to every GCSE lesson (Boots, mouth guard, shin pads etc)
- You must always own and bring to GCSE lessons your full Worden Sports College Sports kit
- You must always complete homework and/or coursework on time with maximum effort!
- You must demonstrate excellent attendance in lessons.
- You must attend as many extra-curricular clubs as possible.
- You need to be highly motivated and extremely focussed to achieve and succeed.

WHAT WE NEED FROM YOU!

- Full equipment purchased before each activity.
- Full PE kit with extra tops and shorts etc
- To bring all equipment to every theory class (Pens, ruler, exercise book etc)
- Hand in homework and coursework on time.
- Turn up to every lesson motivated to learn and enjoy yourself.
- Try as many sports as possible to achieve the highest practical marks possible.
- Show leadership and maturity.
- Show respect to everyone.
- To work hard in all your subjects as well as PE so you can achieve your school goals!



What about after school? What is there for me now?

You can either go into further education and take up one of these courses:

- AS LEVEL SPORT
- A-LEVEL SPORT
- BTEC FIRST, NATIONAL & ADVANCED
- CYQ LEVEL 1 INTRODUCTORY CERTIFICATE IN EXERCISE AND FITNESS TRAINING.

Or a possible career as a:

- LEISURE CENTRE ASSISTANTS OR MANAGEMENT
- LIFEGUARD
- COACH (CAMP AMERICA ETC)
- GYM INSTRUCTOR (QUALIFIED)
- PROFESSIONAL ATHLETE.

And if you choose GCSE PE we will keep you and your parents/guardians fully informed via letter, phone and email with all the latest information regarding your course and progress.



The GCSE's in hospitality and catering are ideal for anyone who is interested in and most of all enjoys cooking. Are you the next Jamie Oliver? Are you interested in a career in catering, leisure and tourism, or food manufacture or do you want to learn basic cooking, budgeting and hygiene skills? If so this course is for you.

The course content is divided into **two GCSE's!**

- GCSE Hospitality – this aspect of the course focus's on the leisure and tourism industry.
- GCSE Catering – this GCSE focuses on the cooking aspect of the food industry.

GCSE Expectation

- i. Equipment - Homework Diary, pencil, pen and ruler.
- ii. Homework
This will be given out during the course, also **bringing in your ingredients is a vital part** of this practical course.

- iii. Assessment
Catering

| | | |
|-------------|-------------------------------|-------|
| Examination | 1¼ hours written examinations | = 40% |
| Coursework | Practical Task 1 | = 20% |
| | Practical Task 2 | = 40% |

Hospitality

| | | |
|-------------|-------------------------------|-------|
| Examination | 1¼ hours written examinations | = 40% |
| Coursework | Event organisation | = 60% |

- iv. Coursework
TASK 1: (20%)

One task to be selected from a bank of **three** tasks set by WJEC.

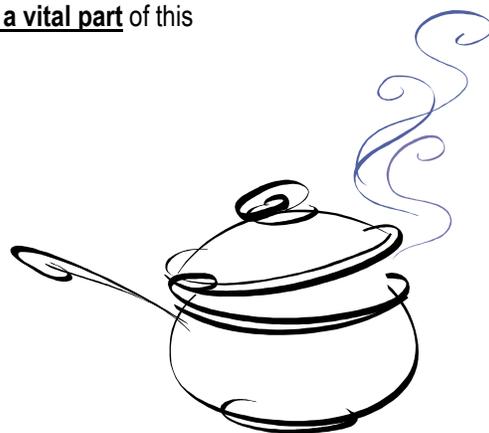
Candidates will choose **one** from the following bank of tasks:

1. Chefs use a wide range of fruit and vegetables to add colour, flavour and texture to their menus. Using fruit and vegetables produce and serve four interesting dishes that would be popular with customers.
2. There is a wide variety of dairy products available for chefs to use. Using dairy products produce and serve two sweet and two savoury dishes that could be included on a menu.
3. Rice and pasta are increasingly popular on restaurant menus as alternatives to potatoes. Using pasta and rice produce and serve four colourful and interesting dishes that a chef could include on a restaurant menu.

TASK 2: (40%)

One task to be selected from a bank of **three** tasks set by WJEC. All tasks must cater for two covers.

1. The local hotel in your area is holding an international week. As the trainee chef you have been invited to take part and have been asked to prepare a two-course meal from a country of your choice.
2. Celebrity chefs have been promoting the importance of a healthy diet. As a school/college caterer you have been asked to produce and serve a two course meal that would encourage healthy eating in the school/college restaurant.
3. Vegetarian dishes should appear on every menu. While on work experience in a small hotel you have been asked to produce and serve a two-course meal suitable for vegetarian guests. The dishes will then be included on the hotel's à la carte menu.



In the catering coursework students will be expected to

(a) Investigating and plan the task

candidates should provide evidence of the following:

- Application of research skills to investigate the task.
- Application of knowledge and understanding in the choice of meals.
- Justification of the reason for choice of meal, to include costing and nutritional value.
- Planning the task and producing a sequence of work.

(b) Carrying out the task

Candidates should:

- Demonstrate skills related to health, hygiene and safety when preparing, producing and serving the meal.
- Apply skills to the preparation, production, presentation and serving of the meal.

***(c) Evaluating the task**

Candidates should:

- Evaluate the acceptability of the chosen meal to the customer, to include, appearance, texture and flavour.
- Analyse and discuss the nutritional content of the meal.
- Calculate the cost of the meal and make reasoned judgements relating to profit margins.

*The supportive material **must not** exceed ten pages of A4 or equivalent. No marks will be awarded for presentation.

Hospitality coursework

Students are expected to plan and organise an event. They must identify suitable events, choose one and then carryout that even. They must then evaluate their performance at the event.

- v. Attendance
This is vital the students need the time to reinforce previous skills, gain knowledge for the written examination and learn new skills for the practical exams.
- vi. Effort and attitude required
Due to the large percentage of coursework involved, students are required to be focussed on the tasks at all times. The practical nature of the course means that Health and Safety regulations must be observed during all lessons.
- vii. Progression routes: catering NVQ, Hotel, Restaurant and Event Management BTEC National
- viii. Possible careers - Chef, hospitality, hotel trade.
- ix. Monitoring of student - This will include interims, annual written report and parents' evenings.
- x. Any additional information - photographs can be found on the college web site, go to www.wordensportscollege.co.uk and then click "Student Resources" and then on "Photo Galleries".

Students will be encouraged to design and make products with creativity and originality, using a range of materials and techniques. Packaging, labelling and instructions are encouraged as part of the complete design proposal and advertising, points of sale, etc can be used to supplement the making experience and help create products which can be evaluated for their commercial viability. Greater emphasis has been placed on ICT, particularly CAD/CAM.

GCSE Expectation

- i. **Equipment**
Homework diary, pencil, pen and ruler. You will need to provide the hard material (wood etc) for the GCSE project and an A3 folder for coursework can be purchased from school. The software 2D Design v2 will be given to students for home use.
- ii. **Homework**
This will be given out during year 10, but when the GCSE coursework starts that will be the homework and attendance at extra classes after school for the practical.
- iii. **Assessment**
Written Examination – 2 hours worth 40%
Controlled Assessment Taskworth 60%
A preparation sheet from the examination board will be given to students after the 1st March year 11. This will give the students the theme of ONE question in the examination and help them with their revision.
- iv. **Controlled Assessment Tasks**
The tasks are set by the examination board and will start approximately Easter year 10 to be handed in by the end of December year 11. Students will submit a 3-dimensional outcome and a concise design folder consisting of approximately 20 pages of A3 paper.
- v. **Attendance**
This is vital the students need the time to reinforce previous skills, gain knowledge for the written examination and learn new skills before the coursework element starts.
- vi. **Effort and attitude required**
Due to the large percentage of coursework involved, students are required to be focussed on the tasks at all times. The practical nature of the course means that Health and Safety regulations must be observed during all lessons.
- vii. **Progression routes: 'A' level Product Design and the Diplomas in Manufacturing and Product Design, Creative and Media or Engineering at level 3.**
- viii. **Possible careers - Teacher, Product Designer, etc.**
- ix. **Monitoring of student**
This will include interims, annual written report and parents' evenings. Also when the GCSE coursework has started, feedback will be given through the ongoing mark sheet in their coursework folder.



- X. Any additional information - photographs can be found on the college web site, go to **www.wordensportscollege.co.uk** and then click "Student Resources" and then on "Photo Galleries".

A new option for this year is the AQA GCSE Health and Social Care. This GCSE leads to Health and Social Care related jobs such as: Carers; Nursing; Midwifery; Health Visiting; Health Promotion; Nursery Nursing; Social Work; Physiotherapy; and Classroom assistants. It can also lead on to BTEC Level 3 study at College.

In this course 60% is assessed internally with Controlled Assessments and 40% is assessed by an exam. There are 4 units, with 2 units making up the 60% Controlled Assessment and 2 units being assessed by exams.

Unit 1: Understanding Personal Development and Relationships (Exam)

Health, Social Care and Early Years Care and Education workers need to know about the different ways that people grow and develop during their lives. This unit will help pupils to find out the process of human growth and development and the different factors that can affect an individual's experience.

Pupils will learn about:

- The stages and pattern of human growth and development
- The different factors that can affect human growth and development
- The development of self-concept and personal relationships
- Major life changes and how people deal with them
- The role of relationships in personal development

Unit 2: Health, Social Care and Early Years Provision (Controlled Assessment)

Pupils will learn about:

- The range of care needs of major client groups
- The types of service that exist to meet client group needs and how they are developed and organised
- Local and national partnership working to ensure the integration of services
- The ways people can obtain care services and the barriers that can prevent people from gaining access to services
- The main work roles and skills of people who provide health, social care and early years care and education services
- The principles of care that underpin all care work with clients

Unit 3: The Nature of Health and Well-Being (Exam)

This unit helps pupils look after their own and others' health and well-being.

Pupils will learn about:

- Definitions of health and well-being
- Common factors that effect health and well-being and the different effects they can have on individuals and groups across the lifespan

Unit 4: Promoting Health and Well-Being (Controlled Assessment)

This unit will help pupils look after their own and others' health and well-being.

Pupils will learn about:

- Methods used to measure an individual's physical health
- Factors positively and negatively influencing health and well-being
- Ways of promoting and supporting health improvement for an individual and small group

If you want to develop skills in Art and Design, expand your creativity and imagination then you will enjoy GCSE Art and Design. This is a broad unendorsed course, which means you have the freedom to produce a range of 2D and 3D work using both traditional and new media.

Unit 1 : The Portfolio of Work - 60% of your final mark

This is the work that you do both in lessons and at home. Candidates are expected to submit in their portfolio at least two extended projects which demonstrate an ability to sustain work from initial starting points or project briefs, to the realization of final ideas, including evidence of research, sketchbooks of ideas and media experiments, using a variety of materials.

Unit 2 : The Externally Set Task - 40% of your final mark

This is the practical exam that you will do at the end of your GCSE course. The exam paper is issued by the exam board containing a selection of starting points. During the preparatory period you may discuss starting points with your teacher, but you must produce your own folder of work including a sketchbook of development work and a final piece in response to your chosen question.

Both Units are assessed in the same way, with candidates needing to show evidence of how well they can:

- Develop ideas through cultural and artist research
- Refine ideas through experimenting with materials and techniques
- Record ideas, collect information and explain how you are developing your work
- Present a Final Outcome that links clearly to artist research and sketchbook development

Progression – What happens next?

There are a vast number of Art and Design qualifications that you can go on to study after successfully completing your GCSE course. Some are traditional, academic-based such as A-level, others are vocational, which means they are more career-specific, such as BTEC qualifications.

By developing your creative ability you could be opening-up opportunities to work in the following industries:

animation, web design, computer games design, graphic design, product design, fashion design, illustration, architecture, advertising, film and television, textiles, perhaps even hairdressing or as an artist in your own right!



GEOGRAPHY



"What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures."

Jonathon Porritt, Forum for the future

So why study Geography?

Geography provides students with a wide variety of essential skills needed to examine the ever changing interactions of humans within the natural environment and to build on and re-enforce the skills taught in other subjects. Therefore it is Geography that in many ways bridges the gap between the Arts and the Sciences.

The Geography course

This is an exciting popular course that follows the AQA Specification A.

The main emphasis of the course is based on developing cross curricular skills through a range of fieldwork and other practical activities, whilst investigating geographical issues through detailed discussion and free thinking.

Students will study the following topics

Paper 1: **Tectonic activity** – students will learn about processes within the earth and relate them to present day occurrences such as earthquakes, volcanoes and Tsunami's.

River landscapes – Students will understand the processes that occur within a river system and the consequences of flooding and its management.

Coastal landscapes – The coastlines of the UK are forever changing and represent an increasing threat to the countries economy and population. This unit looks at the processes involved in both the erosion and preservation of the coast.

Paper 2: **Settlement** – This unit looks at cities in both the developed and developing world. It examines the characteristics of settlements and the reasons for their growth.

Development – This aspect of the course looks at development in terms of economic, social and political factors. It also examines the role of international aid in modern day society.

Industry/Agriculture – Over the years Industry has played an ever increasing role in the economy of the UK. We look at the changing location of industry and its place in the present day economy.

Assessment – Assessment takes place throughout the course. Students are awarded their final grade on the basis of:

- a) **Fieldwork file (25%):** This consists of a choice of human or physical studies.
- b) **Final examination (75%):** The geography examination is available at either Foundation level (grades C-G) or Higher level (grades A*-D). Both examinations consist of two papers. All students will be taught the same topics and a decision will be taken later on in the course as to which tier the students will sit.



“Only 6% of the world’s population are native English speakers. 75% speak no English at all”

“You can buy in your own language but you must sell in the language of your customer”

About the Qualification

As our links with Europe grow, there will be opportunities in employment and leisure for those who know a foreign language. These opportunities could be as a traveller abroad on holiday or business, or dealing with foreign visitors in this country.

GCSE French offers a very practical course which teaches you to hold simple, friendly conversations and to deal with every day needs. You will continue the work of Key Stage 3, revising and extending areas already learnt and adding new topics. While doing this you will find out more about the way of life in France to help you understand the people as well as the language.

Since learning a foreign language depends on the acquisition of both skills and knowledge, we expect students to take responsibility for their own studies by regular attendance with the correct equipment, learning carefully and keeping well organised records of work. The GCSE grade achieved depends on effort as much as ability, so students need to be motivated and committed. All students will need a French dictionary.

Regular feedback to parents will be in the form of interim reports, full reports, letters, certificates and postcards home to celebrate success, as well as contact with parents should there be a problem.

Brief Outline of Content

The course is divided into four broad contexts, each with its own topics:

- Personal & Social Life
- The Local Community
- The World of Work
- The Wider World

Assessment

| Foundation | | | |
|---------------------------------------|--|----------------------|------------------|
| | Type of assessment | Duration | Weighting |
| Listening | Written paper | 35 mins | 20% |
| Reading | Written paper | 35 mins | 20% |
| Speaking Controlled Assessment | 1 recorded presentation 1 recorded conversation | 5–7 mins 4-5 mins | 30% |
| Writing Controlled Assessment | two written pieces of approximately 200-350 words in total | | 30% |
| Higher | | | |
| Listening | Written paper | 45 mins | 20% |
| Reading | Written paper | 45 mins | 20% |
| Speaking Controlled Assessment | 1 recorded presentation 1 recorded conversation | 5–7 mins 4-5 mins | 30% |
| Writing Coursework | two written pieces of approximately 400-600 words in total | | 30% |

Career Progression

Many jobs require an ability to speak and write one or more foreign language besides the more specific work of translators and interpreters. Some jobs need only a reasonable conversational ability while others need fluency including complicated legal or technical vocabulary. Entry requirements vary from good GCSE's to degree level and professional qualifications.

As the workplace becomes more global more people can expect to travel abroad as part of their job. Many UK companies have commercial links with Europe and beyond and many multinational firms have bases in Britain. If we want to sell our products and market our services to other countries we are at a disadvantage if we cannot do business in their languages.

Being good at languages makes you an excellent **communicator** and if you spend time abroad during your studies you will have developed **independence, flexibility and organizational skills** – all attributes that employers are looking for. Because UK qualifications are becoming widely recognize throughout the European Union people can carry out their job or profession in other EU countries. This will not just apply in areas like law, accountancy, engineering, teaching, nursing and so on: it will be the same for jobs requiring fewer qualifications – garage and factory work, hospital services, retail work, construction etc. So if you want to try for jobs abroad which may well pay more than in Britain you need to speak other languages.

Languages often need to be accompanied by other skills or specialist knowledge such as secretarial skills, information or librarian skills, journalism skills and a wide range of other technical and specialist skills. With these skills and the right sort of personal qualities and other aptitudes there are many areas

of work where languages can be a real asset. Many language graduates enter business-related work e.g. finance, marketing, retailing, general administrative work etc. For jobs where languages are useful **the language skills are a means of communication in order to do the work.**

Careers available

- Linguists
- Translators and interpreters- the biggest employer is the European Commission.
- Teaching
- Public sector work – GCHQ and MI5, the Ministry of Defence, the Diplomatic Service, Immigration and Customs and Excise. Also the police and Citizens Advice Bureau.
- Bilingual secretarial work
- Librarianship and information science.
- Travel and tourism – Cabin crew on aeroplanes, hovercraft, ships etc. ground jobs in airports, resort representatives for British holidaymakers abroad, tour operators who check out holiday facilities, guides and couriers to foreign visitors.
- Hospitality and catering – hotel management, hotel reception work and catering.
- Media – website design
- Law, insurance ,accountancy – there are highly-paid jobs for those who specialize in the complex world of international law and finance.
- Industry and commerce –Competence in languages is valued in industry and commerce for building up overseas contacts and trade.

‘History is the only laboratory we have in which to test the consequences of thought’

Who should choose history?

Did you enjoy studying history as part of your KS3 Humanities studies? Are you curious and like investigation? Do you enjoy research and like to form your own opinions? Are you good at making an argument and supporting it with evidence?

If you have enjoyed history so far you can continue your studies by choosing this subject and developing your knowledge and understanding further.

Remember, studying history at GCSE can be demanding. You need to be able to work independently, understand historical sources and employ higher order thinking skills. History continues to be a popular option choice at Worden and pupils rise well to the challenge of studying a strong academic subject in a supportive environment. The syllabus we follow has been selected to build on topics studied in KS3 and is widely recognised as giving pupils the background they need to understand issues from the past as well as the modern world. The subject is popular with colleges and employers who recognise and value the skills it nurtures in young people as well as its strong academic content base.

The course is assessed through two examinations and a controlled assessment piece of 2000 words. Pupils generally sit one of the examination papers at the end of the first year of study, complete the controlled assessment in the autumn term of the second year of study and sit the second examination at the end of the second year of study.

International Relations

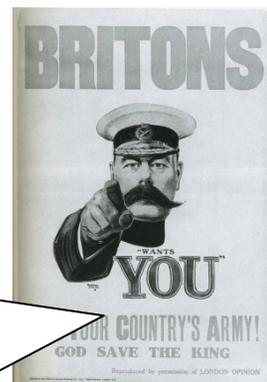
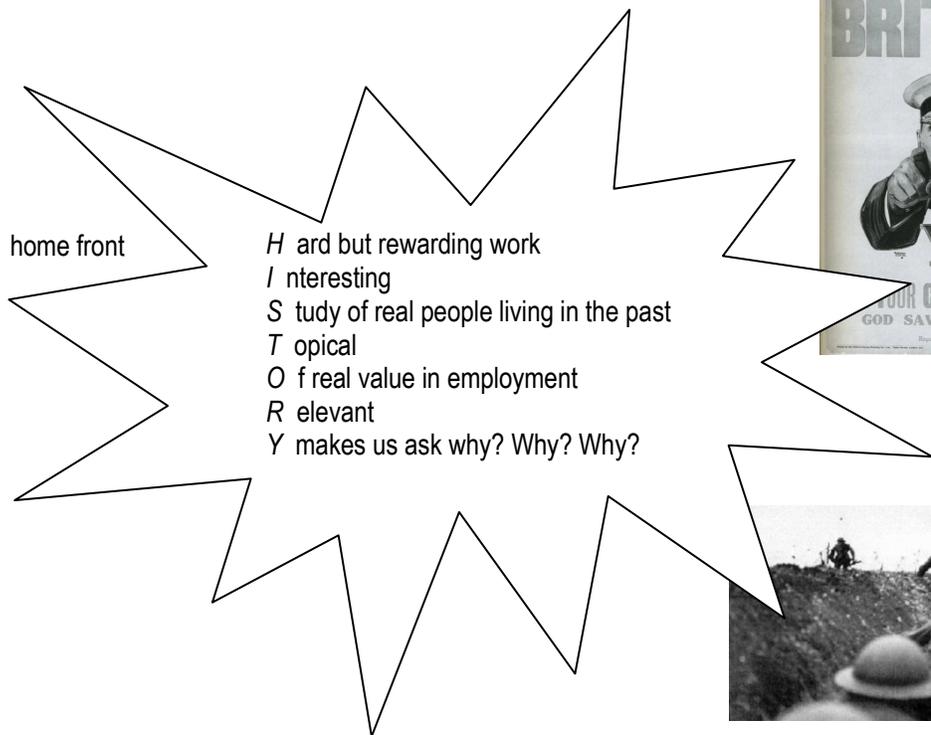
Consequences of WWI
The Rise of Hitler and the Nazis
Life in Nazi Germany
Steps to WWII

Depth study- Britain 1900-1950

Liberal reforms, Suffragettes and WW1 home front
1900-1950

Controlled Assessment

Cold War



The history GCSE is a popular course and requires an ability to undertake research and read and digest information. Sources need to be read and understood. The GCSE requires coursework to be completed to a set deadline.

Religious studies equips you with the transferable skills needed to achieve in everyday life and succeed in many jobs.

Do you like arguing your point? Is there an ultimate question you want answering?

If the answer is yes, then Religious Studies is for you.

The Religious Studies Course

This is an exciting course that follows the WJEC Specification B.

The main emphasis of the course is based on developing cross curricular skills through a range of thinking skills and other practical activities, whilst investigating religious issues through detailed discussion and free thinking.

Students will study the following topics

Unit 1 – Religion and Life Issues

| | |
|---------|--|
| Topic 1 | Relationships Issues of love, marriage and divorce |
| Topic 2 | Is it Fair? Issues of justice and equality |
| Topic 3 | Looking for Meaning Issues about God, life and death |
| Topic 4 | Our World Exploring creation and our place in the world |

Unit 2 – Religion and human experience

| | |
|---------|---|
| Topic 1 | Religion and Conflict Issues of peace, forgiveness and conflict |
| Topic 2 | Religion and Medicine Issues of medical ethics and the sanctity of life |
| Topic 3 | Religious Expression Issues of expressing one's faith |
| Topic 4 | Authority—Religion & State Issues of law and order in religion and society |

Core RE

Students not choosing Religious Studies as an option will follow the core Religious Studies course and study unit 1 – Religion & Life issues or Unit 2 – Religion and human experience.

Assessment

There is no coursework for this course. Students are assessed solely on the basis of two, 1hr 45min examinations

Study Plus

If they choose Study Support they can use the three allocated hours to concentrate more fully on their two other options along with other important subjects like Maths and English. It will also help to relieve them of the pressure of three options. Depending on the progress they make during the two years this time could also be spent working on other qualifications that are more practical in nature and less demanding in terms of time required to complete them.



| | |
|-------------|-------------|
| Name | Form |
|-------------|-------------|

Curriculum 2012

Instructions

Please place your preference in the corresponding boxes by using **1, 2 & 3**.

The subject that you want to study the most should be marked with a **1 or 1st**.

The subject that you want to study if you don't get your 1st preference should be marked with a **2 or 2nd**.

The subject that you want to study the least should be marked with a **3 or 3rd**.

| <u>Option</u> | <u>Order of preference</u> |
|-----------------------------|-----------------------------------|
| BTEC Sport | |
| BTEC Performing Arts | |
| BTEC Dance | |

Do not indicate just one preference. In all cases, 3 preferences need to be indicated.

In most cases pupils will receive their first preference

If in doubt please refer to the pages in the options booklet

Parent/guardian signature _____ Pupil signature _____ Date _____

This form must be completed and returned to your Form Tutor by Friday 16th March 2012.

Exemplar completed options forms

| | |
|-------------|-------------|
| Name | Form |
|-------------|-------------|

Curriculum 2012

Instructions

Please place your preference in the corresponding boxes by using **1, 2 & 3**.

The subject that you want to study the most should be marked with a **1 or 1st**.

The subject that you want to study if you don't get your 1s preference should be marked with a **2 or 2nd**.

The subject that you want to study the least should be marked with a **3 or 3rd**.

| <u>Option</u> | <u>Order of preference</u> |
|-----------------------------|----------------------------|
| BTEC Sport | 1st |
| BTEC Performing Arts | 3rd |
| BTEC Dance | 2nd |

Do not indicate just one preference. In all cases, 3 preferences need to be indicated.

In most cases pupils will receive their first preference

If in doubt please refer to the pages in the options booklet

Parent/guardian signature _____ Pupil signature _____ Date _____

This form must be completed and returned to your Form Tutor by Friday 16th March 2012.