



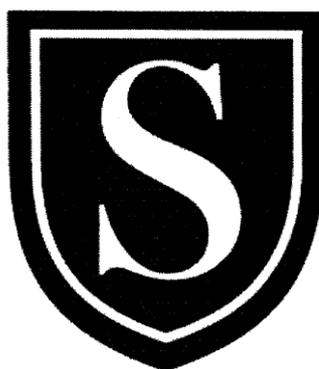
CURRICULUM GUIDE

Key Stage Four
2017 - 2020



Be the best you can be!

SOUTHAM COLLEGE
KEY STAGE 4
CURRICULUM GUIDE
FOR YEAR 8
2017-2020



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Dear Parents and Students,

Welcome to our 2017 Options booklet. Please read it together and then feel able to plan the important choices available to you. The booklet contains brief descriptions of the courses offered for Key Stage 4 but remember that teachers are only too pleased to discuss these and the options with both students and parents. I hope that you will find the booklet informative and that it will help you to make important decisions about the next three years of the education process, decisions that might also affect the years beyond that.

I hope too, that you will take the opportunity to come into school at **7.00pm on Thursday 26th January** when we will offer further guidance and advice. There are subject Parent Evenings on 2nd February 2017, (8GV3, 8SE4, 8WE4, 8WGA & 8WGC) and 9th February 2017, (8GV4, 8SE3, 8WE3, 8WH3, 8WH4, 8WGB).

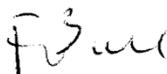
Why have Options?

Students in Year 8 have completed almost two years at Southam College and have experienced a wide range of subjects. At this stage in their education, they have an opportunity to study slightly fewer subjects but to a greater depth, ready for public examinations. We ensure, however, that everyone maintains a balance of subjects while at the same time students can begin to shape their education just a little, so that it more closely reflects their individual interests and abilities. Making decisions is an important part of students taking responsibility for their own learning and, indeed, their futures. We also hope that the decision-making process will be rewarding and help develop some feeling of taking control.

Getting it right

You cannot be sure that choices made now will be right for a chosen career. Students' ideas will probably change; employment opportunities and entry requirements certainly will. That is why it is essential that, even when the choices are made, a broad and balanced range of subjects has been preserved. Options for later need to be kept as open as possible and the subjects we require to be studied help to ensure this.

To help students make informed choices, they will be given support from their tutors and the Head of Year as well as subject teachers. We welcome contact from parents, too, if you feel we can provide support.



Mrs Bull

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INTRODUCTION

This booklet is divided into two sections:

- **CORE SUBJECTS – compulsory and studied by all**
- **OPTION SUBJECTS – four chosen by students**

Core Subjects

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Science (Double or Triple Science GCSE)
- Physical Education
- Philosophy and Ethics GCSE
- Life Skills

Further information on these subjects is provided in the **Core Section** subject section of this booklet.

Option Subjects

The Options subject section of the booklet is divided into two types:

- EBacc GCSE subjects
- GCSE and vocational courses

You will have to **choose four subjects** from these sections. Please read these sections carefully before making your choices.

The Options form needs to be completed and signed by a parent/carer before it is returned to College by the deadline of **Tuesday 14th February 2016**.

EBacc GCSEs (Subjects that count towards the English Baccalaureate or EBacc)

The Government is encouraging students and schools to take a combination of subjects called the EBacc. The EBacc is not a separate certificate, but it recognises students who have a combination of English, Mathematics, Science, Humanities and Languages. In order to achieve the EBacc, student should take:

- One Humanity GCSE (Geography or History); and
- One Language GCSE (French, German or Spanish)

GCSE and Vocational courses

- Choose a total of **four** GCSE and/or Vocational courses
- **GCSEs** – there are a large number of other GCSEs to choose from which will have examinations and, sometimes, coursework or controlled assessments to be completed in class.
- **Vocational courses** – BTECs, Cambridge Technicals and Technical Awards are more work related. These courses have a mix of continual assessment and fewer examinations.

How do I choose?

Consider the following:

- Which are your favourite subjects?
- In which subjects do you achieve well?
- If you have an idea of your future career, do you need to have studied particular subjects? Check the level of any exam pass grades needed.

If you have any questions or concerns about particular careers or Further/Higher Education courses, ask your Life Skills teacher, Mr Hughes (the Careers Advisor) or your tutor to ensure that your choices make good 'career sense.' You will be more successful in your studies if you know what is leading you forwards.

DO

- Ask for advice from the people who know you
- Talk over your choice with your parents, tutor and subject teachers
- Make an informed choice

DON'T

- Take a subject just because you like the teacher – it is the subject that is important
- Choose a subject just because your best friend has chosen it – your best friend may be good at it, you may not
- Be put off taking a subject because a friend says they doesn't like it

What do I do now?

Steps to take:

- Read this booklet carefully and discuss it with your parents and carers
- Seek any advice you need from subject and careers teachers as well as your tutor
- Make good use of the Tutorial and Life Skills time devoted to 'Options'
- Check out all the resource available to you in Careers including Careers websites you have been told about, such as, CareerSoft JED (Job Explorer Database)
- Listen carefully to the 'Option Talks' about new subjects in particular, and make notes if necessary
- Find out more about Options available to you at Options Evening on **Thursday 26th January 2017.**

SUPPORTING STUDENTS IN YEAR 9, 10 & 11

We welcome your support for your children's learning. Students are asked to approach tasks in a different way and they are expected to complete individual research. The work load also increases markedly. As parents, you can help by guiding students, helping them to manage their time and providing the opportunity to research widely. If, during this time, you have any queries or need assistance, you are welcome to contact the college.

CORE SUPPORT

We do offer the chance for a very small number of GCSE students to take three options not four, and to take Core Support. This course will provide extra literacy and numeracy. If students are interested, they should speak to Miss Kingham, SENCO.

Finally

All subject choices are final and it may not be possible to change a subject choice during the three years once a course has started.

Parents and students will receive a letter confirming their child's options choices by May half term.

WHICH COURSES WILL RUN?

All subjects are offered subject to sufficient demand. In the event of having chosen a subject which fails to run, parents will be informed as soon as possible in order that an alternative subject may be selected.

KS4 Options Form 2017-2020

Name: _____ Tutor Group: _____

CORE Subjects – all students will take these:

- English Language and Literature
- Maths
- Science
- Life Skills
- Philosophy and Ethics
- Physical Education

Please choose **ONE** EBacc GCSE Subject from:

- | | |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> French | <input type="checkbox"/> Geography |
| <input type="checkbox"/> German | <input type="checkbox"/> History |
| <input type="checkbox"/> Spanish | |

Please choose **THREE** Subjects from:

- | | |
|--|--|
| <input type="checkbox"/> Art | <input type="checkbox"/> History |
| <input type="checkbox"/> Business Studies (GCSE) | <input type="checkbox"/> ICT (Technical Award) |
| <input type="checkbox"/> Business (BTEC) | <input type="checkbox"/> Media Studies |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Music |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Photography |
| <input type="checkbox"/> Engineering (GCSE) | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Engineering (Technical Award) | <input type="checkbox"/> Resistant Materials (GCSE) |
| <input type="checkbox"/> Food Prep & Nutrition | <input type="checkbox"/> Resistant Materials (Technical Award) |
| <input type="checkbox"/> Food & Catering (Technical Award) | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> French | <input type="checkbox"/> Sport (BTEC) |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Textiles (GCSE) |
| <input type="checkbox"/> German | <input type="checkbox"/> Textiles & Fashion (Technical Award) |
| <input type="checkbox"/> Health & Social Care (BTEC) | <input type="checkbox"/> Visual Communication (Graphics) |

1. The Science department will advise students and parents which Science choice to take at the end of Year 9, in July 2018.
2. Students cannot take very closely related subjects e.g, Art and Photography; Physical Education and Sport.

Signed by Parent/Carer _____ Date: _____

**PLEASE COMPLETE AND RETURN THIS FORM BY TUESDAY 14th FEBRUARY.
SPARE COPIES OF THIS FORM ARE AVAILABLE AT THE OPTIONS EVENING
OR FROM YOUR FORM TUTOR**

CORE SUBJECTS

ENGLISH LANGUAGE

GCSE Examination Board: AQA English Language

Overview

This is a core subject and all students follow the Linear AQA course. Studying English Language will develop reading, writing and speaking and listening skills that are important for doing well in all of your subjects. Also, a good qualification in English Language will allow you to study further qualifications and open up a wider range of career options.

Course Description

The course is designed to ensure students read a wide range of texts. You will develop reading and critical thinking skills in responding to these texts in a variety of ways. You will also have to write analytically and creatively and demonstrate competent spelling, punctuation and grammar.

You will be assessed through two examinations at the end of year 11. In both examinations you will answer questions on extracts of literary and non-fiction texts and produce original writing.

What can you do next with this subject?

All employers will expect you to have a good level of written and verbal communication and have a good GCSE pass in English.

There are many career paths which relate to the subject, including publishing, advertising, journalism and teaching.

ENGLISH LITERATURE

GCSE Examination Board: AQA English Literature

Overview

This is a core subject and all students follow the Linear AQA course. Studying English Literature will develop reading skills as well as skills of analysis and evaluation. These are essential skills for doing well in all of your subjects.

Course Description

The course is designed so that students take a skills-based approach to English Literature. You will read a wide range of poems, novels and plays throughout the course and develop skills of analysis to respond to these texts. You will learn to write an effective essay to express your ideas and you will learn to form original interpretations of literary texts.

You will be assessed through two examinations at the end of year 11. In the first examination you will answer questions about a Shakespeare play and a novel written in the 19th century. In the second examination you will answer questions about a modern play or novel and a collection of poems. You will study these texts in class in preparation for the examinations but there will also be questions on a poem you won't have seen before.

What can you do next with this subject?

Many employers look for a good GCSE qualification in English Literature as it demonstrates that you have analytical skills and a good level of written and verbal communication.

There are a number of careers which link well with English Literature, including work in publishing, theatre and teaching.

MATHEMATICS

GCSE Examination Board: Edexcel Specification 1MA1 (Linear)

Students study at either: Foundation level (GCSE Grades 1-5) or

Higher level (GCSE Grades 4-9)

Overview

- to give all students a sense of achievement
- to make mathematics relevant and enjoyable
- to encourage the study of mathematics at A- Level and beyond
- to help students acquire the mathematical skills and knowledge needed for other subject areas and in adult life
- to ensure that all students achieve the best possible exam grades

Course Description

Students will continue to study all aspects of Mathematics: Number, Algebra, Geometry, Ratio, Probability and Statistics. In this GCSE they will also learn to apply the functional elements of mathematics in everyday and real-life situations. Students will work with textbooks from the Edexcel GCSE Series for both Higher and Foundation Tier.

Assessment

Students will be constantly assessed by their teachers through questioning, class work and Home Learning.

There will be regular formal tests to check students' understanding of what has been covered in lessons. An estimated GCSE grade will be given after each of these tests.

There is no coursework element to the Mathematics GCSE course. Students are assessed by three written papers (one non-calculator and two calculator), of 1½ hours each. Approximately 50% of each paper will assess the functional and problem solving elements of the course.

Home Learning

Students are set around 40-80 minutes of Home Learning each week. Generally this will be a continuation of topics covered in lessons to consolidate and practise new concepts but it may also include revision.

One piece of Home Learning per fortnight will be an assessed piece of work, as students have been used to in Year 8. However, the questions will all be taken from past GCSE papers so students become familiar with this style of question. Students are expected to seek help with any Home Learning they are unable to complete, before the work is due in. If students have been absent from lessons it will be necessary for them to make up missed work in their own time.

SCIENCE

GCSE Examination board: AQA

Overview

- A learning experience which will develop and enhance scientific skills as well as foster lifelong appreciation, understanding and knowledge of Science.
- Strong qualifications supporting further studies at Level 3 and beyond.

Course Description

You will take one of two possible GCSE 'routes' over the next 3 years, namely Combined Science (2 GCSEs) or Separate Biology, Chemistry and Physics (3 GCSEs). The specific route will be decided during Year 9, when the material covered by all students is the same. This decision will reflect performance in Year 7, 8 and 9 and will place students on the courses most conducive to individuals' attainment at GCSE. (Both 'routes' support further study in Science at Level 3).

Assessment is via external exams taken in the summer of 2019 at the end of Year 11. You will carry out practical work throughout the courses to develop scientific skills which are assessed as part of these exams. There is no 'course work'.

Teaching Time:	Combined Science	- 7 hours per fortnight in Year 9, 10 hours in Years 10 and 11
	Separate Sciences	- 7 hours per fortnight in Year 9, 12 hours in Years 10 and 11

How can I get the most out of GCSE Science?

- Take an interest in Science around you - On TV, in newspapers and online as well as in your surroundings. Link this to your existing knowledge.
- Take the Science courses very seriously at all times, ask lots of questions and bear in mind that the knowledge and skills you acquire from the beginning of Year 7 could well be tested at the end of Year 11.

What can I do next with this subject?

- Further Science qualifications: Level 3, Degree, Research.
- Health professions: Medicine, Veterinary Science, Dentistry, Nursing, Physiotherapy, Pharmacy, Optometry, Podiatry, Midwifery, Pathology.
- Science-related professions: Engineering, Chemical engineering, Food technology, Forensic Science, Teaching, Conservation, Laboratory technician.
- Science Qualifications also demonstrate transferable skills for a range of other professions and are welcomed by employers as evidence of a solid educational background.

LIFE SKILLS

Overview

Life Skills at Southam College provides students with a diverse programme of learning which covers both PSHE (Personal, social, health and economic) and Citizenship topics. The Life Skills curriculum aims to help students' spiritual, moral, social and cultural (SMSC) development. In addition, we are passionate to help students develop the skills and knowledge necessary for healthy, safe, fulfilling and responsible lives. We feel it is important for students to have the awareness and understanding on current, topical issues that may arise as they are growing up in a rapidly changing world but also how to develop empathy and appreciation for each other as they become active members of a society. Our department also aims to support students to develop an understanding of how to work with others but also how to manage risk and make informed decisions independently. Additionally, we feel it is important for students to learn to recognise their strengths and weaknesses in a variety of fields and to develop the self esteem and confidence needed to face the personal challenges they may come across in life.

Course Description

What is particularly special about Life Skills at Southam College is that all students are taught Life Skills, both within KS3 and KS4. In lessons, students cover all aspects of PSHE and Citizenship in line with the previously recognised 2014 National Curriculum. We regard Sex and relationship education (SRE) as an important part of our Life Skills curriculum and we refer to the Secretary of State's guidance when delivering these lessons.

Students will study the following topic areas going forward into KS4:

Year 9:

- Alcohol Awareness
- Sex and Relationship Education
- Financial Capability/Money skills
- People & Work Skills
- Keeping healthy and Personal wellbeing.

Year 10:

- Work Skills
- The Employability Skills program- Character education award
- Personal health and wellbeing.

Year 11:

- Revision Techniques and Exam Skills
- Active Citizenship
- Maintaining and Improving Health and Emotional Wellbeing.

Assessment:

Although students do not have an external examination, we feel that assessment is just as necessary and valid in Life Skills as in all other subject areas. Therefore students have regular opportunities to reflect on and identify to what extent, learning outcomes have been achieved, and to know how to make further progress, in particular through the use of regular end of topic assessments.

Home Learning:

Home Learning is set regularly, on fortnightly basis. They are expected to meet all deadlines.

Further Information:

Parents or carers who have any questions about the Life Skills curriculum are more than welcome to arrange a meeting in person or can contact via email to discuss further - Campbell.s@welearn365.com. Miss Campbell, Head of Department for Life Skills.

PHILOSOPHY AND ETHICS

GCSE Examination Board: AQA Religious Studies A Specification No: 8062

Overview

- To provide an opportunity to explore a wide range of fundamental issues one might experience in life looking at your own and others responses.
- To develop knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings and practices have on our attitudes and beliefs.
- To enable students to develop their own attitudes towards religious beliefs.

Course Description

This course allows all students to become aware of issues of local, national and global concern and placing them within a spiritual and moral context. Students quickly become aware and make links between belief and action. This course moreover encourages students to become aware of diverse religions and beliefs and these are all part of our human experience. It supports students to develop as reflective and responsible citizens in a plural society and global community with an emphasis on ethical diversity and two key religious practices; particularly Christianity and Islam.

Year 9

Students will cover a wide range of topics. These will vary from, human relationships, religion in the media and good and evil. Students in this year begin to develop the skills demanded at GCSE. Students will be assessed across through written tasks and verbal tasks.

Year 10

Component 1: The study of religions: beliefs, teachings and practices (50%)

Students will cover here two key religious beliefs and practices in depth. They will study the influence of beliefs, teachings and practices on individuals, communities and societies. Debate and discussion will form a large part of the lessons, with lots of group learning. Students will develop skills on how to objectively look at issues and portray different viewpoints.

Year 11

Component 2: Thematic studies (50%)

This unit encourages students to explore topics from relationships and families, religion and life, peace and conflict, crime and punishment. Students are required to delve deep into a philosophical and ethical world, deploying a range of different views, ensuring knowledge, understanding and application of the religious views studied in Year 10 are applied here. Students are expected not only to appreciate their own views but those of others too. Students are required to ask 'big' questions and debate social, moral and cultural issues from our everyday lives.

Both units are assessed by 1 hour 45 minute examinations at the end of year 11.

What can you do next with this subject?

A GCSE course in Philosophy and Ethics can lead to 'A' level Philosophy and Ethics, Politics and Sociology in the 6th Form. This could lead one into a career in teaching, the police force, law, the government, journalism and the media for example.

PHYSICAL EDUCATION (Core)

All students take three compulsory core physical education lessons over the fortnightly timetable. At Key Stage 4 students are asked to select a Pathway in Year 10 and re-select a different pathway in Year 11 for the activities they would like to participate in.

Overview

- * to encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education
- * to encourage creativity, independent learning and decision-making skills to enable students to plan effectively for performances and to respond to changing situations
- * to prepare students to make informed decisions about further learning opportunities and career choices
- * to enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official
- * to enable students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

Sports Leaders Award – Pathway 5

The Sports Leaders Award can be selected as part of the core PE Programme. This is a nationally recognised award which focuses on developing leadership skills by using sport as the medium. The course aims to help students improve their self-esteem and develop their leadership skills.

There are six units covered by the award:

1. Organisation skills
2. Communication skills
3. Health & Fitness
4. Fair play in sport
5. The role of the umpire
6. Opportunities in sport & Recreation

Students can also choose to take GCSE Physical Education or BTEC Sport in the Options.

FINE ART

GCSE Examination Board: AQA
Specification and Number: Fine Art 4202

Overview

As part of this GCSE, all students will be expected to record ideas, observations and insights relevant to their intentions in visuals or other forms. They will then need to develop and refine their own ideas through experimenting with different media, materials, techniques and processes, informed by contextual sources. Finally they will need to present a personal, informed and meaningful response in the form of a final creative outcome and demonstrate an analytical and critical understanding of visual art.

Course Description

An enjoyable and stimulating programme for anyone who likes drawing, painting & print-making, using a wide range of materials, including computers. You will work on a range of scales but most of your ideas will be explored from first hand studies in the form of a work journal/sketchbook. You will work on a given theme and be encouraged to interpret it in a personal way, documenting how your own ideas have evolved.

Assessment

Component 1 (60%): Personal portfolio developed over three years that incorporates work produced under controlled conditions.

Component 2 (40%) Externally set assignment in Year 11 under exam conditions. This is internally assessed and then externally moderated by the board.

- You need to be interested in and like drawing
- be prepared to explore and experiment with a wide range of media, techniques, painting, printing, construction, modelling, textiles and graphic communication
- be organised and prepared to use a sketchbook to research, explore and develop ideas both in class and at home
- be interested in finding out about other artists and their work
- be committed to working hard in an organised and independent way.

What can you do next with this subject?

A GCSE course in Art can lead to 'A' level Art and/or A Level Photography in the 6th Form. This could lead toward a career in art, architecture, film-making, animation, teaching, conservation/restoration, interior design, photography, model making, printmaking, graphic design or product design.

BUSINESS STUDIES

GCSE Examination Board: OCR examination board – specification J204

Overview

To develop the students understanding of the dynamic environment in which businesses operate, and appreciate the many and varied factors which impact on business activity and business behaviour, including:

- Interests of different stakeholders in business
- Need for sustainability in business
- Effect of business activity on the environment
- Increasing importance of ethics in business decision making
- Globalisation of business activity

Course Description

There are two units of study:-

1. Business activity, marketing and people
 - Market research and data
 - The marketing mix
 - Marketing in the wider business environment
 - The structure of business activity
 - Ownership, size and scale
 - Employment and retention
 - Organisation and communication
2. Operations, finance and influences on business.
 - Using and managing resources to produce goods and services
 - Production methods
 - Financial information and decision making
 - External influences on business activity
 - Ethical and environmental considerations

Assessment

This course is 100% assessed through external assessment which will occur at the end of the course. There are two exams both worth 50% of the final GCSE, both 90 minute exams and both marked out of 80.

What can you do next with this subject?

A GCSE course in Business can lead to A Level Business or A Level Economics in the sixth form. This could then lead to a wide range of courses at University and opens up many career opportunities.

BUSINESS

BTEC Level 1/Level 2 First Award Examination Board:Edexcel/Pearson (equivalent to 1 GCSE grades A*-C)

Qualification number: 600/4786/0

Overview

- to develop an interest in the world of business
- to develop an understanding of the planning involved in setting up a business
- to develop an understanding of how people both prepare themselves for jobs and work within an organisation
- to develop an understanding of how businesses develop relations with their customers
- to develop the skills to analyse a range of business data and situations
- to develop financial management skills
- to be able to distinguish between fact and opinion, to build arguments and make informed judgments
- to be able to apply this knowledge and understanding to current issues and problems

Course Description

Various units will be studied over the three years, covering a range of topics which include:

1. Enterprise in the Business World (Coursework)

- The purpose and ownership of business
- Understand how trends and the current business environment impacts on businesses
- Plan a business idea and present a business model for a start-up business

2. Finance for Business (Online examination)

- Costs, revenues and profits in business organizations
- Break-even analysis and cash flow forecasts

3. Recruitment, selection and employment (Coursework)

- Job roles and their functions in business
- How do people prepare for jobs?
- How can they develop their careers?

4. Principles of Customer Service (Coursework)

- How do businesses provide customer service?
- What skills are needed in customer service situations?
- How do businesses work to satisfy their customers?

Assessment

There is a 75% coursework and 25% exam weighting.

What can you do next with this subject?

This course will lead you on to Level 3 courses at College/school or an apprenticeship in a Business related area.

COMPUTER SCIENCE

GCSE Examination Board: OCR (J276)

Overview

Computer Science will, above all else, be relevant to the modern and changing world of computing. Computer Science is a practical and theoretical subject where pupils can apply their knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Computer Science will value computational thinking, helping pupils to develop their skills to solve problems and design systems that do so. These skills will be the best preparation for pupils who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. This qualification is provided in three key assessment areas:

Course Description

Computer Systems (J276/01)

Examined component set and externally moderated by the exam board.

The focus of this component is on computer systems covering the physical elements of computer science and the associated theory.

Short answer questions and essay type questions

1.5 hours

40% of total GCSE

Computational Thinking, Algorithms and programming (J276/02)

Examined component set and externally moderated by the exam board.

The focus of this component is on the core theory of computer science and the application of computer science principles.

Short answer questions and essay type questions

1.5 hours

40% of total GCSE

Programming project (J276/03)

Approx. 20 hours

Exam board set task internally marked and externally moderated

This component is the non-exam assessment (NEA) where pupils will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

20% of total GCSE

To be successful in Computer Science pupils must be able to design a solution to a problem, create and implement the solution, test, debug and evaluate independently. Pupils must have the ability to solve problems quickly and efficiently. Pupils must be able to learn a new language; programming is all about learning how to communicate with a computer! Pupils must be highly literate and numerate as writing the wrong programming syntax can result in a program not working.

DRAMA

GCSE Examination Board: GCSE OCR –J316

Overview

- Develop confidence, team work and independence
- To refine ability to study and analyse literature in a creative manner
- To hone skills such as thinking out of the box
- Develop artistic skills through practical exploration and realisation
- Engage with themes and issues extending to wider worlds and cultures

Course Description

Year 1

- We will be building a foundation of skills, doing mock examinations so you feel 100% confident in the needs of the criteria. You will also study practitioners of Drama and how to use their methods to explore and analyse plays and performance.

Year 2

- Will see you complete two thirds of the course assessment, typically through practical and creating work-shops and accompanying assessment.

Year 3

-Will focus on the final examination unit which will consist of written exam based on a set text and evaluation of a theatre production seen with school.

Home Learning

Home Learning will be set once a week and will consist of either written or practical rehearsal task.

What can you do next with this subject?

Students of Drama develop creative skills, as well as knowledge and understanding of the Arts thus preparing them to study subjects such as: Performance Studies, Drama & Theatre Studies, Performing Arts, Media Studies, English Language and Literature, Philosophy, Sociology and Psychology, Dance, Music and Art. Additionally, students develop generic skills that feed into all courses: speaking and listening, research and investigation, analysis and evaluation, public speaking and presentation, social skills, confidence, as well as literacy.

The study of GCSE Drama paves the way to a **wide range of career possibilities**, including those involving public speaking and presenting, leadership and management, group co-operation and interaction, performing and communicating, teaching and learning, problem solving and investigation, and analysis and evaluation.

ENGINEERING

GCSE Examination Board: AQA ENGINEERING. Specification 8852

Overview

GCSE Engineering introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

Subject content: students to learn about.

1. Engineering materials	4. Testing and investigation
2. Engineering manufacturing processes	5. The impact of modern technologies
3. Systems	6. Practical engineering skills

Assessment

Question paper: Externally assessed

Though the 'Practical engineering skills' section will predominantly be assessed through the Non-Exam Assessment, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.

- Written exam: 2 hours
- 120 marks
- 60% of GCSE

Types of Questions

- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge, including calculations.
- Multiple choice questions related to the application of practical engineering skills.
- Extended response questions drawing together elements of the specification.

Non-exam assessment: Practical engineering testing

Application of skills, knowledge and understanding in a practical context.

Analysis and evaluation of evidence.

How it's assessed?

A brief set by AQA released on 1 June in the first year of study.

80 marks

40% of GCSE

Students produce:

- Engineering drawings or schematics to communicate a solution to the brief.
- An engineering product that solves a problem

Home Learning

This will be set on a weekly basis and will be aimed at reinforcing the knowledge learnt in the class, this will give students the opportunity for independent study and depth in knowledge to the level required.

ENGINEERING CAMBRIDGE NATIONALS

Overview

Cambridge Nationals in Engineering are targeted at 14 to 16-year-olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the same size as a GCSE.

It is aimed at students who wish to study the processes involved in manufacturing new engineered products. It provides students with the knowledge and skills required to operate manufacturing tools and equipment used to make products in accordance with a design specification, and develops their understanding of the processes and systems required to transfer a design concept into a mass produced quality product.

Course Description

Unit R109: Engineering Materials, Processes and Production

Written paper OCR set and marked 1 hour – 60 marks 25%

Developing students' knowledge and understanding of engineering materials and processes is key to this unit. They'll also look at how to use modern computer applications in the manufacture of engineered products.

Students will:

- Study basic engineering processes (there's the opportunity to take a practical approach to their experience)
- Look at types of engineering materials such as ferrous and non-ferrous metals, alloys, polymers, thermosetting plastics, ceramics, composites, smart materials, and new and emerging materials
- Consider properties of engineering materials and the theory of hand and machine skills to engineer a product

Unit R110: Preparing and Planning for Manufacture 25%

Centre assessed tasks OCR moderated Approx. 10–12 hours – 60 marks

Another practical unit, this gives your students an opportunity to understand and be able to apply the processes for making pre-production products, using a range of hand tools and measuring and marking equipment safely.

Students will:

- Plan and make a pre-production product by conventional (non-CNC) methods to develop a suitable product
- Have the opportunity to apply appropriate processes for making pre-production products and use hand-held tools, measuring and marking equipment safely

Unit R111: Computer-Aided Manufacturing 25%

Centre assessed tasks OCR moderated Approx. 10–12 hours – 60 marks

In this unit, students will learn how to use computer applications to manufacture engineered products and produce CAD drawings of a product. They'll understand how computer control is used to produce engineered products in high volume.

Students will:

- Produce CAD drawings of a product to produce a batch of CNC-manufactured examples
- Study computer applications in the design and manufacture of engineered products and know the procedures for setting up CNC equipment to produce a batch of products to a required specification
- Investigate methods used to compare items manufactured by manually controlled and CNC production.

Unit R112: Quality Control of Engineered Products 25%
Centre assessed tasks OCR moderated Approx. 10–12 hours – 60 marks

There are many aspects to ensuring quality control in engineering. This unit will develop students' understanding of the techniques and procedures used to ensure the quality of engineered products. Students will:

- Understand the importance of quality control
- Produce and carry out a detailed set of procedures for the quality control of engineered products that will be used in a 'real-world' situation involving high-volume manufacture of products
- Gain an understanding of the principles of lean manufacture and how they are applied to improving the quality of the manufacturing process.

Home Learning

This will be set on a weekly basis and will be aimed at reinforcing the knowledge learnt in the class, this will give students the opportunity for independent study and depth in knowledge to the level required.

FOOD PREPARATION & NUTRITION

GCSE Examination Board: AQA

Overview

- To understand the science behind what makes food tasty.
- To equip students with a range of kitchen skills and an in-depth understanding of nutrition.
- To learn how different techniques affect the sensory and nutritional properties of food and be trained in setting up taste panels.
- To learn about food origins, sustainability and the impact of food and food security on local and global markets and communities.
- To develop culinary skills including dough-making, reduction and filleting and then hone these techniques using recipes chosen from British and international cuisine.

Course Description

This course develops food preparation skills – these are intended to be integrated into the five sections: Food, nutrition and health, food science, food safety, food choice, and food provenance.

Assessment

Written exam: 1 hour 45 minutes - 50% of GCSE

Controlled Assessment

(Food Science Investigation and Food Preparation Assessment) - 50% of GCSE

Practical investigations are a compulsory element of both coursework tasks. For the Food Preparation task, students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Home Learning

This will be set on a weekly basis Consolidation and research work will be set to reinforce understanding. Time will also be allocated to ensure that the individual develops her/his controlled assessment projects to the depth required.

FOOD AND CATERING (subject to approval)

Technical Award Examination Board: AQA

Overview

Experts in industry and education have identified 12 core skills in food production. Students will get the chance to develop, practice and demonstrate these skills, making a variety of food products. They'll need to consider how to scale up production to produce larger quantities suitable for a commercial setting.

The new qualification allows learners to:

- develop a broad knowledge of ingredients, techniques, standard components and equipment
- develop a wide range of practical skills to produce high quality food products
- develop decision making skills through both independent and collaborative work
- communicate their decisions effectively to a third party
- be able to read, interpret and work from recipes and plans
- be able to develop menus, recipes and plans for making
- develop an understanding of quality and how this can be achieved by rigorous quality controls
- use materials and equipment efficiently in relation to cost and environmental impact
- demonstrate safe and hygienic working practices at home and in a commercial environment
- use key technical terminology related to ingredients and processes
- develop the knowledge and understanding to evaluate and refine their own skills
- develop an awareness of commercial practices and employment opportunities.

Assessment

There are two internally-assessed units, and a third unit that is externally assessed.

Unit 1: Skills Demonstration (30%)

Students will produce a portfolio of products to demonstrate core skills outlined in the specification. These skills include:

- General food preparation skills
- Cooking skills and methods used in a home and commercial context

Unit 2: Extended making project (30%)

Students will undertake an extended project that showcases the skills they have developed in unit 1. Students must:

- Select recipes which are appropriate for the selected theme and give detailed reasons for their choices
- Make between 4 and 6 recipes to demonstrate their competency in a range of practical skills
- Produce a range of dishes that are presented with a variety of different quality finishes
- Write a production plan for each recipe
- Evaluate the outcomes including commentary on what went well and what could be improved for each recipe. This needs to be clearly communicated demonstrating literacy skills and use of technical terms
- Example briefs learners might receive:
 - Charity cake sale
 - Year 11 prom event
 - International menu for a local restaurant

Unit 3: External assessment (written exam - 40%)

- Students will be assessed on the following topics:
- Ingredients and food commodities
- Planning recipes and menus
- Food safety and hygiene
- Food, diet and health
- Nutrition and food choice

Home Learning

This will be set on a weekly basis Consolidation and research work will be set to reinforce understanding. Time will also be allocated to ensure that the individual develops her/his controlled assessment projects to the depth required.

GEOGRAPHY

GCSE Examination Board:

AQA GCSE Geography (8035)

Overview

- to develop a sense of place and an appreciation of the environment
- to understand the significance and efforts of people's values and attitudes
- to develop communication skills, graphical and cartographical skills, interpersonal skills, problem solving skills and entrepreneurial skills

Course Description

The GCSE course builds upon Key Stage 3 Geography by dealing with a range of issues which affect people, places and the environment. Topics are dealt with at a variety of scales including local, national and global.

Geography is also a very practical subject and gives students skills they are likely to find useful in the future. This is especially true in fieldwork, which is an integral part of the course. All students will have the opportunity to attend a residential fieldtrip to collect their own fieldwork data for use in the Geographical Applications exam.

In choosing Geography, students will have the opportunity to equip themselves with ideas, knowledge and skills which will be of importance in our rapidly changing world.

A mix of human and physical topics will be taught, including: Hazards, Ecosystems, UK landscapes, Urban Issues and Managing Resources.

Assessment

Students will be assessed throughout the course via written work, completed both at home and in school. Formal tests based on previous examination questions will take place at regular intervals during the course in order to monitor progress.

The final examination will consist of written papers assessing knowledge of the human and physical topics, along with core geographical and fieldwork skills.

Home Learning

This will be set regularly in accordance with the college's Home Learning policy and may involve written tasks, research, reading or presenting/analysing data.

What can you do next with this subject?

Aside from going on to study Geography at A-level, a GCSE in Geography will prepare students for a wide variety of education and employment options. The knowledge and skills gained will be of use in many Science or Humanities A-levels. Students will also be prepared for employment in any field that requires analysis and interpretation of evidence.

A grade '6' or above in GCSE Geography is required to study Geography at A-Level at Southam College.

HEALTH AND SOCIAL CARE

BTEC Level 1/Level 2 First Award Examination Board: Edexcel/Pearson (equivalent to 1 GCSE grades A*-C)

Overview

- To know the range of Health, Social Care and Early Years services that are available to meet the individual needs of clients.
- To understand the main roles, responsibilities and skills required for a range of Health, Social Care and Early Years services.
- To understand human development across the different life stages from infancy to later adulthood.
- To know how people cope with expected and unexpected life events and understand the effect this has on human life and development.

Course Description

This is a course that is quite different to any other subject you have studied so far. Students will cover a range of topics related to the Health and Social Care sector including: the life stages and factors affecting the growth and development of individuals, and the role of care workers in promoting beneficial change in an individual's environment. They will also gain an understanding of the set of care values used within health and social care.

Assessment

The course is assessed through an examination and coursework. There will be one unit which is assessed externally by a one hour written examination. The other units will be assessed internally by completing a range of assignment tasks.

Home Learning

Home Learning tasks will be set each week and will be used to support and expand learning across Health and Social Care. Home Learning will include written tasks, research, reading around the subject area, presenting and analysing information.

What can you do next with this subject?

Students can go on to study Health and Social Care at A-level or enter the Health and Social Care sector, a qualification in Health and Social Care will prepare students for a variety of education and employment opportunities. If you wish to enter into any one of the following careers a background in Health and Social Care would be advantageous; Midwifery, Nursing, Paramedics, Counselling, Social Work, Occupational Therapy, Physiotherapy and Early Years.

HISTORY

GCSE Examination Board:

WJEC: 9 – 1 spec

Overview

- to encourage an interest, curiosity and enjoyment of a wide range of history, including British and inter-national topics.
- to develop a range of cross-curricular skills that will benefit work in other subject areas (for example: communication, analysis, debate and developing reasoned judgements / arguments).
- to develop understanding of a series of history based skills (for example: source analysis, change and continuity, interpretation).
- to develop a wider subject knowledge in support of specific history topics (for example: political concepts including democracy and dictatorship).
- to develop the ability to develop independent opinions and viewpoints.

Course Description

Year 9 – a foundation year

The topics covered in Year 9 will support and compliment the examined units taught in Year 10 and 11. The assessment structure will mirror that of the GCSE units so that students will gain valuable advice and opportunities for development prior to starting the officially examined course in Year 10.

Term 1 – **World War One:** e.g. the causes and lead up to the Great War, life on the Home Front, and key events during the war.

Term 2 – **World War Two:** e.g. the ‘inter-war’ years and the causes of WW2, life during the war (both and home and on the Front Line), and the years following the Second World War.

Term 3 – **The Holocaust.** Students will explore a variety of issues surrounding the Holocaust. A range of approaches will be used to develop an awareness and understanding of individual stories as well as the wider experiences of people involved.

Year 10 and 11 – GCSE course

Students will cover a range of topics in a mix of **depth or breadth studies**. The topics cover a **range of time periods**, spanning from early medieval history to the 20th century, for example: **Nazi Germany, Crime and Punishment 500 – present day, Medieval England and the USA from 1929.**

The GCSE course is examined entirely in the summer of Year 11 – all topics are exam units, there is no element of coursework / controlled assessment. The exams will include a variety of question styles that will assess a range of historical skills (including interpretation - how historical opinions about key events have changed over time – and source analysis) and more general literacy and communication skills. Students will build on the preparatory work completed in Year 9 across the GCSE course, with regular in class assessments to develop students’ confidence in how to approach different styles of history exam questions.

Home Learning

Students will be set regular revision and exam style Home Learning questions across all three years to help support their knowledge and understanding of the content of the course and the source analysis skills required for the exams. The exam style questions will be supported with success criteria based on the exam board mark schemes to help build the students’ awareness of history skills and exam techniques.

What can you do next with this subject?

The wider skills that students develop in GCSE History mean that it is a highly respected subject that can lead to wide choice of further education or career options, including roles in media, publishing, education or politics.

ICT

Technical Award Cambridge Nationals Examination Board: OCR (J810)

Overview

ICT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. The Cambridge Nationals vocational qualification delivers these skills across the whole range of learning styles and abilities, effectively engaging and inspiring all pupils to achieve great things.

This course is made up of 4 units, each of equal weighting, and is graded at either Pass, Merit, Distinction at Level 1 or Pass, Merit, Distinction, Distinction* at Level 2 (Level 2 being the higher level). All pupils complete the same work regardless of ability; the final grading is based on the quality of work they produce and submit. Once all four units are complete their work is submitted for the Cambridge Nationals Certificate which is equivalent to a full GCSE.

Unit 1 (R001) is a one hour examination based on the ability to apply ICT theory to a given case study

Unit 2 (R002) asks pupils to demonstrate their understanding of a variety of business software applications

Unit 3 (R005) will enable pupils to demonstrate their flare in creating an interactive multimedia product such as a website

Unit 4 (R006) will enable pupils to demonstrate their flare with digital image manipulation

To be successful in GCSE ICT you will need to be highly literate as most of the coursework elements are heavily weighted on your ability to analyse, research, plan, implement and review a client brief. You must also be a confident user of a range of software applications, be self-motivated, willing to work independently, have the ability to solve problems and have a good eye for detail and creativity. It would be ideal for students to have a memory stick to save work so they can work on elements at home.

LANGUAGES

The following languages are offered at GCSE:

FRENCH	AQA Specification 8658
GERMAN	AQA Specification 8668
SPANISH	AQA Specification 8698

Course Description

The course builds on Key Stage 3 skills and understanding of the language. The topics and contexts relate to the student's own lifestyle and that of others at home and in the foreign country.

There are three main themes in which to develop these skills across the GCSE course:

Theme 1 – identity and culture

Theme 2 – Local, national, international and global areas of interest

Theme 3 – Current and future study and employment

Assessments

Paper 1 – Listening skills 25% - two sections, one of which to be answered in English and the other in the target language.

Paper 2 – speaking 25% - This is an exam which will last between 7 – 12 minutes and will include a role play, photo card and general conversation.

Paper 3 – reading 25% - An exam containing three sections similar to the listening exam with the inclusion of translation activities from the target language into English.

Paper 4 – writing 25% - Students will answer up to 4 questions including structured and unstructured writing tasks and translation from English into the target language.

Exams

All of the assessments above will take place at the end of the GCSE course for all Languages. All exams are tiered either Foundation or Higher and students through discussion with their class teacher will be entered for the tiered course which is most appropriate to the ability they have demonstrated across the GCSE course.

Home Learning

Regular Home Learning tasks will be set to build up knowledge and skills over the GCSE course in order to support students' ability to answer both in English and in the target language with more spontaneity and variety. This will include the regular testing of vocabulary skills and core techniques in preparation for the final exams.

What can you do next with this subject?

The main aim of the language GCSE course is to develop a broad range of different skills which students are able to apply across subject areas and topics. These can include presentation skills, research skills as well as communicative and independent learning skills. At the end of the course students should feel confident in their ability to tackle the A level courses as well as being able to communicate in the target language with greater confidence and ease.

A GCSE grade of a 6 or above is needed at Higher Tier GCSE for further study of the language to AS/A2 level. GCSE needed for further study to AS/A2 level as well as sound base for work and leisure.

MEDIA STUDIES

GCSE Examination Board: AQA

****Please note the AQA Media Studies GCSE specification is still awaiting accreditation from OFQUAL and is subject to change****

Overview

Media Studies develops a range of creative and analytical skills which lay a strong foundation for the study of a variety of creative subjects. In addition, the critical thinking skills developed through the course prepare students well to consider a vast range of societal issues and write academically about them.

Course Description

Unit 1: Exam Component – Worth 35% of GCSE

Questions will focus on three areas of the theoretical framework: industries, audiences and representation. There will be a balanced approach to these three areas of the theoretical framework in that Section A will focus on industries and audiences whilst Section B will deal with the representations. The exam responses require a mixture of short paragraphs and extended, essay style questions.

Unit 2: Exam Component – Worth 35% of GCSE

Questions will focus on media language and contexts of the media. Students will be expected to analyse media products both in relation to the theoretical framework and their contexts. Section A will focus on language and Section B will focus on contexts. The exam responses require a mixture of short paragraphs and extended, essay style questions.

Unit 3: Non-Examined Assessment – Worth 30% of GCSE

Students will be able to apply their knowledge and understanding of theoretical framework by creating a production piece. Students will be able to choose what product they make, but it must fit the theme set by the exam board.

What can you do next with this subject?

You should consider Media Studies if you enjoy the following: researching new and existing media products, analysing and writing about media products, learning and applying theory, exploring media corporations and considering how people, places and ideas are represented in the media.

MUSIC

GCSE Examination Board: OCR (J536)

Overview

This engaging course is suitable for students wanting to develop their skills in performing, composing and listening. The 3 strands, along with the necessary music theory, are taught in an integrated and largely practical way. Year 9 projects act as a bridge between KS3 and GCSE music, so there is time for students to develop confidence in their skills. At GCSE, students develop skills across 5 areas of study as outlined below.

Course Description

Area of Study 1 - My Music

You will learn about your own instrument *or* your voice (singing, rapping or beat-boxing) *or* a sequencing programme such as GarageBand.

Area of Study 2 - The Concerto Through Time

You will learn about this musical style and trace its development through the Baroque, Classical and Romantic eras of music.

Area of Study 3 - Rhythms of the World

You will learn about the traditional rhythms from four areas of the world; India and Punjab, Eastern Mediterranean and Middle East, African, Central and South America.

Area of Study 4 – Film Music

You will learn about how composers create music to express moods and enhance characters and emotions within films.

Area of Study 5 – Conventions of Pop

You will learn about a range of Pop music from the 1950's to the present day.

Assessment – a combination of course work and an examination.

Unit 1 – Integrated Portfolio (30%)

- A performance on your chosen instrument
- A composition to a brief that you set

Unit 2 – Practical Component (30%)

- An ensemble performance
- A composition to a brief set by the exam board (Choice of 5)

Unit 3 – Listening and Appraising (40%)

- A 90 minute exam to assess your listening skills and your knowledge of the music styles studied within Areas of Study 2 – 5.

What can you do next with this subject?

This course can lead you to 'A' level Music or Level 3 Btec Music, which could in turn lead towards a career as a performer, composer, producer, sound engineer, music technician, music journalist, music therapist or music teacher. It also shows that you are a dedicated learner and creative individual, which is beneficial for any future career.

PHOTOGRAPHY

GCSE Examination Board: AQA

Overview

As part of this GCSE, all students will be expected to record ideas, observations and insights relevant to their intentions in visuals or other forms. They will then need to develop and refine their own ideas through experimenting with different media - for example, digital photography, darkroom photography and ICT - techniques and processes, informed by contextual sources. Finally they will need to present a personal, informed and meaningful response in the form of a final creative outcome and demonstrate an analytical and critical understanding of visual art.

Course Description

This course is an enjoyable and stimulating programme for anyone who likes photography. Most of your ideas will be explored from first hand studies in the form of a work journal/sketchbook. You will work on a given theme and be encouraged to interpret it in a personal way, documenting how your own ideas have evolved. Final outcomes may be produced in a variety of forms for example digital prints, darkroom prints and moving image.

Assessment

Component 1 (60%): Personal portfolio developed over three years that incorporates work produced under controlled conditions.

Component 2 (40%) Externally set assignment in Year 11 under exam conditions. This is internally assessed and then externally moderated by the board.

- You need to be interested in taking photographs
- Be prepared to explore and experiment with a wide range of media within the discipline of photography
- Be organised and prepared to use a sketchbook to research, explore and develop ideas both in class and at home
- Be interested in finding out about other artists and photographers and their work
- Be committed to working hard in an organised and independent way.

What can you do next with this subject?

A GCSE course in Photography can lead to 'A' level Photography in the 6th Form. This could lead towards a career in photography for publications such as advertising, corporate, editorial, photojournalism, and catalogue. Consumer photography such as weddings, portraits and events. Service Photography such as real-estate, forensic, med/scientific, fine art and stock photography. Careers in photography where you won't need a camera are picture researching, photography writer/blogger, photo editor and curator.

PHYSICAL EDUCATION

GCSE Examination Board: Edexcel (9-1) (1PE0)

Please note students may select Physical Education as an Option in addition to Core PE.

Overview

This is an exciting new syllabus still under design and consultation with the exam board. So although not set in stone, draft accredited material shows there to be a strong sports science theme, interpretation and use of data with practical sports assessment. Those who choose GCSE Physical Education will:

- * Develop theoretical knowledge of the factors that underpin physical activity and sport and use this to improve performance
- * Understand how psychological and psychological state affects performance in sport
- * Perform effectively developing skills, tactics, techniques, strategies and compositional ideas
- * Develop the ability to analyse physical activity and sport
- * Understand the socio-cultural influences that effects people's involvement in PE and Sport

Course Description

Components 1 & 2 – The Theory of Physical Education - 60%, (written examination)

- Applied anatomy and physiology
- Health, fitness and well-being
- Movement analysis
- Sports psychology
- Physical training
- Socio-cultural factors
- Use of data

Component 3 & 4 –30% practical performance 10% PEP

- * Students must offer three performances from a specified list of team and individual sports
- * Plan, carry out, monitor and evaluate a Personal Exercise Programme (PEP)

Home Learning

This will be set regularly in accordance with the college's Home Learning policy and will involve written tasks; research; exam preparation and past paper questions. The importance of Home Learning cannot be underestimated and it is a key part of successful study. Organisation, independent learning and meeting deadlines are key skills to the success on this demanding course.

- * Students will also need to devote time outside their allotted lessons to practise their chosen sporting activities from the vast array of extracurricular sporting sessions.

RESISTANT MATERIALS

GCSE Examination Board: AQA 8552 (Still to be endorsed)

Overview

The Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth alongside applying applied scientific and mathematical principles. The GCSE will be taught mainly through the study of resistant materials but will also embrace the use of other material areas, it encourages the use of imagination, experimentation and develops the core skills of designing.

Course Description

The course is aimed at students identified as suitable for the course and consists of the following areas of study:

- Learn how to develop realistic design proposals as a result of the exploration of design opportunities
- Learn about materials, making techniques, tools and equipment.
- Learn how to plan and organise time to deliver project work.
- Develop skills which will enable you to design and make creative prototypes.
- Learn about manufacturing processes and techniques including CAD/CAM
- To investigate, test and analyse existing products and understand how products are manufactured commercially.
- Investigate and consider the work of designers to inform their own designing.

Assessment

There are TWO assessment elements to the course:

Controlled assessment design and make project	50% of the final mark
Written paper	50% of the final mark.

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

Home Learning

This will be set on a weekly basis and will vary in its demands from reading and learning to designing and evaluating. Further examples of the concepts taught in class will be set to reinforce knowledge and understanding. Ample time will also be allocated to ensure that the individual develops her/his controlled assessment project to the depth required.

What can you do with this subject?

Students who follow the Design and Technology GCSE (Resistant Materials) can continue their academic development through to A-Level with Design and Technology – Product Design (3D Design), which has a similar format of written examination and coursework project, alternatively they could progress onto college or employment in a relevant industry.

RESISTANT MATERIALS TECHNICAL AWARD

Technical Award Examination Board: AQA 3740 (Still to be endorsed)

Overview

Students should choose this course if they want to study resistant materials in a practical way and understand the working properties of woods, metals and polymers. The course enables students to work in a hands-on way to develop the core skills to make high-quality products using woods, metals and polymers. Learners will have the opportunity to use traditional skills and also modern technologies.

Course Description

The course is aimed at all levels of ability and consists of the following areas of study:

Unit 1-Demonstrate development of key skills.- Learners will carry out a number of bite-sized projects to demonstrate their competence in the 12 core skills.

Unit 2-Deliver an extended making project -Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and knowledge they have developed through Unit 3. The project will be in response to a brief, learners will develop skills in planning and development, making, testing and evaluation and communication.

Unit 3-Study the fundamentals of material technology.- Learners will study the fundamentals of the industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers within the industry.

Assessment

There are THREE assessment elements to the course:

Demonstrate development of key skills.	30% of the final mark
Deliver an extended making project	30% of the final mark
Study the fundamentals of material technology	40% of the final mark

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

Home Learning

This will be set on a weekly basis and will vary in its demands from reading and learning to designing and evaluating. Further examples of the concepts taught in class will be set to reinforce knowledge and understanding. Ample time will also be allocated to ensure that the individual develops her/his controlled assessment project to the depth required.

What can you do next with this subject?

Students who follow a Technical award in resistant materials technology can continue their academic development through to college or employment in a relevant industry.

SPORT

BTEC Examination Board: Edexcel

Overview

The Edexcel BTEC Level 1/2 First Award in Sport has been designed to build on and develop learning at Key Stage 3, and is equivalent to one GCSE at Grade A*-C. Students will gain knowledge and understanding of the course specification both in the class room and practically.

BTEC Sport is suitable for a wide range of students; the subject recognises and encourages achievement in all students. BTEC Sport will enhance skills you already have and encourage you to think about relating your learning to real-life situations.

If you enjoy playing sport and have a keen interest in learning more about the sports environment; take part in physical activity outside of school or you are considering a sports related career or further studies in sport beyond Southam College the BTEC Sport will be appropriate for you.

Course Description

Throughout the course students will be required to complete four units:

The Core Mandatory Units are as follows:

Unit 1 - Health and Fitness for Sport and Exercise (Externally Assessed)

Unit 2 - Practical Sports Performance (Internally Assessed)

The two specialist units are:

Unit 5 - Training for Personal Fitness (Internally Assessed)

Unit 6 - Leading Sports Activities (Internally Assessed)

* It is essential that students considering the course have an active interest in P.E/Sport and it would be highly beneficial for students to have some sporting or active experience.

Assessment

Learners must complete both Core Units plus two further Units. Unit 1 is externally examined by EDEXCEL through an online exam and all other Units will be assessed and marked internally. Due to the high content of coursework and written work required throughout the course pupils will need high motivation levels and the capability of meeting deadlines. Good literacy skills will also be very important.

Each unit is divided into a series of assignment topics which will be based on activities such as:-

- group work
- class presentations
- writing reports
- practical performance with video evidence
- planning and leading events

TEXTILES

GCSE Examination Board: AQA 8552 (Still to be endorsed)

Overview

The Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth alongside applying applied scientific and mathematical principles. The GCSE will be taught mainly through the study of textiles but will also embrace the use of other material areas, it encourages the use of imagination, experimentation and develops the core skills of designing.

Course Description

The course is aimed at students identified as suitable for the course and consists of the following areas of study:

- Learn how to develop realistic design proposals as a result of the exploration of design opportunities
- Learn about materials, making techniques, tools and equipment.
- Learn how to plan and organise time to deliver project work.
- Develop skills which will enable you to design and make creative prototypes.
- Learn about manufacturing processes and techniques including CAD/CAM
- To investigate, test and analyse existing products and understand how products are manufactured commercially.
- Investigate and consider the work of designers to inform their own designing.

Assessment

There are TWO assessment elements to the course:

Controlled assessment design and make project	50% of the final mark
Written paper	50% of the final mark.

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

Home Learning

This will be set on a weekly basis and will vary in its demands from reading and learning to designing and evaluating. Further examples of the concepts taught in class will be set to reinforce knowledge and understanding. Ample time will also be allocated to ensure that the individual develops her/his controlled assessment project to the depth required.

What can you do next with this subject?

Students who follow the Design and Technology GCSE (Textiles) can continue their academic development through to A-Level with Fashion and Design or Art and Design Textiles, alternatively they could progress onto college or employment in a relevant industry.

TEXTILES AND FASHION

Technical Award Examination Board: AQA 3720 (Still to be endorsed)

Overview

Students should choose this course if they want to study fashion and textiles in a hands on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career in the industry. Learners will have the opportunity to use traditional skills and also modern technologies.

Course Description

The course is aimed at all levels of ability and consists of the following areas of study:

Unit 1-Demonstrate development of key skills.- Learners will carry out a number of bite-sized projects to demonstrate their competence in the 12 core skills.

Unit 2-Deliver an extended making project -Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and knowledge they have developed through Unit 3. The project will be in response to a brief, learners will develop skills in planning and development, making, testing and evaluation and communication.

Unit 3-Study the fundamentals of material technology.- Learners will study the fundamentals of the industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers within the industry.

Assessment

There are THREE assessment elements to the course

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|--|-----------------------|
| • Demonstrate development of key skills | 30% of the final mark |
| • Deliver an extended making project | 30% of the final mark |
| • Study the fundamentals of fashion and textiles | 40% of the final mark |

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

Home Learning

This will be set on a weekly basis and will vary in its demands from reading and learning to designing and evaluating. Further examples of the concepts taught in class will be set to reinforce knowledge and understanding. Ample time will also be allocated to ensure that the individual develops her/his controlled assessment project to the depth required.

What can you do next with this subject?

Upon completion, learners can progress to Technical Certificates and other Level 3 vocational qualifications such as Art and Design Textiles, BTEC Extended Level 3 Diploma in Fashion and Textiles or A-level Design and Technology: Fashion and Textiles alternatively they could progress onto college or employment in a relevant industry.

Visual Communication (Graphics)

Technical Award Examination Board: AQA 3755 (Still to be endorsed)

Overview

Students should choose this course if they have a genuine interest in graphic design and drawing techniques. The course combines the diverse areas of artistic flair, precision drawing and the creation of a 3D artefact in graphic materials.

Course Description

The course is aimed at all levels of ability and consists of the following areas of study:

Unit 1-Demonstrate development of key skills.- Learners will carry out a number of bite-sized projects to demonstrate their competence in the 12 core skills.

Unit 2-Deliver an extended making project -Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and knowledge they have developed through Unit 3. The project will be in response to a brief, learners will develop skills in planning and development, making, testing and evaluation and communication.

Unit 3-Study the fundamentals of visual communication- Learners will study the fundamentals of the Visual Communication industry and the industrial and commercial processes that exist within it. They will learn about materials and their properties and also about possible careers within the industry.

Assessment

There are THREE assessment elements to the course:

Demonstrate development of key skills.	30% of the final mark
Deliver an extended making project	30% of the final mark
Study the fundamentals of visual communication	40% of the final mark

Knowledge and understanding will be examined at the end of Year 11 in the form of an externally set paper.

Home Learning

This will be set on a weekly basis and will vary in its demands from reading and learning to designing and evaluating. Further examples of the concepts taught in class will be set to reinforce knowledge and understanding. Ample time will also be allocated to ensure that the individual develops her/his controlled assessment project to the depth required.

What can you do next with this subject?

Students who follow a Technical award in visual communication can continue their academic development through to A level with Art and Design – Graphic Products, (which is coursework based), college or employment in a relevant industry.