



Upton Hall School, FCJ



KEY STAGE 4

CURRICULUM BOOKLET

2008 – 2010

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INTRODUCTION

This booklet is designed to provide you and your parents with detailed information regarding the **Key Stage 4 Curriculum** offered at Upton Hall School. The Curriculum is **broad and balanced** to enable you to study a range of subjects and to acquire a variety of skills.

Whatever subjects you choose the structure of the Curriculum will provide you with a good foundation for AS/A2 Subjects.

Read this booklet carefully. Discuss the contents with your parents and ask your teachers for advice.

Once you have made your choices you should keep this booklet safe. It will provide you with valuable information regarding the content of your GCSE courses, their coursework element and the examination format.

THE PROCEDURE

SPRING TERM

- ◆ Study this booklet and discuss the contents with your parents.
- ◆ On **Thursday 24 January at 7.00 pm** there is a Year 9 GCSE Options Evening, which you are expected to attend.
- ◆ On **Wednesday 5 March at 5.30pm** there is a Parent Teacher Evening, which you are expected to attend. This will enable you and your parents to discuss your academic progress and seek the advice of your teachers.
- ◆ You will be required to complete the Provisional Option Form and return it to your form teacher by **Friday 8 February**.

How to choose

- ◆ When you have read this booklet you should have a clear idea of the Curriculum available to you in Years 10 – 11
- ◆ Although the amount of choice is limited it is important that you choose wisely.

Choose because

- ◆ You have a good understanding of what the subject involves and feel confident that you can work with interest and enthusiasm.
- ◆ The subject complements or contrasts with your other subjects.
- ◆ Your teachers believe you have the ability to succeed in the subject.
- ◆ The balance of coursework and examinations suits your disposition and you are determined to succeed.

Do not choose because

- ◆ Your friends have made that choice.
- ◆ The subject sounds easy.
- ◆ You like the teacher.
- ◆ You cannot think of anything else.

KEY STAGE 4 CURRICULUM

The Core Curriculum

This is compulsory for all pupils and consists of English, Mathematics, Religious Studies, Design & Technology, Science and Information & Communication Technology (Short Course) and a Modern Foreign Language.

You must choose one of the following alternatives:

Alternative A

English/English Literature
Mathematics
Religious Studies
Design & Technology
Information & Communication
Technology
3 Separate Sciences,

2 Open Option Choices, one of which must be a Modern Foreign Language.

PSHE, Citizenship, Careers and Work Related Learning (non exam)
Physical Education (non exam)

Alternative B

English/English Literature
Mathematics
Religious Studies
Design & Technology
Information & Communication
Technology
Science and Additional Science

3 Open Option Choices, one of which must be a Modern Foreign Language.

PSHE, Citizenship, Careers and Work Related Learning (non exam)
Physical Education (non exam)

Open Option Choices

In **addition** to the subjects in the Core Curriculum:

Pupils choosing **Alternative A** select **two subject** from the list below, one of which should be a Modern Foreign language.

Pupils choosing **Alternative B** select **three subjects** from the list below, one of which should be a Modern Foreign language.

Art and Design
Business Studies
Drama
French
Geography
German
History
Music
Physical Education
Spanish

English/English Literature leads to the award of **two GCSE grades**.

Science requires that Biology, Chemistry and Physics are all studied.

Science and Additional Science leads to the award of **two GCSE grades**.

Science (separate Biology, Chemistry and Physics) leads to the award of **three GCSE grades**.

The Curriculum outlined above means that pupils would study 10 GCSE subjects. However in certain instances this may not be appropriate.

KEY STAGE 4 CURRICULUM Cont.

Each year a small number of pupils find the demands of this Curriculum too great. Following the mock Examinations in Year 11, consultation takes place between the pupil, her parents, the Head of Year and the Deputy Head KS4, with the aim of reducing the pupil's workload. This is achieved by allowing her to drop one or, in exceptional circumstances, two subjects.

In certain circumstances a pupil may be advised to follow a reduced curriculum from the beginning of Year 10.

EXAMINATION COURSES

GCSE

The General Certificate in Secondary Education

AQA, EdExcel, OCR and WJEC administer the GCSE. These Bodies are responsible for designing specifications, setting examinations, marking papers and awarding certificates.

The specification followed in a particular subject is chosen by the Head of Faculty/Department, in consultation with the subject teachers, and is selected on the basis of what will be the most stimulating for pupils and most likely to lead to examination success.

Coursework

Most GCSE specifications contain a coursework element. Coursework is completed within the two years of the course and submitted to the examiners in advance of the final examination.

The topics for coursework are set by the subject teacher within the framework of the specification. The work is completed in lesson time or at home according to the direction of the subject teacher and must be handed in at stipulated times. It is essential that deadlines are met.

The benefits of coursework are that marks can be achieved in advance of the examination so success is not dependent on examination performance alone. A wide range of skills can be demonstrated without the constraints of working against the clock. If coursework is going to enhance your chances of success you must ensure that the work is well researched, correctly presented and represents the highest standard of which you are capable. Leaving coursework to the last minute is totally inappropriate. You will be given guidance on coursework and dates will be set for handing in the various stages of your coursework. These dates will be published and sent home so that you and your parents have a record of all coursework deadline dates. Ensure that you make good use of all the help, which will be made available to you.

EXAMINATION COURSES Cont.

Certification

Certificates indicate the grade a candidate has been awarded. These range from A* to G. Grade A* is awarded to candidates who have achieved an outstandingly high standard of performance. Grades A* to C are required for entry into Higher Education and for many types of employment.

ACADEMIC EXPECTATIONS

Embarking on GCSE courses requires commitment and dedication from you.

The satisfaction you will gain as a consequence of achieving well at GCSE will more than compensate for the efforts you need to make.

You need to take an active part in your own learning.

Pay keen attention in lessons. Prepare work, which shows diligent application, and be prepared to ask for help if you do not understand a topic.

If you know you are going to be absent, prepare and hand in work ahead of that absence or if this is not possible, as soon as possible, on your return.
Ensure that any missed work is copied up.

A business like attitude will help you succeed and avoid the unpleasant situation of feeling overburdened and unable to cope.

GCSE courses should enable you to develop academically and you should take this opportunity for success.

All pupils at Upton Hall School are expected to achieve at least five GCSEs at grades A* to C and we hope the vast majority will achieve A* and A in most subjects.

You will be set minimum target grades based on your achievements at Key Stage 3 to help you monitor your performance.

CORE SUBJECTS

ENGLISH AND ENGLISH LITERATURE

The specifications of the WJEC are followed for both of these courses.

English is a core subject. English Literature is integrated with English, and some written coursework for Literature can be used also as English coursework. However, the two subjects receive two separate awards in the public examination.

English Language is examined in 2 papers. Each paper is 2 hours long. Paper I tests reading skills through structured questions and by the reading of an extract from the English literary heritage by a major writer. Writing will test imaginative writing through two writing tasks. The first will ask for a piece of writing to inform, explain, describe. The second will offer opportunities for a variety of approaches in writing to explore, imagine, and entertain.

Paper II. Reading is tested through media texts and non-fiction. The first writing test is linked to the reading material in Section A and will test discursive writing, to argue, persuade and discuss. The second piece will offer opportunities to analyse, review, and comment.

English Literature is examined in one paper of 2 hours 30 minutes duration. Pupils must answer questions on a novel, on a set play and on an unseen poem. The pupils are not allowed to take the books into the examination. Throughout the two-year course, all teaching groups are given regular controlled assignments, which provide structured opportunities to practise the individual examination components in class. In addition, core skills enhancement sessions are offered after school to those pupils who have under-performed in any controlled assignment.

In addition to the examinations, students must complete written coursework which includes: original writing; Shakespeare; Transactional Writing; Poetry from Other Cultures, Pre 20th Century Poetry and Pre 1914 prose. Oral Coursework is also completed so that students can show their skills in the following three areas - Explaining, Describing and Narrating; Exploring, Analysing and Imagining, Discussing, Arguing and Persuading.

Opportunities are given for Coursework to be redrafted, and pupils should take full advantage of this in order to produce work of the best possible quality throughout the course. Good attendance is very important, as it is often impossible to reproduce discussion and other learning processes that take place in lessons.

The specifications are challenging. Pupils must keep their own notes up to date and complete coursework assignments on time. It is important for everyone to contribute regularly to class discussion and to practise good essay techniques.

CORE SUBJECTS

ENGLISH AND ENGLISH LITERATURE Cont.

The two year course outline is as follows:

Year 10:

Term one focuses on writing to inform/explain/describe. In addition students will complete:

- ◆ original writing coursework
- ◆ one oral assignment
- ◆ one controlled assignment
- ◆ the study of a selection of poetry from other cultures

Term two focuses on writing to argue/persuade/advise. In addition students will complete:

- ◆ one prose study
- ◆ one pre-20th Century poetry
- ◆ one oral assignment
- ◆ two controlled assignments

Term three focuses on reading non-fiction materials. In addition students begin:

- ◆ prose study
- ◆ oral assessment
- ◆ exam practice
- ◆ coursework on Shakespeare
- ◆ media coursework

Year 11

Term one:

- ◆ the study of a 20th Century novel
- ◆ the study of a 20th play for the exam
- ◆ one oral assignment
- ◆ one controlled assignment

Terms two and three:

- ◆ completion of study of Twentieth Century novel
- ◆ one oral assignments
- ◆ two controlled assignments
- ◆ examination practice and revision.

CORE SUBJECTS

MATHEMATICS

Edexcel Syllabus (Modular)

Mathematics is a core subject which every pupil takes to GCSE level.

A Differentiated Examination

The government recently announced that coursework is to be removed from Mathematics GCSE. The examinations boards have not yet said how they will incorporate this change into the GCSE specification. We expect the content of the three examinations to remain the same, but expect there to be changes in the length and weighting of the examination.

All students at Upton Hall are expected to study for the Higher Tier GCSE. This offers the opportunity to achieve grades A*, A, B, C or D. While it is possible for students to transfer to the Foundation Tier, this would only be recommended in exceptional circumstances.

Teaching Groups

The year group is streamed and each group has the same teacher for Years 10 and 11. Top groups are expected to achieve A* while other groups are expected to achieve A or B grades. However, it is possible for any student to achieve an A* grade.

Assessment

Modular GCSE: Candidates may sit different written modules at different tiers of difficulty.

Year 10

November 2008

Module 1:

Main areas of study:

Examined in Autumn Year 10

Elementary Data Analysis

Graphical displays of statistical data

Sampling techniques

Questionnaire Design and Design of Experiments

(see Module 2)

Probability

Numerical Indicators

June 2009

Module 3:

Main areas of study:

Examined in Summer Year 10

Number and Algebra only.

Calculator skills

Calculations involving %, fractions, ratio, etc.

Equations, formulae and identities

Sequences, functions and graphs

CORE SUBJECTS

MATHEMATICS Cont.

Year 11

June 2010
Module 5:

Examined in Summer Year 11
Certification depends entirely on the tier of examination attempted in this module i.e. grades A*, A and B are available only if module 5 is attempted at Higher Tier.

Main areas of study: Shape and space, including trigonometry and geometrical reasoning
Geometrical constructions
Graphs of functions and their transformations
More complex equations, formulae and identities

CORE SUBJECTS

RELIGIOUS STUDIES

AQA SPECIFICATION

This course is part of the core curriculum studies here at Upton Hall. It provides a worthwhile course for candidates in terms of general education and lifelong learning.

Aims

It encourages pupils to:

- ◆ Acquire knowledge and develop understanding and consider the influence of the beliefs and values and traditions associated with Christianity.
- ◆ Consider religious and other responses to moral issues.
- ◆ Identify, investigate and respond to the fundamental life questions of life raised by religion and human experience – the meaning and purpose of life.
- ◆ Develop skills relevant to the study of religion and in particular, the Roman Catholic Tradition.

Assessment Objectives

Candidates must demonstrate their ability to:

- ◆ Recall, select, organise and deploy knowledge relevant to the course of study.
- ◆ Describe, analyse and explain the relevance and application of Christianity.
- ◆ Evaluate different responses to religious and moral issues, using relevant evidence and argument.

CORE SUBJECTS

RELIGIOUS STUDIES Cont.

Scheme of Assessment

This comprises of 2 written papers 1 hour 30 minutes each, 80% of the marks and 2 pieces of coursework, 20% of the marks.

Option 1C – The Christian Life and St Mark’s Gospel.

This option provides an opportunity for the study of aspects of Christian belief and practice with specific reference to the Person and Ministry of Jesus, as presented in St Mark’s Gospel.

This option will be studied during the course of Year 10 and we would hope to have one piece of coursework, pertaining to this option, completed.

Throughout the year we will undertake to set assessment tests at the end of each unit studied, using past paper questions.

A revision task, or series of tasks will be set towards the end of the year prior to the summer examinations

Homework will be set on a regular basis either, reading, learning or written tasks being set.

If possible we will begin to study the second option paper before the summer vacation.

Candidates should have knowledge and understanding of the origin of the gospel, of the specified themes and of the way in which modern beliefs and practices have been drawn from the Gospel account.

The following themes will be studied: -

- ◆ Authority
- ◆ The person of Jesus
- ◆ Suffering, Death and Resurrection
- ◆ The Christian Community
- ◆ The Kingdom of God
- ◆ Faith and Prayer
- ◆ Discipleship
- ◆ Leadership
- ◆ Worship
- ◆ Baptism

CORE SUBJECTS

RELIGIOUS STUDIES Cont.

Option 2B – Effects of the Roman Catholic Tradition upon Aspects of Christian Lifestyle and Behaviour.

This option will be studied during the course of Year 11. The remaining piece of coursework we hope to complete before Christmas.

End of unit assessment tests will be set using past paper questions.

Revision booklets will be offered for pupils to purchase and extra revision sessions will be made available to the candidates.

In this section candidates need to be aware of the distinctive effect of the Roman Catholic tradition. Candidates will be expected to make full use of their knowledge of and understanding of the Biblical passages specified and credit will be given for the relevant use of additional Biblical material.

The following themes will be studied: -

Christian Values –

- ◆ The Ten Commandments
- ◆ The Sermon on the Mount
- ◆ Features of Discipleship

Christian Response –

- ◆ Justice and Reconciliation
- ◆ Crime and punishment
- ◆ Prejudice and Discrimination
- ◆ War and Peace

and

Personal issues related to the Sacraments such as

- ◆ Christian lifestyle and behaviour
- ◆ ideal of marriage
- ◆ responsible parenthood
- ◆ contraception and abortion
- ◆ marital breakdown and annulment
- ◆ vocation –religious and lay ministries
- ◆ attitudes to sickness and healing
- ◆ death and life after death
- ◆ euthanasia.

CORE SUBJECTS

DESIGN & TECHNOLOGY GCSE

In the Year 9 Handbook we explained that this year the pupils in Year 9 will be asked to make a preliminary choice of Design & Technology material area in which they would like to study for GCSE, based on the work they have undertaken in the three material areas at the start of the spring term.

We hope that this will result in the pupils undertaking more productive and enjoyable Design & Technology lessons for the spring and summer terms and provide them with an excellent foundation for their GCSE courses. The exact structure of the groups will have to change on transition from Year 9 into Year 10 due to the other options selected but every effort will be made for students to continue in their preferred area.

The notes below explain the differences and similarities between the three courses on offer in Design & Technology at GCSE level.

Three options will be offered within Design & Technology for examination in 2010.

GCSE Design & Technology:

- Food Technology**
- Product Design**
- Textiles Technology**

They all have a common aim – to enable pupils to develop and demonstrate fully their capability to design and make quality products – and acquire knowledge and understanding of an appropriate material area.

In addition, the specifications include new Assessment Objectives that make them more relevant to the 21st Century. These are:

- ◆ Materials, components, techniques and industrial practices.
- ◆ Evaluation of processes and products including examining the wider effects of design and technology on society.

Food Technology

The Food Technology specification provides opportunities for pupils to investigate, design, make and evaluate – focusing on the use of food as a material. During the course, students will acquire an appropriate knowledge and understanding of the nature of food as a material, its properties, the effect of processing and the appropriate selection of tools and equipment.

Product Design

This is a relatively new specification, first examined in 2003. Pupils will work with a wide range of materials including: paper/card; timber based materials; metals and plastics and other compliant materials if appropriate. The students will also develop their graphical communication skills.

CORE SUBJECTS

DESIGN & TECHNOLOGY GCSE Cont.

Year 11 students will be able to focus on materials they prefer to work with for their main project.

Textiles Technology

The Textiles Technology specification is concerned with designing and making activities delivered through the use of textiles as the principle material. The course looks at the use of textiles as a fashion material and its use in furnishings and will provide opportunities for focusing on both these areas in order to produce designs that are functional, aesthetically pleasing and fun to create.

Course Structure

The basic structure of the course is the same for the three courses on offer:

In Year 10 pupils build on their design experiences from Key Stage 3. They will undertake a number of relatively short projects of between 6 and 12 weeks; some focussed to develop specific skills and some that are similar to full design projects. Through these, they will extend their knowledge of the specific materials for their course and develop their design and making skills with these materials. Towards the end of Year 10 the students will be introduced to a range of 'Project Outlines' for their final major project and initial research will be planned and started.

The majority of work on the Major Project is carried out in Year 11. Students will be expected to spend a total of 40 hours working on this project. This includes a significant commitment of time at home producing the design folder, as class time is required for the making component. The project must be completed by Easter 2010, but it is our aim to finish the projects earlier if possible. The individual teacher will set the deadline for each group. The remainder of Year 11 will be spent preparing for the final written examination. The examination board provides a theme or topic in the March of the examination year and students will work to gather appropriate knowledge and understanding of that topic.

Assessment

During the course the assessment pattern employed by staff will follow the same format as the final assessment of coursework so that students become familiar with what is expected of them.

The scheme of Assessment for Design & Technology is common to all three courses offered. It consists of two parts:

CORE SUBJECTS

DESIGN & TECHNOLOGY GCSE Cont.

Written Paper: taken in the Summer Term of Year 11

All questions on this examination are compulsory. They test the candidates' application of knowledge and understanding of the materials, components, processes and techniques they have been studying.

The examination is 2 hours and carries 40% of the total marks.

Coursework Project: consisting of approximately 40 hours work undertaken between the start of Year 11 and the end of March in Year 11.

The major project allows students to demonstrate their knowledge of materials and processes, their designing and making skills and their ability to evaluate their design work and its effects on society.

The coursework carries 60% of the total marks.

Homework:

Students following the Design & Technology courses are required to work at home.

The majority of this work will be directly related to the project work currently being undertaken with a focus on the production of a folder of evidence of research, analysis, ideas and development, planning and evaluation.

As all students work at different paces each project is individual – it is the student's responsibility to ensure that they are using their homework time appropriately and relevantly. Periodic checks are made and advice/targets set to guide this work.

In addition to project work, homework will also be used to promote acquisition of knowledge or develop skills and to help prepare for tests/examinations by researching topics.

SCIENCE

Science is for Life.

Every pupil studies science in order to develop the knowledge and understanding of science relevant to our scientific and technological society.

Science at GCSE level involves the study of Biology, Chemistry, Physics and also other scientific areas such as space and the environment.

As a year 9 pupil the choice you have to make is between Science and Additional Science and Separate Sciences. The level of difficulty is the same for both specifications. The difference between the two schemes is the amount of time spent studying the science subjects, the number of topics covered and hence the number of GCSE awards.

Science/Additional Science candidates spend 20% of the timetable on science. The lessons are taught by the specialist teachers of Biology, Chemistry and Physics. Science/Additional Science candidates receive two

CORE SUBJECTS

SCIENCE Cont.

grades when they pass GCSE examinations, one in GCSE Science, the other in GCSE Additional Science.

Separate science candidates spend 30% of the timetable studying science. The lessons are taught by the specialist teachers of Biology, Chemistry and Physics. Separate Science candidates receive three separate grades upon passing GCSE examinations, one in each of the subject areas. The additional time spent within the separate sciences allow a broader knowledge of science to be gained.

Pupils quite often opt for Separate Sciences because they enjoy science or because they wish to follow a career in science or a science related profession.

Pupils who opt to study Science/Additional Science choose to do so because they wish to use their additional time to study a wider range of other subjects eg two foreign languages. The choice is yours but seek advice from your science teachers, parents and career advisors.

At the end of Year 10 Science/Additional Science students will have obtained one GCSE in Science and by the end of Year 11 a second GCSE in Additional Science.

Separate Science students sit exams at the end of Year 10 and Year 11 but are only awarded a GCSE in each Science at the end of Year 11.

The chosen examination board and specification which best meets the needs of our students is the Gateway Science suite from OCR. It builds on and extends our successes with the OCR board whilst providing stimulating and motivating subject content set in everyday contexts.

In full, the suite consists of 18 units or modules, 6 in each subject area. The first two in each subject area make up the GCSE Science qualification. The first four in each subject area make up the GCSE Additional Science qualification. All six in each subject area make up the GCSE Separate Science qualifications.

There will be internal assessment worth 33% of the final grade. For GCSE Science and each of the separate subjects the internal assessment takes the format of 8 'can do' practical tasks plus a short report on 'Science in the News'. For GCSE Additional Science the internal assessment takes the format of a research study, a data-handling task, and an assessment of practical skills.

The units of study are outlined below.

GCSE Science

- B1 - Understanding Ourselves
- B2 - Understanding Our Environment
- C1 - Carbon Chemistry
- C2 - Rocks and Minerals
- P1 - Energy for the Home
- P2 - Living for the Future

CORE SUBJECTS

SCIENCE Cont.

GCSE Additional Science: All of the above plus:

- B3 - Living and Growing
- B4 - It's a Green World
- C3 - Periodic Table
- C4 - Chemical Economics
- P3 - Forces for Transport
- P4 - Radiation for Life

GCSE Separate Sciences: All of the above plus:

- B5 - The Living Body
- B6 - Beyond the Microscope
- C5 - How much?
- C6 - Chemistry Out There
- P5 - Space for Reflection
- P6 - Electricity for Gadgets

A detailed breakdown of the contents of each unit studied can be found at www.ocr.org.uk

Assessment

The Science and Additional Science courses are modular with examinations at the end of Year 10 and another in year 11. The examination is a combined Chemistry, Biology and Physics exam paper.

In Year 10 for GCSE Science there is an internal assessment section of "can-do" tasks and a report on Science in the News worth $33\frac{1}{3}\%$ of the course. In Year 11 for GCSE Additional Science, the internal assessment unit is a Research Study, Data Task and Practical Skills also worth $33\frac{1}{3}\%$.

Separate Science GCSE grades are awarded independently of each other at the end of Year 11. Examinations are taken at the end of years 10 and 11 and coursework is completed within the two year period. The coursework comprises internal assessment involving "can-do" tasks and a report on Science in the News. The coursework makes up $33\frac{1}{3}\%$ of the mark carried forward for the GCSE in each Science subject

Homework

Students will be asked to complete homework after every lesson and should be completed in approximately 30 minutes. Homework can take many forms:

Note taking	Preparing talks, PowerPoint presentations
Learning	Experimentation
Researching from books, from the internet, from CD-Rom	Writing up experiments
Crosswords, puzzles	Model building
Model building	Essays
	Key point summaries

CORE SUBJECTS

INFORMATION AND COMMUNICATION TECHNOLOGY

An exciting feature of modern society is the breathtaking speed at which technology is changing. It affects not only our private lives but also our working lives. To be successful in future employment it is essential that we prepare ourselves to be able to satisfy the needs and expectations of prospective employers.

It is the aim of this course to provide an opportunity to learn how to acquire those skills which are not merely demanded but presumed by universities and employers alike.

Course Structure:

Pupils will follow the AQA GCSE course specification A in Information and Communication Technology.

Information and Communication Technology:

Coursework 1: Coursework will consist of a Board-set Assignment.

Pupils are given the description of a situation where the appropriate use of Information Technology will solve some given problems. Pupils are requested to produce a report which demonstrates their ability to analyse a problem, identify requirements and make use of Information Technology to provide wider solutions which they will design, implement, test and evaluate.

Subject Content:

Pupils will be expected to have studied a range of suitable applications and use their knowledge to solve problems by suggesting and justifying an appropriate IT solution.

Pupils will study:

Section A – Tools, Techniques and Systems

- The structure of Information Systems
- Hardware Components
- Transfer of Data
- Software (examples include Word Processing, Databases, Spreadsheets)
- Data – Gathering
 - Structure
 - Storing
 - Security
 - Processing
- Information – Presenting
 - Modelling
 - Life Cycle

CORE SUBJECTS

INFORMATION AND COMMUNICATION TECHNOLOGY Cont.

Section B – Information Systems in our Society

- Communication
- Laws and Legal Issues
- Growth of Information in Society
- Health and Safety

Scheme of Assessment:

ICT	
Examination: 40%	Coursework-Board Set Assignment: 60%
TOTAL:	100%

Higher Tier and Foundation Tier

Homework:

To be set regularly which may include written work, research work, collecting data or completing work on ICT equipment in their spare time either at home or in school. The setting of Homework does not necessitate having ICT equipment at home.

Homework also includes working to produce evidence for coursework assignments. This may include writing to organisations, e-mailing, writing or typing tasks. It will also mean students analysing information and finding out what the exam board requires students to produce.

OPTION SUBJECTS

GCSE ART & DESIGN

Aims:

The Syllabus aims to:

- ◆ develop analytical, imaginative and intuitive capabilities through the appropriate use of materials, processes and techniques;
- ◆ develop an informed appreciation of the work of artists, craftpersons and designers from a variety of times and cultures and an ability to relate this, where appropriate, to a pupil's own practice;
- ◆ develop investigative and developmental skills necessary to explore ideas and realise intentions;
- ◆ develop a creative and purposeful approach to Art Craft and Design and the ability to evaluate intentions, procedures and outcomes;
- ◆ develop an ability to articulate personal responses and insights when communicating ideas, concepts, observations and feelings through tactile and visual form;
- ◆ develop technical competencies and understanding of the formal elements of Art, Craft and Design;
- ◆ develop an appropriate working vocabulary associated with Art, Craft and Design;
- ◆ develop personal interests, confidence, enthusiasm and the ability to work independently;
- ◆ develop an understanding of relevant values and considerations which may include those of an economic, ethical or environmental nature.

Assessment Objectives:

Pupils will be assessed on each of the four assessment objectives:

- ◆ ability to record observations, experience and ideas in forms that are appropriate to intentions
- ◆ ability to analyse and evaluate images, objects and artefacts showing understanding of context
- ◆ ability to develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses
- ◆ ability to present a personal response realising intentions and making informed connections with the work of others.

There will be continuous assessment over the two years, with coursework totalling 60% of the total GCSE marks. In the final year, pupils will respond to a themed question which is set by the examining body and carries 40% of the total GCSE marks.

Pupils will develop a knowledge and understanding of:

- ◆ drawing and/or painting
- ◆ sculpture/land art or installation
- ◆ printmaking
- ◆ mixed media/textiles

OPTION SUBJECTS

GCSE ART & DESIGN Cont.

Holiday homework assignments are set for each holiday and are an important part of the course. Gallery visits and critical studies are an essential factor and GCSE Art & Design candidates will be expected to visit local exhibitions at the Tate Gallery, Williamson Art Gallery, and Voirrey Embroidery on a regular basis to inform their practical work.

GCSE BUSINESS STUDIES

The main purpose of this course is to provide an insight into the world of adult employment. The business world is dynamic and requires its future employees to be familiar with its objectives and the contribution expected from its most valuable asset, its human resource, its workforce You!

The world owes no-one a living. We are rewarded according to the contribution we can make towards helping a firm achieve its objectives. The better we prepare ourselves the more we are able to contribute and the better we are rewarded.

What is an overdraft, a loan, a budget, a contract, income, revenue, a salary, a wage, overtime? The list goes on!

*If you do not learn these things now, then when?
If you do not learn them at school, then where?*

Course Structure:

Students will follow the AQA GCSE Specification B (Subject Code 3133)

Paper 1	Paper 2	Paper 3
37.5% 1.25hour	25% 1 hour	37.5% 1 hour
Structured questions based on a case study of a business situation	A case-study problem solving paper requiring a written report	Structured questions set on two or more business case studies

Subject Content:

Marketing: The identification, anticipation and satisfaction of consumer wants.
Market research techniques, sampling methods.
Pricing policies.
Promotion and advertising.
Distribution channels to markets.
Product and market orientation.

Production: Primary, Secondary and Tertiary Production
Production methods.
Quality Control.
HRM – training and motivation.

Finance: Sources and Uses of Finance

OPTION SUBJECTS

GCSE BUSINESS STUDIES Cont.

Planning: Cash-flow forecasts, break-even analysis, business plans.

Accounting: Analysing the profitability, liquidity and performance of firms using balance sheets, profit and loss accounts and ratio analysis.

Aims and Objectives of Business: An analysis of the various objectives, complementary and conflicting, which may be pursued by business.

Ownership and Control of Business in the Public and Private sectors of the economy.

The External Environment: how Economics impacts on business. The effects of inflation, unemployment, taxes, exchange rates and interest rates are all considered.

People: Recruitment - how workers are employed. Different ways of motivating workers. Financial and non-financial rewards. Employment and the Law

Homework:

Homework is set regularly for Business Studies which may include written tasks, case study work, research or collecting data. The setting of homework does not necessitate having ICT equipment at home.

GCSE DRAMA

The GCSE Drama course has three broad aims, which encourage pupils to develop their skills in order to:

A: Use Drama as a means to express their feelings and ideas about a range of issues.

B: Develop an understanding of how a playwright expresses their ideas about a theme or topic and of ways of exploring a play on stage.

C: Have the opportunity of being involved in the performance of a play from an existing script or one they have created/or to be assessed on their skills in technical theatre.

The course is divided into two sections: Paper 1, Coursework (60%), and Paper 2 an externally assessed PRACTICAL EXAM (40%). A more detailed outline of these two areas is given below.

OPTION SUBJECTS

GCSE DRAMA Cont.

	Title	Description
Section 1: (Paper 1) Coursework Completed by the end of Year 10	Drama Coursework (60%) Unit 1: Drama Exploration I <i>Teacher assessed practical work supported by portfolio of documentary evidence</i>	This unit of coursework is concerned with the use of drama to explore ideas and issues in response to stimulus material selected from different times and cultures. Students have the opportunity to use drama forms to deepen their knowledge and understanding of an idea or issue and to communicate this understanding through the medium of drama. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.
Completed by end of Christmas term Year 11	Unit 2: Drama Exploration II <i>Teacher assessed practical work supported by a portfolio of documentary evidence.</i>	This unit of the coursework is concerned with the exploration of a play chosen by the centre. The purpose of this unit is to give students the knowledge and understanding of ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.
Section 2: (Paper 2) Practical Exam Completed May of Year 11	Drama Performance (40%) <i>Externally assessed practical examination of ONE of these following options:</i> Option A: Devised Performance – or Option B: Performance Support – or Option C: Scripted Performance	This paper is concerned with the skills required in drama to perform work to an audience. Students have the opportunity to demonstrate their skills as performers or in a theatre craft using an appropriate material as a stimulus for performance. For option C, the stimulus must be a play script. The assessment activities for this paper are set by the teacher within prescribed guidelines and externally marked.

GCSE FRENCH

There is no doubt that the study of a foreign language is a key component of any balanced curriculum.

Aims:

In line with the aims of the MFL department we strive to build upon the strong basis of knowledge acquired at KS3 and develop the skills of:

Listening	Speaking
Reading	Writing

OPTION SUBJECTS

GCSE FRENCH Cont.

The syllabus aims to

- ◆ develop the ability to understand and use French effectively for purposes of practical communication
- ◆ develop the ability to use and understand French both imaginatively and creatively
- ◆ develop an understanding of the grammar of French
- ◆ develop an awareness of the nature of language learning
- ◆ offer insights into the culture and civilisation of French – speaking countries and communities
- ◆ encourage positive attitudes to foreign languages and a positive approach to other cultures and civilisations
- ◆ develop students' understanding of themselves and their own culture
- ◆ provide enjoyment and intellectual stimulation
- ◆ form a sound base of skills, language and attitude required for further study, work and leisure
- ◆ promote skills which have a wider application such as information technology and learning skills (e.g. analysis, memorising, drawing inference)

General Objectives

- ◆ Listening (AT1) the ability to understand and respond to spoken language
- ◆ Speaking (AT2) the ability to communicate in speech
- ◆ Reading (AT3) the ability to read, understand and respond written language
- ◆ Writing (AT4) the ability to communicate in writing

European Dimension

Few doubt the importance of the study of a language in today's Europe. The ability to communicate in one, if not more European languages is a bonus in the world of work and leisure at all stages of life. School provides a context for applied, supported language learning which is difficult to find in later life. French is a worldwide language and a key EU language. Learning a foreign language teaches students to be tolerant as we recognise and celebrate the differences between peoples and can better understand attitudes expressed by people from cultures other than our own. The Erasmus programme at university level allows students following a wide variety of courses to spend a year of their studies abroad and use language skills acquired at school while following a course in their chosen area of further study. Past pupils have been able to study Law in France for a year or Medicine at a French University. A language is as vital a skill as IT in the European context and allows pupils to access funding from the EU to study abroad.

Exposure to France and French culture is of great value to the pupils as they can practise their reading and listening skills simply by being in the country. Pupils enjoy the variety of tasks offered to them from pair work to independent study to improve their overall linguistic skills.

OPTION SUBJECTS

GCSE FRENCH Cont.

The exact details of the new GCSE course will be published during 2008. There may be some changes in emphasis but the general linguistic content will be the same.

Weighting

Each attainment Target will carry equal weighting.

Year 10 course is as follows:

Term 1:

Module 1: Chez Moi	:	Describing personality, friends, family
Module 2: Ma Ville	:	Describing area and home town Advantages town/countryside Helping at home

Term 2:

Module 3: Temps libre	:	Leisure activities Making arrangements Cinema
Module 4: Au boulot	:	World of work Part time jobs Future career and work experience

Term 3:

Module 6: Aux Magasins	:	Shopping and shops Advantages of shopping centres Problems with purchases
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Year 11 course

Term 1:

Module 1: En Vacances	:	Describing holidays Places to stay Arranging accommodation
Module 2: Les Médias	:	TV programmes Advertising Services & problems

Term 2:

Module 4: La Cuisine	:	Healthy eating Life styles
Module 5: Etudes	:	School life Further education
Module 6: Le Transport	:	Means of transport Ecological issues and environment

Term 3:

Exam practice in 4 skill areas
Revision of all topics covered

Grammar Focus during KS4 will be on revising verbs and tenses met in KS3 and increasing confidence and expertise in using them appropriately. Genders, adjectives, adverbs, comparatives, superlatives, relative pronouns, infinitive constructions will be revised and re-inforced during the two year course.

OPTION SUBJECTS

GCSE FRENCH Cont.

Homework

Homework is generally set after each lesson to practise or extend what has been covered. It may take a variety of forms: learning vocabulary, preparing and learning for oral test, reading or listening comprehension, writing, preparation and writing of coursework.

Assessment

- ◆ Vocabulary will be tested in the lesson after the learning homework was set.
- ◆ Classwork and written homeworks will be marked, where appropriate, in accordance with the Faculty guidelines on a scale of I (excellent) to VI (unsatisfactory).

At the end of each unit, formal assessment will take place in at least two skills

Coursework

3 pieces of coursework will be written during Year 11 consisting of approximately 600 words each. They will include past, present, future tenses and opinions and will be based on the topics studied in Year 11. One piece will be completed before Christmas and two others before Easter.

GCSE GEOGRAPHY

The GCSE Geography course followed is AQA Syllabus A. This was chosen because of the way it builds on knowledge and skills already gained at Key Stage 3. The ideas of 'change' at Key Stage 3 are further developed into an emphasis on the 'challenge' of our world. This is undertaken in a way that is designed to stimulate all levels of ability while maximising a pupil's interest in real issues and themes that interrelate with the pupil's world. The course encourages pupils to see themselves as active global citizens, by discussing issues such as fair trade. It also develops pupils' understanding of sustainable development through a series of decision-making exercises about how to manage different environments.

Pupils sit two general exam papers and undertake **one** piece of coursework. There are two tiers of assessment in Geography at GCSE: Foundation (G -C) and Higher (D - A*). The vast majority of pupils sit the Higher Paper.

Teaching and learning methods.

At present in Year 9 pupils frequently undertake GCSE style tasks. GCSE will justify further development of the Key Skills already used in the various Geographical investigations.

The course is split into a number of self contained units. 3 units are taught in Year 10 and 4 are taught in Year 11. The syllabus states that the course is flexible in the units that are taught; however the more that can be studied, the greater the choice available to students in the examination. Geographic skills are taught as an integral part of this subject content. A range of teaching and learning methods are employed, focusing in particular on encouraging pupils to develop their ideas.

OPTION SUBJECTS

GCSE GEOGRAPHY Cont.

Coursework is undertaken in Year 10 and is completed by the start of Year 11, so as to balance the workload across the two years.

Assessment

The GCSE is assessed in three ways: two exams and coursework.

Paper 1 (worth 40% of the total marks and lasting 1¾hours)

People and the Natural Environment

Section A: Geographical Skills

This will cover skills related to the use of Ordnance Survey maps, photographs, sketch-maps, cross-sections, satellite images and other resources.

Section B: People and the Natural Environment

Pupils will answer structured questions on the following topics:

- Ecosystems
- Tectonic Activity (Volcanoes and Earthquakes)
- Rocks and Landscape
- Coastal Landscapes

Paper Two (worth 35 % of the total marks and lasting 1½ hours)

People and the Human Environment

Pupils will answer structured questions on the following topics:

- Settlement
- Industry
- Managing Resources
- Agriculture

Coursework (worth 25 % of total marks)

The coursework is approximately 2500 words in length and builds upon the investigative skills which they have already developed throughout KS3. The coursework is based upon a single day field trip to Birkenhead which enables pupils to make detailed comparisons on different urban environments. In addition to their primary data collection, they have the opportunity to develop their findings further by analysing a range of secondary sources.

ICT

The department makes wide use of ICT in the classroom and in the coursework. In particular this applies to the undertaking of research, its analysis and presentation. Increasing use is being made of the Faculty laptop suite to access relevant articles on the internet and present results for the coursework.

OPTION SUBJECTS

GCSE GEOGRAPHY Cont.

The Potential of Geography

Geography is a subject that appeals equally to pupils thinking of following a science route in their A levels or one with more of an arts base. Indeed the subject has long served as a bridge between the 'Arts' subjects and those of 'Science'. This is where the true value of Geography lies - enabling students to keep their options open as to which route they will eventually follow.

Careers associated with Geography are therefore wide and varied from a city planner to a meteorologist; from a volcanologist to an environmentalist or an industrialist. You may or may not be aware that it is possible to undertake either an Arts or a Science degree in Geography at University.

GCSE GERMAN

Aims

The syllabus aims to:

- ◆ develop the ability to understand and use German effectively for purposes of practical communication
- ◆ develop the ability to use and understand German both imaginatively and creatively
- ◆ develop an understanding of the grammar of German
- ◆ develop an awareness of the nature of language learning
- ◆ offer insights into the culture and civilisation of German - speaking countries and communities
- ◆ encourage positive attitudes to foreign languages and a positive approach to other cultures and civilisations
- ◆ develop students' understanding of themselves and their own culture
- ◆ provide enjoyment and intellectual stimulation
- ◆ form a sound base of skills, language and attitude required for further study, work and leisure
- ◆ promote skills which have a wider application such as information technology and learning skills (e.g. analysis, memorising, drawing inference)

General Objectives

- ◆ Listening (AT1) the ability to understand and respond to spoken language
- ◆ Speaking (AT2) the ability to communicate in speech
- ◆ Reading (AT3) the ability to read, understand and respond written language
- ◆ Writing (AT4) the ability to communicate in writing

Weighting

Each attainment Target will carry equal weighting.

OPTION SUBJECTS

GCSE GERMAN Cont.

Topics

Half-Term	Topic areas
1.	Hello! This is me! – personal information, family, home.
2.	School – school subjects, types of school, opinions, school rules, future plans.
3.	Hobbies – sports and hobbies, TV, invitations
4.	Home town – places in town, tourism, transport, directions
5.	Shopping – shops, food, clothes, post office, lost property
6.	Holidays – countries, weather, accommodation, tourism
7.	At home – daily routine, meals, health, accidents.
8.	Work – part-time jobs, professions, future plans, work experience
9.	Freetime – money, eating out, cinema and theatre, festivals
10.	Teenagers! – relationships, health, environment, exam technique

Grammar Programme

The proposed Grammar Programme which follows sets out the grammatical structures which will be studied in depth and practised thoroughly in a particular term, using the grammar sheets from Volume 4 of **Logo!** and other resources.

Half-Term

1. The verb “to be”, plurals, possessive adjectives, prepositions, “es gibt”, adjective endings, separable verbs.
2. Modal verbs, imperatives, adjective endings, word order
3. Present tense of irregular verbs, gern, adjective endings, prepositions with motion, perfect tense
4. Keinen/keine/kein; man kann + infinitive, mit + transport, weil, conditional

OPTION SUBJECTS

GCSE GERMAN Cont.

5. Qualities, adjective endings
6. Man kann + infinitive, perfect tense, question words, war/waren
7. Reflexive verbs, um ... zu + infinitive, imperfect tense
8. Passive, imperfect of modal verbs, future tense, no articles with jobs
9. Weil, imperfect tense, hast du Lust zu + infinitive
10. Object pronouns, comparative, dass, modal verbs

Homework

Homework is generally set after each lesson to practise or extend what has been covered. It may take a variety of forms: learning vocabulary, preparing and learning for oral test, reading or listening comprehension, writing, preparation and writing of coursework.

Assessment

- Vocabulary will be tested in the lesson after the learning homework was set.
- Classwork and written homeworks will be marked, where appropriate, in accordance with the Faculty guidelines on a scale of I (excellent) to VI (unsatisfactory).
- At the end of each unit, formal assessment will take place in at least two skills.
- Formal examinations in all four skills will be held once in Year 10, with mock examinations in Year 11, followed by the actual GCSE examination.

GCSE HISTORY (MODERN WORLD) SPECIFICATION B

The History Department offers Revised History Syllabus B (Modern World History) offered by AQA. As an option choice, this course is of considerable value for the understanding of some major issues of the Modern World. History is something we all make every day of our lives. History is in the making now – you will shape it.

The course aims that you will have opportunities to acquire knowledge and understanding of the Twentieth Century – the century that you were born into.

It was a century of Dictators – Hitler, Mussolini, Lenin, Stalin:

Who were they?

What did they believe?

What did they do and for what reason?

OPTION SUBJECTS

GCSE HISTORY (MODERN WORLD) SPECIFICATION B Cont.

It was a century of Conflict – War and Revolution:

Why did World Wars One and Two break out in Europe?
What was the Cold War? The Cuban Missile Crisis?

It was a century of Ideas:

Capitalism, Socialism, Communism, Totalitarianism, Nationalism,
Appeasement, Nazism, Fascism:

What do these ideas mean?
Why have these ideas been so powerful?

It was a century of Personal Suffering:

The Western Front, The Great Depression, The Holocaust, Racism,
Intolerance, Terrorism, Hiroshima, Nagasaki, Vietnam.

It was a century of Technological Change:

Mass Production, New Industries, Development of the Atom Bomb

The following is an outline of our intended programme of study for your daughter in her History GCSE. One option from Section A International History (25%) and one from Section B British History (12.5%)

YEAR 10

Section A : Study of Option V 1900-1949 (Seven Key Issues) Subject Content for Paper 1: Conflict in the Modern World

Key Issue 1: Why did tension increase in Europe between 1900 and 1914?

- ◆ The alliance system and the Arms race, Moroccan Crises 1905 & 1911, Bosnian Crisis 1908-9

Key Issue 2: Why did the assassination at Sarajevo lead to the outbreak of war in 1914?

- ◆ Sarajevo, Austria/Hungary and the Serbs, the Schlieffen Plan, events leading to the outbreak of war.

Key Issue 3: How did the Treaty of Versailles establish peace?

- ◆ Paris Peace Conference; Woodrow Wilson, Lloyd George, Clemenceau – their views and motives, main terms of the Treaty of Versailles – territorial changes, military restrictions, war guilt and reparations

Key Issue 4: Why did the League of Nations frequently fail in its aims to keep peace?

OPTION SUBJECTS

GCSE HISTORY (MODERN WORLD) SPECIFICATION B Cont.

- ◆ The League of Nations – membership, organisation, powers and peacekeeping role, crises of Manchuria (1931-2) and Abyssinia (1935-6).

Key Issue 5: How did Hitler challenge and exploit the Treaty of Versailles in the period 1933 to March 1938?

- ◆ Hitler's aims and expansionist policies, the Saar, Rhineland 1936, Austria 1938

Key Issue 6: Why did appeasement fail to prevent the outbreak of war in 1939?

- ◆ Appeasement and Chamberlain, Hitler, Aryan supremacy and lebensraum, Sudetenland and Munich Agreement, Czechoslovakia, March 1939, growing tensions, including role of USSR, Nazi Soviet Pact, Poland and outbreak of war.

Key Issue 7: Why did the USA and the USSR become rivals in the period 1945 to 1949?

- ◆ East-West ideological gap, decisions made at Yalta and Potsdam, and their importance, attitudes of Stalin and Truman, Soviet expansion into Central and Eastern Europe, Iron Curtain, Truman Doctrine, Marshall Plan, Berlin 1945-48, Berlin blockade and airlift

SECTION B Britain in the World Wars

Option Y: Britain in the First World War

Key Issue: What was the part played by Britain in the defeat of Germany in the First World War?

- ◆ The BEF, trench warfare, Britain's contribution to the Western Front, using the Battle of the Somme as an example, new weapons – tanks and planes, the war at sea, blockades and Jutland, the contribution of Empire troops, the end of the war.

Key Issue: How did the war change life in Britain?

- ◆ Changing attitudes at home, censorship and propaganda, the changing role of women, recruitment, rationing and effects of submarine warfare.

YEAR 11

GCSE students study two options for Paper 2:

Option B – Germany 1918 – 1939 (37.5%)

Option C – The USA 1919 – 1941

and complete coursework:

British History: 12.5% World History 12.5%

- ◆ The changing role and status of women in Britain since 1900
- ◆ Evacuation in World War Two.

OPTION SUBJECTS

GCSE HISTORY (MODERN WORLD) SPECIFICATION B Cont.

Option B: Germany 1918 – 1939 (Parts 1-4)

Part 1: Weimar Republic 1918-1933

How far do the early problems of the Weimar Republic suggest that it was doomed from the start?

- ◆ Origins of the Weimar Republic, effects of the Treaty of Versailles on Germany, Problems of the Weimar Republic 1918-1924, political weakness; political challenges from the Left and Right, Spartacists, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation.

How far did the Weimar Republic recover under Stresemann?

- ◆ Recovery of the economy, the Dawes and Young Plans, the role of Stresemann, inability of the Weimar Republic to cope with the Depression.

Part 2: Hitler and the growth of the Nazi Party to 1933

How did the Nazi Party develop its ideas and organisation up to 1929?

- ◆ Early career of Hitler, founding of the Nazi Party, Munich Putsch, Mein Kampf, decline in support in the Stresemann years.

How was Hitler able to become Chancellor in January 1933?

- ◆ Growth in support for the Nazis 1929-1933 and its reasons, elections of 1932, invitation to lead coalition government, 1933.

Part 3: Establishment of a Nazi dictatorship 1933-34

How did Hitler change Germany from a democracy to a Nazi dictatorship, 1933-34?

- ◆ Reichstag Fire, Election of March 1933, Enabling Act, elimination of political opposition – political parties, Trade Unions. Night of the Long Knives, death of Hindenburg, Hitler becomes Führer.

Part 4: Nazi rule in Germany 1934 –1939

What were the main features of totalitarian dictatorship in Nazi Germany?

- ◆ One party law and order, the SS and Gestapo, cultural, racial and religious persecution, control of education, youth movements and the media, censorship and propaganda

To what extent did the German people benefit from the Nazi rule in the 1930's?

- ◆ Economic policy, increased employment through public work programmes, rearmament and conscription, self-sufficiency, effects of Nazi policies on people living in Germany.

OPTION SUBJECTS

GCSE HISTORY (MODERN WORLD) SPECIFICATION B Cont.

Option C: The USA 1919-1941 (Parts 1-4)

Part 1: The Growth of Isolation 1919-1922

How did the USA react to the end of World War 1?

- ◆ Rejection of the peace treaty, reasons for refusing to join the League of Nations.

How did the policies of the American Government encourage isolation ?

- ◆ Tariff policy, Fordney-McCumber Tariff of 1922, immigration controls, quota system of 1921

Part 2: The Promised Land? The USA in the 1920s

How far did the USA achieve prosperity in the 1920s?

- ◆ Mass production (e.g. Ford and the motor industry), consumer boom – Hire Purchase, purchase of shares, stock market boom, continuation of poverty (e.g. farmers), Afro Americans

The ‘Roaring Twenties’ is this a good description of the USA in the 1920s?

- ◆ Ku Klux Klan and racism, Prohibition, organised crime e.g. Al Capone, developments in entertainment e.g. Hollywood, jazz, the flappers

Part 3: America in Depression 1929-1933

Why did the USA fall into depression in 1929?

- ◆ Problems of the 1920's (e.g. over-production, lack of credit control, unequal distribution of wealth, tariff controls)

Part 4: Recovery from Depression 1933-1941

What measures did Roosevelt introduce to deal with the Depression?

- ◆ Election of FDR, the fireside chats, banking crisis, New Deal and the Alphabet Agencies: TVA; NRA; WPA; CCC; AAA

How far was the New Deal successful in ending the Depression in the USA?

- ◆ Effects of the New Deal in achieving its aims, limitations, opposition to it, impact of World War II on American economic recovery.

OPTION SUBJECTS

GCSE MUSIC

The AQA specification in Music will be followed. The course is designed to foster a greater understanding of Music through direct experience of the creative processes involved and through taking part in the three primary activities: Listening, Performance and Composing.

Throughout the course, the pupils will be able to experience a wide variety of musical forms and styles through listening and performing. This in turn will provide inspiration for their own compositions which will be attempted over the period of the course. The marks allocated to the components will be divided as follows:

Listening and Appraising	25%	May 2010 1¼ hrs.
Coursework Performing	25%	one solo, one ensemble teacher assessed, any time before Spring 2010
Coursework Composing	25%	one piece of coursework teacher assessed by Spring 2010
Integrated Assignment	25%	one composition (coursework) and a written (½ hr) exam to do a written evaluation of the realisation of the piece. Examiner assessed May 2010

Listening and Appraising Test

This test will take the form of a Question and Answer book, with accompanying CD. The extracts cover a variety of musical styles with five Areas of Study. All areas must be studied.

1. Music for Film
2. Music for Dance
3. Music for Special Events
4. Orchestral Landmarks
5. The Popular Song since 1960

This component will be marked by the Exam Board.

Coursework Performing

Candidates will be required to demonstrate their performance skills by offering both of the following:

1. Playing or singing a piece of the candidate's own choice, performing as an individual.
2. Playing or singing a piece of the candidate's own choice, performing as a member of an ensemble.

Assessment may be conducted at any stage during the course. This component will be internally-assessed and moderated by AQA.

OPTION SUBJECTS

GCSE MUSIC Cont.

Coursework Composing

Candidates will be required to submit a score and tape or CD of **one** of their own compositions. This composition must be inspired by the Area of Study: Music for Special Events.

This component will be internally assessed and moderated by AQA.

Integrated Assignment

Candidates will be required to submit **one** composition, based on an AQA-set assignment, arising from one of four of the Areas of Study (excluding Music for Special Events). The assignment will be issued in the Autumn Term of Year 11, and the composition, submitted as a score, must also be accompanied by a recorded realisation and an evaluation.

This component will be externally - assessed as part of the Terminal Examination.

GCSE PHYSICAL EDUCATION EDEXCEL FULL COURSE

Only pupils who have a high level of School representation and fitness will be considered for this course. The demands of the practical activities are extensive and therefore candidates will be selected on their past performance and commitment.

Summary of the Specification content for Full Course

Paper 1: Written Paper: 1 hour 45 mins – 40%

This paper is in three parts:

Part I	-	multiple-choice questions
Part II	-	short answer questions
Part III	-	scenario questions (set within a practical context).

Candidates will be expected to attempt all the questions in each part of the paper. The specification content for this paper is concerned with the Factors Affecting Participation and Performance and is divided into three sections:

- A Exercise and Training**
- B Safety Aspects and Risk Assessment in Physical Activity and Sport**
- C Applied Anatomy and Physiology**

All three sections will be covered in each part of Paper 1

OPTION SUBJECTS

GCSE PHYSICAL EDUCATION EDEXCEL FULL COURSE Cont.

The short answer questions will require the following style of response: the labelling of diagrams; the supplying of missing information; the interpretation or the presentation of information on graphs, and factual recall.

Where candidates are asked to explain, marks will be awarded for the provision of accurate reasons to support the explanation. Where candidates are required to define, marks will be awarded for the accurate recall of definitions.

The scenario questions will seek to enable candidates to apply their understanding of the theoretical content to a specific case study linking different areas of the specification.

Paper 2: Practical Activities – 60%

Candidates will be required to offer **four activities** from at least **two** different activity areas for assessment and to complete an Analysis of Performance in one of these activities. Final assessment is by external performance examination.

Activities Offered:

Compulsory:

All candidates will be required to complete The Duke of Edinburgh's Bronze Award and to attend the PE GCSE Four Day Trekking Camp in North Wales. Fitness Training and the development of a Personal Exercise Programme is a compulsory element although candidates may choose to perform another activity for their practical assessment.

Activities Available:

Games

Netball
Hockey
Tennis
Rounders
Badminton

Gymnastic Activities

Trampolining
Gymnastics

Dance

All candidates must attend an external Dance School.
A selection from:
Modern, Tap, Jazz, Ballet, Contemporary.

Adventurous Activities

Trekking – **Compulsory**

Athletics

Three events from
TWO AREAS

Running Jumping Throwing

Attendance at Wirral Athletics Club is essential.

Exercise Activities

Compulsory
Aerobics and Circuit Training
(The Personal Programme)

All candidates are selected to participate on this course as there is a high degree of expertise required, particularly in the practical activities.

OPTION SUBJECTS

GCSE SPANISH

Rationale

The Spanish course we offer is a four year course to GCSE. The specification currently in use is that of AQA. Your daughter will have completed the first half of this course to Key Stage 3 and have acquired proficiency, particularly in listening and oral skills. She will already have some knowledge of grammar, understanding of the language, language skills, language learning skills, cultural awareness and a significant amount of vocabulary. Every effort will be made to maintain the philosophy of enabling students to show what they “know, understand and can do”. What is learned in the classroom will be useful and relevant to everyday life in Spain and the wider Spanish speaking communities of Latin America.

Aims

We aim to encourage students to

- ◆ Develop understanding of the spoken and written forms of Spanish in a range of contexts;
- ◆ Develop the ability to communicate effectively in Spanish, through both the spoken and written work, using a range of vocabulary and structures;
- ◆ Develop knowledge and understanding of the grammar of Spanish, and the ability to apply it;
- ◆ Apply their knowledge and understanding imaginatively and creatively in a variety of relevant contexts, which reflect their previous learning and maturity;
- ◆ Develop knowledge and understanding of countries and communities where Spanish is spoken, providing insights into both culture and civilisation and comparison with their own culture;
- ◆ Provide enjoyment and intellectual stimulation through the learning of the Spanish language;
- ◆ Promote the development of other skills, which have a wider application in a European dimension, such as information technology, learning and key skills, communication strategies as well as spiritual, moral and ethical awareness;
- ◆ Provide a suitable foundation for further study and/or practical use of Spanish.

Topic Areas

There are four designated areas of study

- My World
- Holiday Time & Travel
- Work & Lifestyle
- The Young Person in Society

These are presented through stage 3 of the ¡Listos! Rojo coursebook, the methodology of which is already familiar to our students. The approach is an integrated one, which affords plenty of opportunity for revisiting, reinforcing and using familiar material, grammatical and linguistic, in new contexts.

OPTION SUBJECTS

GCSE SPANISH Cont.

Programme of Study

Year 10

Term 1

Topics: Self, Family & Friends, School & Future Plans, Interests & Hobbies, Home & Local Environment.

Grammar: Present tense, agreement of adjectives, ser & estar, possessive adjectives, lo & adjective, gustar, imperatives, radical changing verbs, impersonal verbs, negatives, future tense.

Term 2

Topics: Holiday Activities, Services, Leisure, Part-time jobs & Work Experience, Festivals, Means of Transport.

Grammar: Preterite, adjectives ending in -ísimo, revision of immediate future, imperfect, imperfect continuous, object pronouns, perfect tense.

Term 3

Topics: Tourism, Accommodation, Home Life, Healthy Living, Daily Routine.

Grammar: Querer, gustar, Conditional tense, hacer with time idioms, opinions.

Year 11

Term 1

Topics: Environment, Social Issues, Future & Careers, Choices & Responsibility.

Grammar: Subjunctive with certain expressions, revision of all aspects.

Terms 2 & 3

At this point the teaching of the specification is complete and the remaining time is spent on revision, consolidation and practice of examination techniques.

Homework

Homework is generally set after each lesson to practise or extend what has been covered. It may take a variety of forms: learning of vocabulary, preparing and learning for oral test, reading or listening, comprehension and writing.

Assessment

In the final examination, the GCSE is offered at two levels, Foundation and Higher. Each of the four skills – listening (AT1), speaking (AT2), reading (AT3) and writing (AT4) – is tested at one level, but students may be entered for different tiers of assessment in the separate skills.

School assessment is held formally in each of these skills each half term and each student draws up a profile of her performance, enabling extra input in a specific skill area, should there be an apparent weakness. In addition progress will be assessed by means of weekly written, listening and reading homework, regular oral recording and weekly vocabulary testing.

NON EXAMINATION CORE SUBJECTS

PSHE

The following Topics and Thinking Skills will be covered:

◆ **Study Skills including:**

Time Management, Revision Techniques, Examination Techniques

◆ **Health Education, including:**

Conception, Contraception and Sexually Transmitted Diseases as appropriate

Diet and Healthy Eating

Dangers to Good Health - Drug Abuse, Alcohol and Smoking.

In this section you will have outside speakers, including our School Nursing Sister, a Wirral Christian Drugs Action Worker and our Police Juvenile Liaison Officer.

◆ **Citizenship**

◆ **Relationships**

◆ **Personal Relationships**

◆ **Work Experience/Work Related Learning/Careers Education**

Throughout your PSHE course at Key Stage 4, there will be an ongoing theme of taking responsibility for your own studies and progress and for your own personal development. You will have regular interviews with your Head of Year to monitor your progress and to encourage you to set yourself the highest goals. At the end of Key Stage 4, you should achieve the grades at GCSE that you are capable of.

PHYSICAL EDUCATION

The PE Department are committed to providing an effective, enjoyable and forward-looking Key Stage 4 programme for the pupils at Upton Hall School.

The **TWO** main areas of study in Key Stage Four are:

GAMES and OUTDOOR and ADVENTUROUS ACTIVITIES
with **HEALTH PROMOTING ACTIVITIES** included.

It is the aim of all Key Stages to provide progression in:

- ◆ acquiring and developing skills
- ◆ selecting and applying skills and tactics
- ◆ evaluating and improving performance
- ◆ knowledge and understanding of fitness and health

NON EXAMINATION CORE SUBJECTS

PHYSICAL EDUCATION Cont.

During Key Stage 4 pupils tackle more complex and demanding activities. They decide whether to get involved in physical activity that is mainly focused on competing or performing, on promoting health and well-being, or on developing personal fitness. They can adopt different roles that suit them best including performer, coach, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life.

Personal achievement in accepting a challenge coupled with team building skills of decision making, problem solving, leadership, confidence building, negotiation, self-discipline and personal motivation are all specifically related to our areas of study in:

- ◆ Games
- ◆ Rock Climbing
- ◆ Water Sports
- ◆ Initiative Challenges
- ◆ Martial Arts – (Self Defence, Tai Chi, Yoga)
- ◆ Orienteering
- ◆ Health Promoting Activities (Visit to Health Club and Fitness Sessions).

An additional leadership opportunity which includes Citizenship and Key Skills is:

- ◆ The Level 1 Sports Leaders Award
(The British Sports Trust)

In cooperation with the Top Link Programme (Primary Links) **all** pupils will participate in this course which is delivered in Year 10 of Key Stage 4 on alternate weeks, on site.

Level 1 Sports Leaders Award

The award is a nationally recognised award that helps young people over the age of 14 develop their leadership skills. It is a fun course and offers an insight into the enjoyment one can gain through sports leadership.

The syllabus fosters generic skills which can be applied to a variety of different sporting activities as well as contributing to the participants' personal and social education.

It is a practical qualification where candidates learn through doing rather than through written work. A candidate's ability as a competent leader is assessed by observation rather than written tests.

NON EXAMINATION CORE SUBJECTS

PHYSICAL EDUCATION Cont.

The Course Structure:

Session	1.	Introduction
	2.	Organisation Skills
	3.	Communication Skills
	4.	Fair Play in Sport
	5.	Decision Making Through Officiating
	6.	Opportunities in Sport and Recreation
January-July		Practice Sessions of Group Work with Year 7 Pupils
July		Assessment of Junior Leader with Primary Pupils

All elements of the Key Stage Four PE Curriculum are designed to help pupils develop the knowledge, skills and understanding necessary to live healthy, independent and confident lives.

IT'S YOUR CHOICE

Gather the facts

- ◆ Find out about each subject from the booklet and by asking members of the teaching staff.
- ◆ Think about the nature of the course and consider the amount of coursework involved.
- ◆ What are your strengths and weaknesses?
- ◆ Have you any ideas for Sixth Form Courses?
- ◆ Do you have a specific career in mind?

Consider the issues

Will you enjoy the course?

Is it likely to lead to examination success?

Discuss your ideas with your family and teachers.

It is very difficult to change subjects in Year 10 once the course has started.

Now make your choice?

Remember it is your future - spend time considering all the information and choose carefully!