



# THE THOMAS AVELING SCHOOL

**AN ACADEMY FOR SUCCESS**

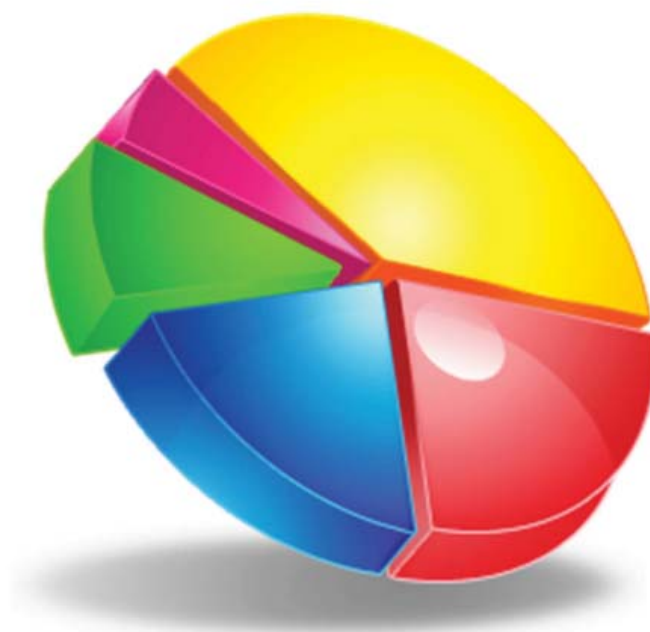
Arethusa Road, Rochester, Kent ME1 2UW

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Headteacher: Mr P Jackson

## **YEAR 8 OPTION PROGRAMME 2014 - 2017**

### **CURRICULUM INFORMATION**



### **GUIDED CHOICES**

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

# OPTIONS CALENDAR 2014

## Week beginning Monday 10<sup>th</sup> March

2014 Options Booklet to students and parents  
Please take time to read the booklet carefully.

## Monday 17<sup>th</sup> March

Alternative Curriculum Options Information Event  
Invited students & parents.

## Wednesday 19<sup>th</sup> March

Options Fayre 6.30 - 8pm

## 20<sup>th</sup> - 27<sup>th</sup> March

Options clinics run by Directors of Learning & Senior Management will be running from 3-5pm for parents who would like to book an appointment to further discuss options choices or who need guidance completing the options booklet.

**Please book an appointment at reception.**

## Monday 22<sup>nd</sup> April

**Final deadline** for returning the Options Request Form at the back of this booklet to form tutor.

## Monday 16<sup>th</sup> June

Students and parents will be informed of their subject allocation via letter from form tutor.

# HOW TO USE THIS BOOKLET

Please take some time to read over the subject guidance in this booklet when considering your choices. Please look at the KS4 Option blocks to look at the combinations available to you. Take time to discuss your ideas with your parents and tutor, and talk to subject teachers about what is involved in their subject at KS4. Once you have attended the Options Fayre please carefully complete the Request Form together and hand this to your tutor.



# INFORMED CHOICES

## TO YEAR 8 STUDENTS



This booklet has been designed to help you and your parents make informed choices about the subjects you will study in Years 9, 10 and 11. The choices you make will help to shape your future not only for the next three years but also in later life. Our commitment to you is to provide the best opportunities we can so that you are ready to take the next big part of your learning journey into the sixth-form when you finish Year 11.

Read this booklet carefully with your parents as it will help to give you a better understanding of the courses that are on offer to you. Please use the information provided to help you ask the right questions of your teachers about which courses represent the best personal choices for you. By seeking support from your teachers and parents you will be able to make the most appropriate supported choices for you. The options process you are going through now is the latest exciting step on your learning journey as a student and will provide a gateway to further exciting opportunities in the future. The best advice of all is to choose the subjects you think that you are best at and that you think you will enjoy the most. Take your time to make your decisions and seek advice from parents and teachers before making your final choices.

## INTRODUCING KS4

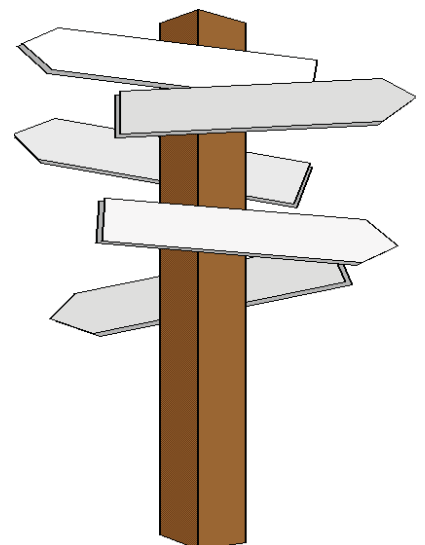
### INTRODUCTION

Year 9 represents a new and exciting period in the education of students at The Thomas Aveling School. The curriculum on offer has been specifically designed to give our students a greater choice and depth of learning over a 3 year Key Stage 4. We are committed to providing our learners with a more personalised curriculum to best support their learning needs and to help them to access the most appropriate learning gateways for them when they enter the next stage of their education. We believe that starting Key Stage 4 early has many benefits. Students will gain the skills to make the most of their personal abilities which supports them to become more confident individuals both personally and academically. We are committed to helping students become lifelong learners who are prepared for life as adults. A second important benefit is that students gain a deeper learning experience in the subjects that they begin in Year 9. This encourages students to be fully engaged in activities that give them a more complete understanding of the curriculum they are following. The greater depth of learning opportunities provides teachers with more flexibility to be creative and dynamic in their teaching approaches which generates a greater range of learning experiences for students following GCSE courses and vocational qualifications.

### **“HELP! I DON’T KNOW WHICH WAY TO GO.”**

The main factors to consider when making these decisions are your general interests, career prospects and ability in each subject area.

***Please note that we may not be able to operate all the subjects contained in the lists if there is insufficient ‘demand’ made by students.***



# COMPULSORY SUBJECTS



As part of the National Curriculum you are expected to study courses in **ALL** of these subjects:-

**ENGLISH**

**MATHEMATICS**

**SCIENCE**

**I.C.T**

**PHYSICAL EDUCATION**

**CAREERS EDUCATION**

**PERSONAL, SOCIAL & HEALTH EDUCATION**

**RELIGIOUS EDUCATION \*\***

**CITIZENSHIP**

**\*\* SEE MAIN SCHOOL PROSPECTUS REGARDING PARENTAL OBJECTIONS**



## GCSE English Language and English Literature

### Subject overview

GCSE English supports student's written and spoken communication skills, as well as expanding upon previous studies to provide a rich and engaging experience.

### Aims of the course

- Further student's ability to write to argue, describe and respond to a text.
- Explore how language creates meaning.
- Develop spoken language skills.
- Analyse meaning made within literature prose, poetry and play.

### What students study across KS4

#### Year 9

Year 9 will be spent preparing students for the demands of the GCSE course and develops skills across all three areas of English; Speaking and Listening, Reading and Writing.

#### Topics include:

- The novel
- Poetry anthology study
- Different writing styles
- Shakespeare

#### Years 10 and 11

In Years 10 and 11 students work on their Coursework, Speaking and Listening and prepare for their exam units.

#### Topics I include:

- A different cultures novel
- A Shakespeare Play
- A collection of poetry
- Creative writing
- Speaking and Listening assignments
- Examination preparation

### Assessment

#### English Language:

- Coursework (40%)
  - Writing to argue
  - Writing to describe
  - Writing to respond
- Speaking and Listening (20%)
- Examination (40%)

#### English Literature:

- Coursework (25%)
- Examination (40%)
  - Play
  - Prose
- Examination (35%)
  - Unseen poem
  - Poetry anthology

### Key skills/ habits developed

Study of English supports a wide variety of skills, such as:

- Creative thinking
- Grammar
- Problem solving
- Reading
- Reflective learning
- Research skills
- Spelling
- Team work
- Written Communication

### Why study this subject

A study of English opens up a wide variety of further study subjects from Journalism, Media Studies, History, English Literature and many many more.

English







## GCSE Mathematics

### Subject overview

GCSE Mathematics builds on the content, knowledge and skills developed at KS3. Functional mathematics and problem solving skills are enhanced further in KS4 as students learn to use their knowledge and apply it to new situations.

### Aims of the course

- To gain a good GCSE qualification in mathematics as assessed by the Edexcel examination Board.
- To continue to build numeracy skills ready for the career path students choose to follow.
- To develop a methodical and logical approach to problem solving.

### What students study across KS4

- **Number:-** Four rules of number as applied to numbers, fractions, decimals and percentages.
- **Algebra:-** Solve, simplify and substitute expressions and equations.
- **Geometry:-** Properties of shapes, angles and transformations.
- **Data handling:-** probability, presentation and interpretation of data averages.

### Assessment

The course is assessed by students taking two exams, one non-calculator and one calculator paper each contributing 50% of the final grade.

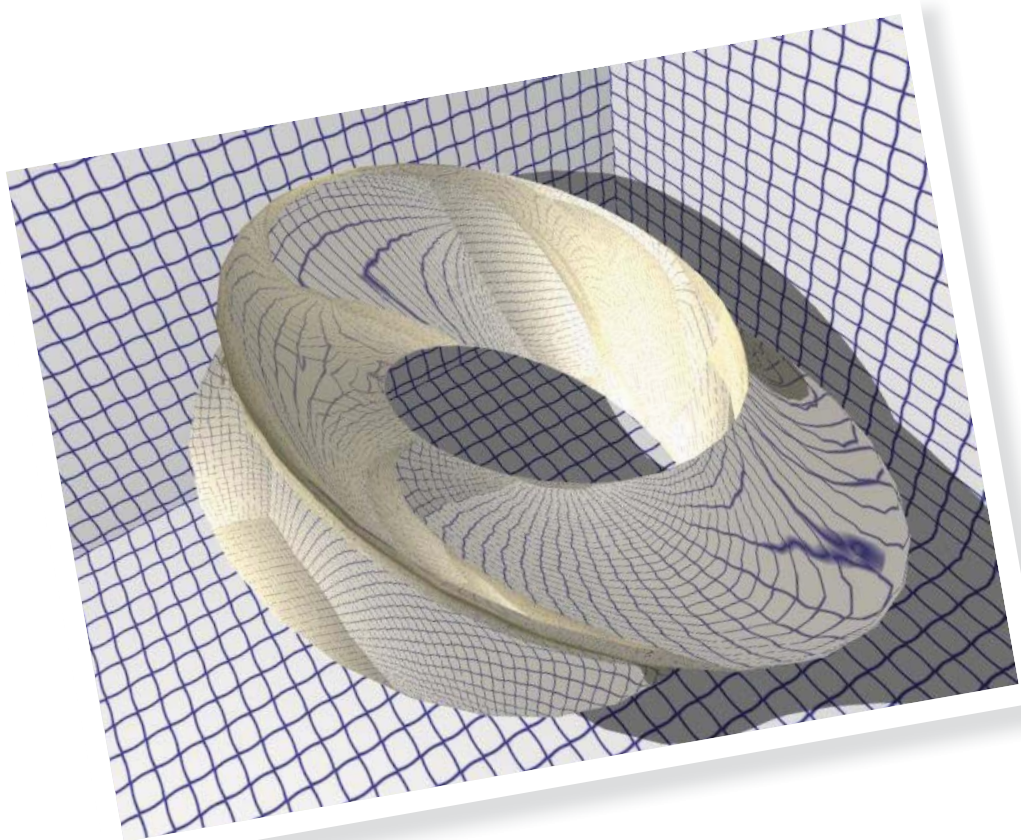
Students will study the course at either foundation or higher tier which means they are entered at the level that best meets their abilities and gives them the opportunity to achieve the highest grade that their ability allows.

### Key skills/ habits developed

Students will need to be accurate with their work, have the ability to check their work and be persistent in their approach to find the correct solution. Students also need to use their prior knowledge and apply it to new situations.

### Why study this subject

Careers and college courses require students to be numerate. At the highest level, pupils can use mathematics to become actuaries, accountants, work in banking, engineering, insurance and thousands of other career paths.



Maths



## GCSE Science

### Subject overview

Science at Key stage four is about building on the skills and knowledge which have already been developed at Key stage three. Students will study a broad range of topics involving the Chemistry, Physics and Biology that are fundamental to our everyday lives. Students will enhance their understanding of how and why things work in both a theoretical and practical manner.

### Aims of the course

- Development of practical skills
- Independent thinking
- Understanding of the world around us
- Data analysis and synthesis of information
- Enquiry skills

### What students study across KS4

Across years 9, 10 and 11 students will study 6 modules in total, two of each individual Science discipline. Each of the topics covered link into each other throughout the duration of the course. Some of the topics studied are listed below:

- Testing for fats in burgers and chips
- The effects of weed-killers on the growth of plants
- The effect of caffeine and other drugs
- The limestone reaction cycle
- Which mixture makes the strongest concrete
- Making biodegradable plastics
- Investigating solar heating
- Investigating light and sound
- The Big Bang theory



### Assessment

The topics will be studied in 6 separate modules and examined in a linear manner at either the end of year 10 or 11.

Students will be able to take their examinations at 2 tiers of entry: Foundation (C-G grade) or Higher (A\* -D grade). Assessments are made up from 3 module exams and a practical coursework component called an ISA.

Sets one two and three will complete Core Science over 8 terms. They will then complete their Core ISA before starting on Additional Science which they will complete over the remaining terms of years 10 & 11.

Core module exams in Physics, Chemistry and Biology will be in June of year 10 and Additional Science exams will be in June of year 11.

The remaining sets will complete 1 GCSE over two years and have the potential to do another Science qualification based on their rate of progress

### Key skills/ habits developed

The course aims to grow practical skills and enquiring minds to tackle both the content of the exams and coursework, but also to prepare for life in the ever changing world around us through challenging, questioning & testing.

We aim to foster good habits of persistence, working accurately, fair testing and gathering good information and thinking creatively and imaginatively about the living and non-living world.

### Why study this subject

Science is fundamental to our everyday life and is therefore a compulsory subject at GCSE. Good grades in Science open up many opportunities for further studies post 16 and in a wide range of careers, for example:

- Chemist
- Electrician
- Engineer
- Forensic
- Hairdresser
- Medicine
- Music technology
- Physiotherapy
- Police officer
- Teacher
- Zoologist & animal care

# Science



## BTEC Level 2 ICT

### Subject overview

The BTEC Level 2 First award in Information and Creative Technology allows students to further develop their IT skills. The structure of this qualification will allow students to develop a range of IT skills such as Adobe Photoshop, Flash and Dreamweaver as well as learning about the online world and the applications of IT.

### Aims of the course

- The course will help students build communication skills and a wide range of IT skills.
- This BTEC qualification has a clear progression route to level 3 courses or onto an apprenticeship.
- During this course learners develop knowledge and understanding by applying their learning and skills in a work-related context.
- The BTEC in ICT engages young learners in taking responsibility for their own learning and develop essential work-related skills, such as working to deadlines reviewing and improving their own work and presenting information effectively.

### What students study across KS4

**Year 9** - Students have the opportunity to develop practical skills in creating digital graphics for a set business purpose, they will come up with concepts, they then go onto create and review their work. Students in year 9 will also work towards the exam unit in IT which is about the online world and everything related to it.

**Year 10** - Students have the opportunity to develop practical skills in planning and creating digital animations, understand the basics of a computer programming language. Students will also complete elements of the ICT exam unit.

**Year 11** – Students have the opportunity to develop practical skills in planning and creating digital portfolios and develop websites to create a digital portfolio to display all of their ICT work.

### Assessment

The course is 75% coursework and 25% exam based and involves each student creating an electronic portfolio in the form of a website to display their work from all units. Students will be able to develop their own ideas and see concepts through from their design to their creations.

The coursework may be presented in different forms but generally consist of theory and planning work with a practical element. All coursework will be assessed by an internal and external moderator, who will award a Pass (C), Merit (B), Distinction (A) or Distinction\* (A\*) grade.

### Key skills/ habits developed

- Perseverance
- Accuracy
- Independent working
- Problem Solving Skills

### Why study this subject

These days there are almost no jobs that do not involve IT; this course will give you a taste of different IT careers and give you the chance to develop skills relevant for work or further education in a range of IT sectors.

Completing this course successfully can lead to jobs, careers and further education in;

- Animation
- Computer Graphics
- Website Design
- IT administration positions
- Specific IT College course.
- BTEC Level 3 Diploma IT
- BTEC Level 3 Subsidiary Diploma IT







## Core Physical Education Programme

### Subject overview

The Core PE programme is arranged so that all students are involved in a broad based programme that allows them to develop strengths and interests whilst working in groups of similar ability.

### Aims of the course

The core PE modules offer participation in a choice of individual, team and racket sports. Within these activities students can develop or improve techniques plus have the opportunity to officiate games. It is also considered important that students improve their personal fitness and their understanding of health issues and they achieve this through fitness training and aerobics.

### What students study across KS4

- Football
- Netball
- Hockey
- Badminton
- Basketball
- Fitness
- Rugby
- Softball
- Rounders
- Athletics
- Cricket
- Tennis

### Assessment

Pupils are not assessed in core P.E. However they are expected to develop a range of Personal, Learning and Thinking Skills such as:

- Creative Thinkers
- Independent Enquirers
- Self Managers
- Reflective Learners
- Effective Participator
- Team Workers

### Key skills/ habits developed

- Perseverance
- Humour
- Striving for accuracy

### Why study this subject

To develop an understanding of the skills, techniques and tactical awareness required for successful sports participation.

To develop co-operative skills with team-members and an acceptance that not everybody can be of the same ability.

To gain an understanding of the effects of exercise on the body.

To gain an understanding of participating in a safe environment.

A life long love of physical activity.





## Citizenship and Religious Beliefs

### Subject overview

Citizenship and Beliefs is a course which combines Religious Studies with Citizenship leading to a full GCSE at the end of the course. It looks at important modern social and ethical issues and how beliefs affect attitudes to these issues.

### Aims of the course

- To develop knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.
- To express personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose.

### What students study across KS4

**Year 9:** We study units in Multicultural society, Prejudice, Human Rights, Animal Rights and Human identity. In these units we look at the meaning of these terms and look specifically at ethical issues arising in these topics. We look at different points of view and students are encouraged to develop their own views and opinions and to give reasons for them.

**Year 10:** We study units in Relationships, Early Life, Planet Earth, War and Peace, Sport and Work. In these units we again encourage students to think for themselves and look at specific ethical issues in these areas. students look at religious and other viewpoints on issues and link beliefs with attitudes and actions.

### Assessment

The course is 100% exam based. There is no coursework and the content is assessed in 2 exam papers at the end of the course.

### Key skills/ habits developed

This course involves a varied approach to learning and students will be involved with group work as well as individual study. The most important skill is being able to explain their own views and the views of others on issues. They have the opportunity to discuss their own views and need to develop the habits of clarity of communication and listening carefully to others.

### Why study this subject

This course is useful for any careers working with the community or social work, the police, law, teaching, personnel or working with public services.



# Citizenship & Beliefs



## Personal, Social & Health Education.

### Subject overview

Personal, Social and Health Education is essential to the whole curriculum, and is provided as one lesson within the two week timetable. It is concerned with the promotion of morality, attitudes, independence of mind, a sense of responsibility, a respect for the law, understanding the world in which we live and work related issues. It also examines the opinions of people and how we as citizens can contribute to society.

### Aims of the course

- To enable students to feel positive about themselves and to have the skills to embrace the changes they will face as they develop into young adults.
- To provide student with the skills to make informed choices about their health, risk, financial and career decisions.
- To enable students to become confident individuals who can live fulfilling lives, make the most of changing opportunities in learning and work and become responsible citizens, who will make a positive contribution to society.

### What students study across KS4

Some of the topics studied in KS4 are similar to those covered in Years 7 & 8 e.g. drugs & alcohol, sex & relations but they are examined at a deeper level with more discussion of the different aspects.

### In Year 9 the topics covered are:

- Personal identity
- Personal relationships
- Economic awareness
- Careers

### In Year 10 the topics covered are:

- Sex and relationships
- Drugs and alcohol
- Personal health - stress
- Work experience preparation

Students in Year 10 also receive work experience preparation prior to their placements in a work environment.

### In Year 11 the topics covered are:

- Careers – writing CVs, interview techniques, letters of application.
- Study Skills – time management; memory techniques to aid revision
- Personal Finance - budgeting

### Assessment

As this is not a GCSE subject there are no formal assessments within this topic.

### Key skills/ habits developed

This topic requires students to form their own independent opinions and in order to do this they need to be able to research information accurately and to develop the habits of listening with empathy – understanding issues from other peoples' perspectives; interdependency – working as part of a pair or group; good communication – being able to express their ideas clearly and confidently.

### Why study this subject

Although this is not a GCSE and is a compulsory subject, the topics covered and skills involved can lead to further study in similar subjects both at A' level and as a Degree subject e.g. Health & Social Care; nursing; social work; the police force.

PSHE







During Key Stage 4, students have the opportunity to participate in activities and lessons which will help identify their strengths, aptitudes and potential. Possible career options and choices for further education and training will be discussed with the work begun in Key Stage 3, via PSHE, mentoring and tutor times.

Careers lessons are taught through the PSHE timetable and cover various topics such as making decisions, self-awareness and occupational research. Experiencing work and discussing the merits of various career paths through one's working life is explored. For many, experiences of work will take place, helping classroom activities become real – this may be through subject-specific external trips, visiting speakers or a practical placement.

The Careers Education Programme is supplemented through independent and impartial career advice and guidance, careers talks and visits. Careers Advisers from Medway Youth Trust are on hand to help students make the right choices for them for post-16 and post-18 decisions.

From 2015, there is an expectation that all young people leaving school after Year 11 will have a guaranteed place in a school 6th form, a college, or be in a workplace that offers good quality training, such as an apprenticeship to the age of 18. Having help and support in making the right choices from an independent person, who is not necessarily a teacher, has never been so important!

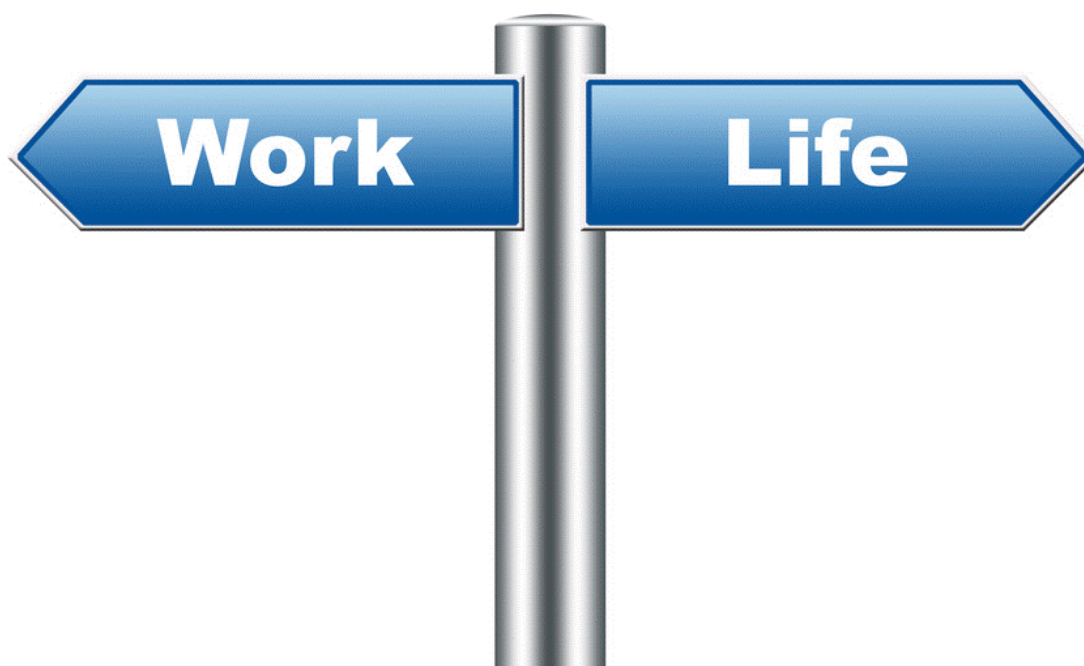
An important part of the curriculum in year 10 is Work Experience.

Experience of work is an important part of the School curriculum and also a good opportunity for all pupils to experience the world of work. We encourage all students to take part in the programme and complete a successful placement.

A work placement is your opportunity to spend a period of time outside the classroom, learning about a particular job or area of work.

Work experience can help you decide on your options for after year 11 and beyond.

You will also get the chance to develop and show evidence of vital skills such as self-confidence, communication, independence and a variety of others, depending on what kind placement you do.



# PLEASE SEE COLOUR INSERT

## KS4 OPTIONS SUBJECTS

In addition to the *Compulsory Subjects* students will need to choose FOUR options, one from each Option Block. Please indicate your first and second choice from each Option Block. Choose ONE from Option Block 1, then from Blocks 2-4 choose any combination of ICT and TWO other GCSE/Vocational option choices in total.

Option Block 1	Option Block 2	Option Block 3	Option Block 4
Computer Science	DT Graphics	Med Studies	DT Resistant Mat
French	Geography	DT Food	PE Boys/ PE Girls
Italian	Art Photography	DT Resistant Mat	Media Studies
Spanish	Media Studies	Art Textile	DT Food
Geography	Dance		History
History			
	Business Studies	Business Studies	Health & Social
	Music	Performing Arts	Art & Design
	Art & Design	Sport	
CoPE			
Vocational			
Work Related			
	ICT	ICT	ICT

Choose your first and second choice from each of the four blocks and write them in the boxes below:

My Choices	Option 1	Option 2	Option 3	Option 4
1 <sup>st</sup> Choice				
2 <sup>nd</sup> Choice				

Now transfer these choices to the Options Request form on pages 36 & 37 at the back of this booklet.

- You can only choose one DT subject
- You can only choose one Art subject
- You can only choose one from either PE or BTEC Sport
- You must choose one ICT option
- You should choose at least one Vocational option and will be offered a maximum of three Vocational options including ICT
- Alternative Curriculum will be worth 1 option and should be combined with ICT, Vocational and one other option

# PLEASE SEE COLOUR INSERT



# VOCATIONAL SUBJECTS



Please review pages 13 - 18 before making decisions on which vocational subject to choose.

**BTEC ART AND DESIGN**

**BTEC BUSINESS**

**BTEC SPORT**

**BTEC PERFORMING ARTS**

**HEALTH AND SOCIAL CARE (OCR NATIONAL)**

**BTEC - MUSIC**

Pass = C

Merit = B

Distinction = A

Distinction\* = A\*



## BTEC Award in Art & Design

### Subject overview

Key Stage 4 Art and Design is for those who enjoy and demonstrate a strong commitment for art within a wide range of disciplines. Students will be taught how to use a range of materials and techniques.

### Aims of the course

To produce a portfolio of work that covers a range of disciplines in order to provide evidence for 3 coursework units, as well as 1 examination unit.

### What students study across KS4

In year 9 and 10 students will complete a range of directed projects that cover painting, drawing, printmaking, 3D, photography and textiles.

In year 11 students will prepare for their exam along with refining and extending all coursework.

### List of topics covered:

Landscape, portraits, still-life, man-made and organic forms. Students will also complete a mock exam.

### Assessment

Students will complete evidence for 3 units (75%), as well as an exam in year 11 (25%). Each unit will be awarded a pass, merit or distinction grade. At the end of the course they will receive an overall grade of either a Pass, Merit, Distinction or Distinction\* (equivalent to a C - A\* at GCSE)

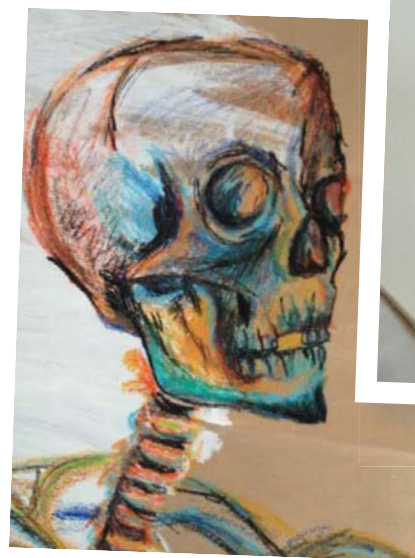
### Key skills/ habits developed

Our students will acquire a wide range of skills during the 3 year Art and Design course. These include working with independence, creativity and persistence especially when refining and developing ideas. Patience is needed in respect of mastering materials and techniques. Time management is vital in order to meet deadlines, as well as preparing for exams.

### Why study this subject

If you are interested in following a career in the creative arts then Art and Design is a good starting point (with additional qualifications). It could lead into careers such as a commercial artist, interior designer, illustrator, art therapist, architect, graphic designer. The possibilities are endless!

# Art & Design?





## BTEC Level 2 in Business Studies

### Subject overview

Business Studies is an exciting and rewarding course that covers a variety of real-world business and enterprise topics. There are opportunities to develop key skills which allow students to thrive in their own personal development. Creative, relevant and practical learning make this a popular subject to take.

### Aims of the course

- Promote independent learning
- Develop key business skills (team work, communication, leadership, decision making...)
- Promote self discipline
- Make decisions on the information taught
- Use ICT to present findings and presentations

### What students study across KS4

- **Unit 1** – Enterprise in the Business World (insight into the world of enterprise and being an entrepreneur)
- **Unit 2** – Finance in Business (key financial statements are examined in this unit along with the importance of money)
- **Unit 3** – Promoting a Brand (marketing and branding are explored in detail, including creating and designing your own product and promotions)
- **Unit 8** – Recruitment, selection and employment (job roles, business functions, interview skills and career development).

### Assessment

- **Unit 1** – coursework (25%)
- **Unit 2** – exam (25%)
- **Unit 3** – coursework (25%)
- **Unit 8** – coursework (25%)

### Key skills/ habits developed

A wide variety of skills and habits are developed including taking responsible risks, thinking flexibly and communicating with clarity and precision. There are no limits as to how far you can develop. Research skills and an ability to take responsibility are important.

### Why study this subject

Business Studies at Thomas Aveling is very popular and the department continually produces outstanding results. The course is practical and takes a hands on approach to discovering the world of business. There are annual trips to relevant organisations and places of interest. There are strong links to ICT and Media in this course. You will understand how businesses operate and make money which can lead to a huge range of potential careers including:

- Business Management
- Accountancy
- Customer Service
- Retail
- Human Resources
- Entrepreneurship

# Business?







## BTEC Level 2 Award in Sport

### Subject overview

The BTEC Sport course will enable students to learn about a number of different aspects of sport. Students can gain knowledge, skills and understanding through practical participation and performance.

### Aims of the course

- To provide students with the knowledge and practical skills to improve their understanding of sport, fitness and exercise.
- Students will be able to practically apply what they learn.
- The course is ideal for pupils who want to build leadership skills, confidence, team building and communication skills.
- The course includes elements that will allow pupils to research and write about sports, fitness and health issues.

### What students study across KS4

**Year 9** - Leading Sports Activities.

Students will be developing their understanding of sports leadership in which they will plan and lead an activity to younger students or their peers.

**Year 10** - Fitness for Sport and Exercise and Practical Sports Performance. (Both core units)

Students will demonstrate their skills and techniques in a practical sports context, understanding the rules, laws and regulations of sports and reflecting on their own performance.

**Year 11** – Training for Personal Fitness.

Students will be designing a 6 week training programme.

### Assessment

**Unit 1** - Fitness for Sport and Exercise is will be in the form of a 1 hour online exam. (25% of the course)

**Unit 2** - (Practical Sports Performance), Unit 5 (Training for Personal Fitness) and Unit 6 (Leading Sports Activities) will be in the form of coursework. (75% of the course)

The coursework may be presented in different forms such as: a report/article, fitness plan, power point presentation video,, leaflet, teaching and many others. All coursework will be assessed by an internal and external moderator..

### Key skills/ habits developed

- Perseverance
- Humour
- Striving for Accuracy

### Why study this subject

You will need to have a keen interest in sport, sports activities, fitness and exercise.

Completing this course successfully can lead to jobs, careers and further education in;

- Sports Coaching
- Teaching
- Physiotherapy
- Leisure Industry
- BTEC Level 2 and 3 In Public Services
- BTEC Level 3 National in Sport
- A Level PE/ Sports Studies
- Degree in Sports Science

# Sport?





## BTEC Level 2 Award in Performing Arts

### Subject overview

This course is a vocational course (equivalent to 1 GCSE) which will enable students to learn the Performing Arts Industry. Students can gain knowledge, skills and understanding through practical participation and performance.

### Aims of the course

- To provide students with the knowledge and practical skills to improve their understanding of performing to a live audience
- Students will be able to practically apply what they learn.
- The course is ideal for pupils who want to develop their skills in confidence, team building and communication.
- The course includes elements that will allow pupils to research and write about Dance, Drama, Music and Technical elements of performance.

### What students study across KS4

**Year 9** - Development of performance and analytical skills  
Students will be developing their understanding of performing to an audience and be able to evaluate this and their peers work.

**Year 10** – Unit 1/2

**Year 11** – Unit 3

### Assessment

**Unit 1** – Individual Showcase (Externally assessed unit)

**Unit 2** – Preparation, Performance and Production (performance piece)

**Unit 3** - Acting Skills (skills learnt, evidenced and performed)

The coursework may be presented in different forms such as: performances, portfolios and presentations, All coursework will be assessed by internal and external moderators.

### Key skills/ habits developed

- Perseverance
- Humour
- Striving for Accuracy

### Why study this subject

You will need to have a keen interest in the Performance Arts Industry and be enthusiastic. The course can build your confidence and develop communication skills and teamwork.



Performing  
Arts?





## BTEC in Health and Social Care

### Subject overview

The Health and Social Care BTEC course is a vocationally related qualification, where students can develop their knowledge and understanding of issues surrounding the health and care industry.

### Aims of the course

- To develop independent learning
- Improve presentational skills
- Work as part of a team
- Time management/meeting deadlines
- Effective communication

### What students study across KS4

**Year 9** - Will study an introductory unit to health and social care, as well as, the two coursework units on:

#### Unit 3: Effective communication in Health and Social Care

The aim of this unit is to enable students to investigate the different forms of communication which may be used in health or social care settings. They will be looking at the importance of clear communication, active listening and body language. Students will also investigate the issues that can prevent effective communication and the problems this can cause.

#### Unit 6: The Impact of Nutrition of Health and Wellbeing

In this unit students will investigate the components of a healthy diet and explore what is meant by an unhealthy diet and how this may lead to various types of ill health. The knowledge and understanding students will gain in this unit is essential for a career in health and social care as it will help them support individuals to make the right choices to improve their health and wellbeing.



### Year 10

Students will study the core exam unit during this year. The aim of this unit is to provide students with the opportunity to explore how we, as humans, grow and develop throughout our lives and to investigate the factors that affect this growth and development. Life events have an impact on how we grow and development.

### Year 11

#### Unit 2: Health and Social Care Values

The aim of this unit is to help prepare students for a career in any area of health and social care. The values that are described in this unit may also be applied to daily life. Students will be given the opportunity to discuss the care values that underpin current practice in health and social care.

### Assessment

There are two forms of assessment for the BTEC Health and Social Care course. Unit 1 is a written exam that is externally assessed by Edexcel. The remaining three coursework units are internally assessed through coursework, and marked by teachers and moderated externally by Edexcel.

### Key skills/ habits developed

Students will develop their communication skills, the ability to work both as part of a team and independently. Students will expand on their understanding of the importance of empathy and humour when working with a diverse range of people.

### Why study this subject

Students should study Health and Social Care if they would like to investigate a range of health and social care issues. They will learn the importance of treating people equally and the rights that underpin the care industry. Students will be able to progress onto the Level 3 course and a range of different careers such as Primary School Teachers, Midwifery, Speech Therapist, Paramedic, Outreach Worker, Arts Therapist as well as public services such as the Police.

# Health & Social Care?



## Level 2 BTEC in Music

### Subject overview

BTEC in Music covers the core skills required as a musician, with a strong focus on practical work and performance techniques. Students learn about the music industry through taught sessions and practical projects involving planning events and using the recording studio to create their own work.

### Aims of the course

- Develop students as well-rounded young musicians
- Give students an insight into the music industry and its workings
- Encourage students to work independently and think creatively in response to given briefs

### What students study across KS4

**Year 9** – Students will work towards Arts Award, developing their own skills on their own specialist instrument or voice (students must have instrumental lessons for the duration of the course), explore the arts in a number of small projects, including passing on their skills to others.

**Year 10** – Through public performance, students will continue to build on their performance skills on their own and in groups. Students have the opportunity to organise and produce the annual school concerts, taking responsibility as a team. Through these activities, external visits, visitors and taught sessions, students will prepare for and sit the examination based on the music industry.

**Year 11** – Students' knowledge of the music industry will continue to grow through their learning of computer systems and the recording studio. This gives the students the opportunity to capture, mix and master their own recordings of music using the various technologies available to them.

### Assessment

**Unit 1** – The Music Industry (external 1 hour written examination) – Year 10

**Unit 5** – Introducing Music Performance (practical and written portfolio) – Year 10

**Unit 2** – Managing a Music Product (written portfolio) – Year 10

**Unit 9** – Producing a Music Recording (practical and written portfolio) – Year 11

### Key skills/ habits developed

Music is a practical-based subject and students must either already have instrumental lessons or begin them upon starting the course. This subject develops a number of skills; independence, empathy, teamwork, persistence, self-evaluation and communication are just some of these. Students will need to develop their research skills to enable them to complete both practical and written assignments.

### Why study this subject

The Level 2 BTEC in Music is an excellent starting block for anyone wishing to pursue post-16 courses in Music or Music Technology and also to help students move into a career in the music industry.

### Post-16 education:

- BTEC Level 3 Music/Music Technology
- Degrees in commercial music, popular music, sound recording, music performance, performing arts





Please review pages 20 - 32 before making decisions on which GCSE subjects to choose.

COMPUTER SCIENCE

DANCE

DT FOOD

DT GRAPHICS

DT RESISTANT MATERIALS

GEOGRAPHY

FRENCH ITALIAN SPANISH

HISTORY

MEDIA

PHOTOGRAPHY

PE

TEXTILES

A*	}	Good Pass
A		
B		
C		
D	}	Pass
E		
F		
G		



## GCSE Computer Science

### Subject overview

Computer Science is a rapidly changing and exciting discipline which underpins almost everything you can think of in society. In a nutshell, GCSE Computer Science explores the principles of digital technology and its applications.

### Aims of the course

Students who take this course should be inspired and challenged by a range of topics.

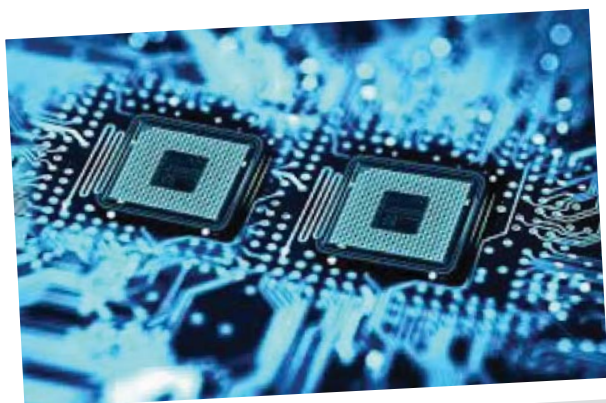
### Students will:

- develop computer programs to solve problems with some opportunity to work collaboratively
- acquire and apply knowledge, technical skills and an understanding of the use of algorithms in computer programs to solve problems.
- develop an understanding of current and emerging technologies in a range of contexts
- acquire and apply creative and technical skills and understanding of IT in a range of contexts
- evaluate the effectiveness of computer programs/ solutions and the impact of these in society

### What students study across KS4

The scope of this qualification comprises knowledge and understanding of the following:

- Programming – algorithms, programming languages, control flow, data handling and testing
- Programming project – design, code and test the solution to a problem using Java
- Computing hardware – Central Processing Unit (CPU), binary logic, memory, input and output devices, secondary storage
- Computing software – applications, operating systems, utilities and maintenance programs
- Representation of data – units, numbers, characters, images, sound and instructions
- Databases – concepts, DMBS, relational databases
- Communications and networking – peer-to-peer, client-server, topologies, protocols, internet architecture, HTML and file standards



### Assessment

Unit	Assessment	Weighting
Computer Systems and programming – this will also require students to write program code	1 hour 30 min Examination	40%
Practical Investigation of a topic, e.g. computer architecture	Approximately 20 hours Controlled Assessment	30%
Programming Project – students will create solutions to computing tasks from a set of options	Approximately 20 hours Controlled Assessment	30%

The course is assessed by students taking two exams, one non-calculator and one calculator paper each contributing 50% of the final grade.

Students will study the course at either Foundation or Higher tier which means they are entered at the level that best meets their abilities and gives them the opportunity to achieve the highest grade that their ability allows.

### Key skills/ habits developed

**Experimentation** – learning computer science involves messing around with code; you have to break problems down into manageable parts and try out various options through trial and error.

**Tenacity** – mastering computer science or a programming language is not easy and many programmers doubt their ability; an important trait is therefore persistence and perseverance.

**Mathematics** – when you are programming functions and commands, you need to have a sound understanding and ability in mathematics.

**Persistence** – You will have to persist to overcome problems and find solutions to make your code work.

### Why study this subject

Drew Houston, founder of Dropbox, says “it’s not unlike playing a musical instrument or a sport; it starts out being very intimidating but you kind of get the hang of it over time and it’s the closest thing we have to a superpower”. Here are some other great reasons to study it:

- It’s engaging and fun – it gives students the opportunity to discover how computer technology works and develop programming skills.
- It’s a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and everyday life.
- It’s a stepping stone for higher education and employment in the field of computer science
- Computer Science is now part of the English Baccalaureate and as such has high ‘currency’ in terms of what employers and universities are looking for.
- Learn how programs work and have the opportunity to code your own programs.





## GCSE Dance

### Subject overview

In the GCSE Dance course the students will cover three main areas. They are Performance, Choreography and Appreciation.

### Aims of the course

- To develop and express yourself imaginatively
- To develop relationships with other people and gradually help gain confidence.
- To critically appreciate 2 professional works
- Perform a set dance delivered by AQA Exam board
- Perform a duo/group based on a professional work
- Create a solo composition based on material from a professional work
- Create a solo/group choreography based on an idea of your choice

### What students study across KS4

**Year 9:** Students will work on individual skills of choreography and performance to develop and improve them as a dancer.

**Year 10:** Students will complete Unit 2 and Unit 4, task 1. This will gain more experience and development in the fields of choreography and performance

**Year 11:** Students will perform Unit 3 and Unit 4, task 2 live to an external moderator. They will also learn skills in critical appreciation to support them in Unit 1.

### Assessment

**Unit 1:** Critical Appreciation of Dance  
Written Paper – 1 hour  
50 marks – 20%

**Unit 2:** Set Dance  
Practical Examination  
Solo Performance – 1–1½ minutes  
30 marks – 20%

**Unit 3:** Performance in a duo/group dance  
Controlled Assessment  
3 – 3½ minutes  
30 marks – 20%

**Unit 4:** Choreography  
Task 1: Solo Composition  
1–1½ mins  
20 marks – 15%

Task 2: Choreography – solo/duo/group  
40 marks – 25%

**Unit total:** 60 marks – 40%

### Key skills/ habits developed

- Perseverance
- Humour
- Striving for Accuracy

### Why study this subject

This subject builds confidence and prepares students for jobs in the Performing Arts industry.







## GCSE Design & Technology - Food

### Subject overview

Food Technology encourages students to be able to design and make food products with creativity and originality, using a range of ingredients. Students will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn through testing, evaluating existing products as well as their own in order to create new ideas. They will develop an understanding of ingredients and processes to enable them to make successful new food products for specific target groups.

### Aims of the course

The course has been designed to encourage students to be able to:

- actively engage in the processes of design and technology to develop as effective and independent learners.
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products.
- explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making.
- analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life.
- develop decision-making skills through individual and collaborative working.
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle.
- develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

### What students study across KS4

In each year the course has a specific focus:

**Year 9** is used initially to develop basic practical skills as well as knowledge of ingredients, through practical tasks and experimental work. The basic skills covered include cake making, pastry making and sauce techniques. These lead students into project based design and make tasks enabling them to focus on experimental development techniques and testing.

**Year 10** students work through project based tasks to design and make foods for an identified target group, enabling them to develop the skills needed to complete their controlled assessment. These tasks enable them to further develop their techniques and ingredients knowledge. This includes ice cream, bread, dessert making and finishing techniques.

**Year 11** students complete one design and make task as their controlled assessment, which is approximately 45 hours' work.

### Assessment

Student's final course is assessed by:

- A final external written exam (40%)
- A controlled assessment task (60%) which is completed over approximately 45 hours, this is internally marked, externally moderated.

### Key skills/ habits developed

Students need to develop the following skills; independent research, objective analysis of data and ideas, drawing skills, ICT skills in the analysis of data, communication of ideas and use of technologies to produce high quality finished products. Within the subject many of the Habits of Mind are essential to producing high quality designs and portfolios including: striving for accuracy; thinking flexibly; creating, imagining and innovating; persistence; taking responsible risks; managing impulsivity; questioning and posing problems, applying past knowledge to new situations; and finally Thinking and communicating with clarity and precision.

### Why study this subject

Food technology courses cover broad disciplines including food studies, nutrition, food technology, health science and food control. Modules are concerned with equipping students with the necessary skills to work as a professional in numerous areas of the food industry, from food preparation, premises management and nutritional education to entrepreneurship, marketing and sports science. BA and BSc. (Hons.) courses in Food Technology, Food Science, Nutrition and other related courses are run at a range of Universities which could lead to the following careers as:

Food Technologist, Food stylist, Food writer (magazine), Food photography, product development, Food Buyer, Home Economist, Dietician, health promotion, environmental health and chef.

Please note as 40% of the marks are gained from practical work there is an expectation that students will provide ingredients from home on a regular basis, which involves a financial commitment. This may be an issue you and your parents may need to consider when opting for this subject. However, if there are financial difficulties, please inform the school which may be able to help.

Food?





## GCSE Design & Technology - Graphics Products

### Subject overview

Graphics encourages students to be able to design and make products with creativity and originality, using a range of graphic and modelling materials. Students will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make product(s) using a graphic media and new technologies to prepare them for the world of work.

### Aims of the course

The course has been designed to encourage students to be able to:

- actively engage in the processes of design and technology and to develop as effective and independent learners.
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact shape designing and making
- analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- develop decision-making skills through individual and collaborative working
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

### What students study across KS4

**Year 9** - is used initially to develop basic practical skills and a working knowledge of materials. Covering drawing techniques, 2D design, Google sketch up, Typography, printing techniques.

**Year 10** - students work through project based tasks, design and making graphics products for an identified target group, enabling them to developing the skills needed to complete their controlled assessment.

**Year 11** - students complete one design and make task as their controlled assessment, which is approximately 45 hours work.

### List of topics covered:

- Materials and Components
- Design and Market Influences – include the influences that Designers such as Harry Beck, Alberto Alessi, Wally Olins, Robert Sabuda, Jock Kinneir and Margaret Calvert have had on graphics media.
- Paper and Card Engineering - Students will develop their knowledge of Graphics and CAD programmes such as Photoshop and 2D design to enable them to manipulate images and produce high quality professional products.
- Processes and Manufacture.

### Assessment

Student's final course is assessed by:

- A final external written exam (40%)
- A controlled assessment task (60%) internally marked, externally moderated

### Key skills/ habits developed

Students need to develop the following skills; independent research, objective analysis of data and ideas, drawing skills, ICT skills in the analysis of data, communication of ideas and use of technologies to produce high quality finished products. Within the subject many of the Habits of Mind are essential to producing high quality designs and portfolios including: striving for accuracy; thinking flexibly; creating, imagining and innovating; persistence; taking responsible risks; managing impulsivity; questioning and posing problems, applying past knowledge to new situations; and finally Thinking and communicating with clarity and precision.

### Why study this subject

What college courses, jobs and careers might this course lead on to:

BA (Hons.) course in Graphics Design at a range of Universities which could lead to the following careers: Art directors, creative directors, layout artists, brand identity designers, logo designers, flash designers, multimedia designers, web designers, illustrators.

# Graphics?





## GCSE Design & Technology - Resistant Materials

### Subject overview

RM encourages students to be able to design and make products with creativity and originality, using a range of materials and techniques. Candidates will be enthused and challenged by the range of practical activities possible. A working knowledge of woods, metals, plastics and composite materials will be required, but other materials may be used in addition. The use of new technologies is encouraged such as CAD and 2 D Design. Students are also encouraged to develop an awareness of issues such as sustainability and environmental impact of their designing.

### Aims of the course

The course has been designed to encourage students to be able to:

- actively engage in the processes of design and technology to develop as effective and independent learners
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- develop decision-making skills through individual and collaborative working
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

### What students study across KS4

In each year the course has a specific focus:

**Year 9** - is used initially to develop basic practical skills and knowledge of materials. These include drawing techniques, 2D design, Google sketch up, materials, wood joints, metal die casting and finishing, plastics.

**Year 10** - students work through project based tasks, design and making resistant materials products for an identified target group, enabling them to develop the skills needed to complete their controlled assessment.

**Year 11** - students complete one design and make task as their controlled assessment, which is approximately 45 hours' work.

### Assessment

Student's final course is assessed by:

- A final external written exam (40%)
- A controlled assessment task (60%) which is completed over approximately 45 hours, this is internally marked, externally moderated.

### Key skills/ habits developed

Students need to develop the following skills; independent research, objective analysis of data and ideas, drawing skills, ICT skills in the analysis of data, communication of ideas and use of technologies to produce high quality finished products. Within the subject many of the Habits of Mind are essential to producing high quality designs and portfolios including: striving for accuracy; thinking flexibly; creating, imagining and innovating; persistence; taking responsible risks; managing impulsivity; questioning and posing problems, applying past knowledge to new situations; and finally Thinking and communicating with clarity and precision.

### Why study this subject

BA., BSc., and BEng. (Hons.) courses in Product Design and Engineering as well as other related courses are run at a range of Universities which could lead to the following careers as:

Product design, Furniture design, cabinet making, construction, Restoration, theatre set design, engineering, farriers, boat building

# Resistant Materials?







## GCSE Geography

### Subject overview

Geography attempts to tackle the topical and fascinating questions about the wondrous world we live in. The course follows the Edexcel A syllabus and gives pupils the opportunity to learn about the human and physical world, but also how topics apply to real life. This relevance enables pupils to create solutions to many on-going local and global issues.

### Aims of the course

The course will offer students the chance to:

- Gain knowledge and understanding of places and environments.
- Examine and respond to geographical patterns with an understanding of physical and human processes.

### What students study across KS4

Theme One – **Geographical Skills and Challenges**  
Geographical Information Systems (GIS), using computers to enhance our ideas and mapping the solutions.

Cartography and Graphical Enquiry, using data to support our thoughts and opinions.

Responses to Climate Change, truth or myth? You decide?

Sustainability, thinking about new ideas to help preserve our resources for future generations.

Theme Two – **The Natural Environment**  
Tectonic Activity, the forces that shape the crust and its consequences.

River Landscapes, rivers shape the land creating new landforms affecting people's lives.

Coastal Landscapes, a dynamic environment looking at how people try to make the most of the coastline and battle against the sea.

A Wasteful World, an insatiable demand for resources has created extreme pollution and waste. How can we help?

Theme Three – **The Human Environment**  
Population change, Are there too many people on the earth (over 7 billion and growing)? What are the pressures of growing populations?

Settlement change, A study of living in the large towns and cities. What are the cities of tomorrow?

Economic change, Is the future of work only in the service sector? Will China take over as the world's number 1 superpower?

A Tourist's World, The fastest growing industry in the world today but what damage do the millions of tourist do to the environment?

### Assessment

- The assessment is by **three 1 hour** written papers. Students can be entered at either Higher or Foundation level dependent upon progress.
- There is also an important piece of coursework (**controlled assessment**) that contributes **25%** of the final mark.

### Key skills/ habits developed

Studying geography will involve developing a number of key skills:

- Critical thinking and making informed decisions, whilst developing well-structured arguments.
- Research and data analysis with habits of persistence and accuracy.
- Working as a team, problem solving and communication skills through presentations.
- Creative thinking and flexibility.
- Responding with wonderment and awe in regards to many of the landscapes and issues covered.

### Why study this subject

"There is no such thing as a geography job, there are jobs that geographers do" Royal Geographical Society. A few examples are:

- Hazard prediction and management
- Flood protection manager
- Teacher
- Youth and community worker
- Town planner
- Environmental engineer
- Travel agent
- Transport/logistics manager
- Human rights officer

# Geography?



## GCSE French/ Italian/ Spanish

*Learning a foreign language is life changing and we want our students to experience this in the most exciting and inspiring way possible. Students will not only practise the language in the classroom through simulated everyday situations but will also enjoy ordering real meals in French, Italian or Spanish in local restaurants; take part in World Language Day events; go to the theatre and enjoy a play in the target language as well as venture on exciting school trips that offer the opportunity to broaden their cultural boundaries. If this is not enough to convince you, below are some other good reasons why everyone should learn a foreign language.*

### 1. Improve Your Job Prospects

The most obvious reason for taking a language course is that fluency in a second language looks really good on your CV.

### 2. Increase Your Study Opportunities

Not only will fluency in another language make it possible for you to apply for bursaries and study in another country, you will also have a better chance of being accepted into a college or university in the UK if you are fluent in a second language.

### 3. Enjoy Foreign Travel More

The locals will be friendlier towards you and your chances of being ripped off decrease when you understand and speak the language...

### 4. Enhance Your Appreciation of Foreign Culture

When you learn a second language, you will develop an understanding of the music, food, art and people of the country/ies whose language you master.

### 5. Take Your Business Abroad

Whatever your business, there might be an untapped market in another country that you haven't even considered because it seems impossible.

### 6. Understand the World Better

By learning another language, along with the country's history, culture and traditions, you are not only improving your general knowledge, but also your understanding of another nation of people.

### 7. Improve Your English

Learning a second language will teach you different methods of expressing ideas, concepts, or thoughts, which will actually improve your English communication skills and vocabulary too.

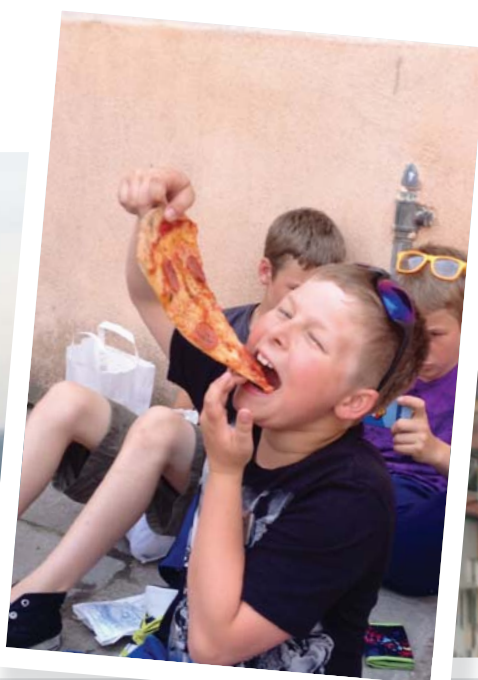
### 8. Become Smarter

Learning another language exercises all sorts of cognitive skills and studies have shown that bilingual students achieve better divergent thinking, creativity, and cognitive development compared to monolingual students and that those who speak a second language do better on both nonverbal and verbal intelligence tests. Who doesn't want to be more intelligent?

### 9. Challenge yourself

You can learn a language in short, bite-sized sessions and you'll enjoy a sense of satisfaction from achieving short-term goals, such as learning how to say hello, introducing yourself or numbers 1-10.

French! Italian! Spanish!







French Exam Board -  
AQA (specification number - 4655)

Italian Exam Board -  
AQA (specification number - 4630)

Spanish Exam Board -  
AQA (specification number - 3691)

**Year 8 students who have chosen French, Italian or Spanish as a GCSE option in 2014 will complete their GCSE course in summer 2017.**

Students will work from a variety of textbooks and tailor-made resources.

For French we will be using: **Metro 4 Vert, Expo.**

For Italian we will be using: **Amici, Saluti, Contatti** and **Italian 1 Palgrave.**

For Spanish we will be using: **Mira.**

During their GCSE course students will practise and extend the skills of speaking, reading, listening and writing.

**The key topics covered are:**

## **Lifestyle:**

- Health
- Healthy and unhealthy lifestyles and their consequences
- Relationships & Choices
- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

## **Leisure:**

- Free Time and Media
- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology
- Holidays
- Plans, preferences, experiences
- What to see and getting around

## **Home and Environment:**

- Home and local area
- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like
- Environment
- Current problems facing the planet
- Being environmentally friendly within the home and local area

## **Work and Education:**

- School and future plans
- School/College and Future Plans
- What school/college is like
- Pressures and problems
- Current and future jobs
- Looking for and getting a job
- Advantages and disadvantages of different jobs

Students will practise using the language in everyday situations. They will also learn aspects of the French, Italian or Spanish culture including residential visits to some of the main cities, such as Paris, Florence and Barcelona.

During the course students will work on written tasks, speaking tasks and some ICT projects and surveys.

**The GCSE course is made of four components:**

**UNIT 1:** Listening: **20%** - Foundation / Higher

**UNIT 2:** Reading: **20%** - Foundation / Higher

**UNIT 3:** Speaking: **30%** - Untiered  
(two recorded tasks submitted for moderation)

**UNIT 4:** Writing: **30%** - Untiered  
(two written tasks submitted for moderation)





## GCSE History

### Subject overview

The course teaches students how to research and investigate various topics independently using a range of different sources, to put forward and defend an argument and to analyse and evaluate issues and events - all skills which can be used as a foundation for further study of any subject in KS5 or for employment. Homework is set every week and consists of a range of tasks and activities.

### Aims of the course

- To develop critical and reflective independent thinkers with enquiring minds.
- To develop students' knowledge and understanding of certain periods, societies and aspects of history.
- To develop a range of high level specific skills e.g. analysis; synthesis and evaluation.
- To develop organisational and communication skills
- To enable students to have a better understanding of the present through the events and interpretations of the past

### What students study across KS4

In year 9 the students begin with a brief introductory unit examining the murders of Jack the Ripper. During this time they will learn the skills of accurate research, source interpretation and evaluation. They will then begin the study in Development which examines medical development and change from the prehistoric period to the 21st century. Mid way through Year 10 they will complete their controlled assessment on Northern Ireland and in Year 11 they study Germany 1919 to 1945. As soon as they complete all their units in Year 11 they will begin revision of all the examinable topics.

#### Year 9: A brief introductory to the use of sources in History: Jack the Ripper

- What life was like in Whitechapel?
- Who were the Rippers victims?
- How was the police investigation carried out?
- Why was the Ripper able to avoid capture?

#### Year 9/ 10: A Study in Development: Medicine Through Time

- Medicine in Prehistoric / Ancient times
- Medicine in Middle Ages
- Medicine in 16th / 17th centuries and growth of modern medicine
- Medicine in 19th / 20th centuries
  - fighting disease, surgery, public health

#### Year 10: A Modern World Study - The Irish Question.

- What caused the problems in Northern Ireland?
- What are the differences between the two sides?
- What has been done to bring peace to Northern Ireland?

#### Year 11: A Study in Depth: Germany, 1919 - 1945.

- How Hitler and the Nazis came to power
- What life was like under Nazi Control?

### Assessment

This subject is assessed through **two** exam papers which contribute 75% of the grade and **one** internally graded controlled assessment at 25%. The examined part involves:

#### Paper 1. 2 hours

Medicine Through Time and Germany 1919 - 45  
**45%**

#### Paper 2. 1 ½ hours

Medicine Through Time - Source evaluation  
**30%**

#### The Controlled Assessment. 8 hours

Modern World Study - The Irish Question.

### Key skills/ habits developed

To be successful in History you need to have an enquiring mind and enjoy researching new ideas or facts. You need to be able to express your ideas and information clearly both through discussion in groups and through individual written answers.

You will also need to develop the Habits of empathy - understanding other people's motives and actions; communicating clearly with accuracy, precision and persistence.

### Why study this subject

History can give you the academic skills most colleges / universities employers want because the skills developed during the course are cross transferable e.g. independent working and thinking, good communications. It is useful and often necessary for careers like: Accountancy, Civil Service, Economists, Journalism, Law, Management, Market Research, Police Force, the Armed Services, Social Work; TV Research, Tourism, Town Planning and many more. It is a good foundation subject for Higher Education in most A' level and Degree courses.



History?





## GCSE Media Studies

### Subject overview

Media Studies is designed to allow media students to draw on their existing experience of the media and to develop their abilities to explore as well as to create media. It enables them to explore and create a wide variety of media drawing on the key concepts of the media: texts, organisations and audiences/users.

### Aims of the course

This course is organised in terms of the two central activities:

- thinking about the media, involving investigating media texts and their various contexts and
- creating for the media, involving planning, producing and presenting media texts.

### What students study across KS4

**Year 9** - an introduction to the 4 key concepts and Media terminology: codes and conventions, audience, representation and institution; textual investigation 1 (genre) and CD Production Controlled Assessment.

**Year 10** - examination topic 1, Magazine Production Controlled Assessment, textual investigation 2 (representation).

**Year 11** - examination topic 2, mock exam revision, final adjustments to controlled assessments, revision.

### Assessment

#### Unit 1 - Examination - 40%

Thinking about the Media: Investigating and Planning  
2 hrs 15 minutes

Section A: Thinking about the media – Investigating  
Section B: Thinking about the media – Planning

#### Unit 2 - Controlled Assessment - 60%

Creating for the media: Investigating and Producing

**Three** pieces of work from at least two different media.

### Key skills/ habits developed

Media Studies requires a number of skills from its students. Research and investigation underpins a vast amount of the subject and therefore requires students to 'dig deep' to find the correct information. In addition students require creativity and technical skill in order to produce a variety of different Media. Communication of ideas is also key and so there is a strong emphasis on the accuracy of work produced. The Media Studies habits are:

1. Finding humour- embeds deeper learning
2. Applying past knowledge to new situations- intertextuality and experience
3. Thinking flexibly- considering alternative interpretations.

### Why study this subject

Many students who study Media Studies GCSE go on to study AS and A2 Media Studies or undertake college courses which focus on Media Production. Similarly, many pursue Media degrees as a single discipline or alongside subjects such as English, Film or Theatre Studies as a joint honours degree.

Media opens up a number of different career opportunities such as:

- TV industry
- Publishing
- Advertising
- Journalism
- Media Production
- Radio
- Teaching
- IT



Media?



## OCR GCSE Art & Design - Photography

### Subject overview

The objective of GCSE Photography is to teach students how to use a camera to generate creative and imaginative outcomes. This will be achieved by editing photographs using Photoshop and experimenting with a variety of art materials and techniques.

### Aims of the course

To produce a portfolio of work (i.e. sketchbooks and final outcomes)  
To generate and develop ideas independently, displaying a creative and vivid imagination.  
To understand how to use a camera in manual mode and coordinate effective lighting and composition.  
To work frequently and independently outside of lessons, which will include photoshoots at various locations.

### What students study across KS4

In Year 9 and 10 students will complete a coursework unit, as well as a mock examination. Starting points/themes will be set by their teacher.

In year 11 they will complete their final coursework unit along with a final examination.

An example of the themes:

Students will respond to a variety of starting points such as faces and figures, macro, buildings and landscapes. Exam starting points will be set by the examination board, OCR.

### Assessment

Coursework will account for 60% of the final grade and the examination carries a 40% weighting. The exam in Photography demands the submission of a detailed sketchbook in addition to a final outcome(s). The preparatory sketchbook must boast ample development and refinement along with a final piece which is completed over 2 days (10 hours) under examination conditions.

### Key skills/ habits developed

Our students will acquire a wide range of skills during the 3 year photography course. These include working with independence, creativity and persistence especially when refining and developing ideas. Patience is needed in respect of mastering the camera and using Photoshop to the required skill level. Time management is vital as organising photoshoots after school and at weekends at various locations will be required in addition to meeting strict deadlines.

1. Finding humour - embeds deeper learning
2. Applying past knowledge to new situations - intertextuality and experience
3. Thinking flexibly- considering alternative interpretations.

### Why study this subject

If you are interested in following a career in the creative arts then photography is a good starting point (with additional qualifications). It could lead into careers such as a commercial photography, forensic photography, fashion promotion, journalism, as well as advertising.



# Photography?







## GCSE Physical Education

### Subject overview

The Edexcel GCSE in Physical education comprises of 2 units:

- **Unit 1:** The Theory of Physical Education
- **Unit 2:** Performance in Physical Education

The Theory of Physical Education requires students to develop their knowledge and understanding of physical education and physical activity, in relation to a balanced healthy lifestyle, including;

- How and why, people take part in physical activity.
- Exercise and fitness
- Personal health and wellbeing.

Performance in Physical Education gives students the opportunity to develop skills relating to performance in practical performance, in roles such as player/participant, official and leader.

### Aims of the course

To stretch and challenge those students who have a keen interest and ability in sport.

### What students study across KS4

**Year 9** - Students will study the Skeletal system, the Muscular System, Sporting Injuries and Healthy active lifestyles in the theory component. In practical lessons students will perform, officiate and coach in activities such as, hockey, football, netball, basketball, rugby.

**Year 10** - students will complete a 6 week Personal Exercise Plan and study the components and principles of fitness.

**Year 11** - students will have the opportunity to participate in activities off-site, e.g. trampolining, personal survival, orienteering & archery.

### Assessment

**Unit 1** - is a 1 hour and half exam that is externally assessed in Year 11. (40% of final marks)

**Unit 2** - is assessed by an external moderator and includes performing 4 activities and to be able to analyse and evaluate the performance of others. (60% of final marks)

### Key skills/ habits developed

- Persistence
- Humour
- Striving for Accuracy

### Why study this subject

You will need to have a keen interest in sport, sports activities, fitness and exercise.

Completing this course successfully can lead to jobs, careers and further education in;

- Sports Coaching
- Teaching
- Physiotherapy
- Leisure Industry
- BTEC Level 2 and 3 In Public Services
- BTEC Level 3 National in Sport
- A Level PE/ Sports Studies
- Degree in Sports Science

Physical  
Education?





## GCSE Textiles

### Subject overview

This three year course is based mostly on practical work and offers the opportunity to develop a range of creative Textiles skills.

### Aims of the course

Starting with drawing, painting and collage, students will then develop their ideas using fabrics and thread in different techniques. These could include embroidery, appliqué, screen printing, batik, soft sculpture, dyeing and weaving.

We would ask that students keep a small sewing kit at home, comprising an embroidery hoop, a pair of embroidery scissors, assorted stranded embroidery threads, a set of needles in various sizes and a box of pins.

### What students study across KS4

After the foundation **year 9**, students will learn more about working to themes. Teachers will help students to learn how to develop their ideas using materials in imaginative and exciting ways.

Students will also learn about how artists, designers and craftworkers influence each other and how their work can influence the work of students too.

During **year 10** students will produce a 45 hour coursework assignment. Tasks to support and prepare them for this coursework will be done as homework.

At the start of **year 11** students will sit a mock exam. This project if good enough may become the timed 45hr coursework project that will be assessed at the end of the course.

### Assessment

After February half term in year 11, students will sit a timed examination (**40% of the final grade**). This together with preparation tasks and coursework (**60% of the final grade**) will be exhibited at school and marked.

### Key skills/ habits developed

A GCSE textiles course will provide students with a range of personal skills that will be useful in the future. This course will highlight career opportunities in the Fashion and Textiles Industry, Interior Design and Theatre/Costume Design.

### Why study this subject

It could lead to further study in the 6th form, either for a BTEC in Art & Design, 'A' level Textiles or 'A' level Photography.



# WHAT NEXT



## WHAT NEXT AFTER GCSE?

The most popular progression route for Year 11 students is to continue their studies in The Thomas Aveling Sixth Form.

There are Advanced (level 3) two year Sixth Form courses for students who achieve five or more GCSE passes at grades A\* - C.

The Sixth Form curriculum for 2013 at Thomas Aveling is able to offer a wide range of exciting courses. Those currently on offer are:

### **GCSE:**

English; Maths.

### **BTEC (A level): Double Award (12 unit)**

Art & Design  
Business  
ICT  
Sport

### **BTEC (A level): Single Award (6 unit)**

Art & Design  
Business  
ICT  
Health and Social Care  
Music Technology  
Performing Arts  
Sport

### **AS/ A level GCE: Single Award (6 unit)**

Biology  
Chemistry  
Dance  
Design & Technology - Food & Product Design  
English Literature  
Environmental Studies  
Geography  
History  
Law  
Mathematics  
Media Studies  
Photography  
Psychology  
Science  
Sociology  
Textiles  
Travel & Tourism





# WHERE DO YOU GO?

WHERE DO YOU GO AFTER YOU FINISH YOUR SIXTH FORM STUDIES?  
BELOW IS A SELECTION OF THE DESTINATIONS OF SOME OF OUR STUDENTS IN 2012

**Jessica Amrat**

Kingston Uni, Eng Lit, Media & Cultural Studies

**Zohaib Ashfaqz**

London Met Uni, Architecture

**Ella Bailey**

Kent Uni, Business

**Paul Barrow**

Winchester Uni, Law

**Jade Batchelor**

West Hendon Uni, Sound engineering

**Nathan Bit-David**

Essex Uni, Sports Science

**Isabelle Buffong**

Lancs Uni, Japanese with TEFL

**Charlotte Carrier**

Greenwich Uni, Early Years

**Harvinder Chaggar**

Reading Uni, Acc & Man

**Liam Chambers**

Bristol Uni, Computing

**Samet Cinar**

Christchurch Uni, Business man

**Francesco Costagliola**

Derby Uni, Business Management

**Benjamin Cox**

Bedfordshire Uni, Computer games

**Gurpreet Dhariwal**

UCA, Graphics

**Megan Doyle**

UCA, Art Foundation

**Edward Dutton**

Bedfordshire Uni, Creative Writing

**Grant McIheron**

Anglia Ruskin Uni, Quantity Surveying

**Natalie Mee**

Christchurch Uni, Fine and Applied Art

**Hannah Milliner**

UCA, Art Foundation

**Harry Mills**

Greenwich Uni, Business

**Hannah Mitchell**

UCA, Art Foundation

**James Morgan**

Reading Uni, Business

**Lucy Mullan**

Aberystwith Uni, English

**Conor Murray**

Kent Uni, Computer Systems Engineering

**Jessica Naughton**

Kent Uni, Biology

**Richard Nhin**

Portsmouth Uni, Computer Science

**Bill Nwokenkwo**

London Met Uni, Business Management

**Bradley Peachey**

Plymouth Uni, Geog with Ocean Science

**Louise Pearson**

Canterbury Uni, Legal Studies and Criminology

**Joshua Pine**

Kent Uni, Conflict Peace and Security

**Leisa Randall**

Ravensbourne Uni, Art Foundation

**Sanjana Rob**

Canterbury Uni, Childhood studies

**Emy Routledge**

Christchurch Uni, Nursing

**Jade-Louise Smart**

Kent Uni, Health and Social Care

**Chloe Smart**

Canterbury Uni, Dance Education

**Ryan Stanley**

Falmouth Uni, Advertising

**Samantha Still**

Anglia Ruskin Uni, English

**Alexander Thomas**

Christchurch Uni, English

**Hannah Togwell**

Cant/Folkstone Uni, English

**Kelvin Ubaka**

Anglia Ruskin Uni, Criminology



# WHERE DO YOU GO?

WHERE DO YOU GO AFTER YOU FINISH YOUR SIXTH FORM STUDIES?  
BELOW IS A SELECTION OF THE DESTINATIONS OF SOME OF OUR STUDENTS IN 2013

**Esther Adewoyin**

DEM - Business Management and Enterprise

**Nazia Ahmed**

BPP - Business Management

**Sahara Ali**

GREEN - Sociology

**Jamaal Asieba**

BPP - Business Management

**Aishat Atanda**

UWL - Psychology

**Noorjahan Begum**

CANCC - Early Childhood Studies

**Amy Burns**

CANCC - Early Childhood Studies

**Holly Case**

CANCC - American Studies with Film,  
Radio & Television Studies

**Kieran Clarke**

DERBY - Law

**Jade Codd**

CANCC - Media and Communications

**Katherine Cooke**

UCA - Creative Arts for Theatre & Film

**Laura Delaney**

PORT - Photography

**Naomi Dominguez Bunch**

KENT - Sport and Exercise for Health

**Jade Dowse**

CANCC - Crime and Policing Studies

**Lloyd Filmer**

KENT - Sport and Exercise for Health

**Dionne Francis**

BUWE - Equine Science

**Ellie Franklin**

LONMT - Interior Design

**Adam Gilbert**

CUWIC - Sport Coaching

**Sandip Gill**

LONMT - Advertising, Marketing Communication  
and Public Relations

**Calum Goode**

GREEN - 3D Digital Design and Animation

**Stephen Haines**

LJM - Forensic Anthropology

**Tommy Hinkley**

GREEN - Business Administration

**Mohima Hussain**

GREEN - Childhood Studies

**Joel Irvine**

CUWIC - Economics

**Victoria Jefferson**

CUWIC - Sport and Physical Education

**Satveer Kaur Landa**

KENT - Social Sciences

**Patrick Kehoe**

PORT - Politics

**Kyle Kemp**

UCA - CG Arts & Animation

**Jack Milner**

GREEN - Games and Entertainment  
Systems Software Engineering

**Rachael Olabode**

GREEN - Pharmaceutical Sciences

**Lewis Page**

KENT - Sport and Exercise for Health

**Kirsty Paine**

MIDDX - Media and Cultural Studies

**Benjamin Parsons**

NOTRE - Business Law

**Emily Rouse**

KENT - Journalism

**Adecia Smeed**

CANCC - Dance Education

**ayleigh Wells**

CANCC - Health Studies

**Emily White**

KENT - Social Anthropology

**Jacky Zhu**

QMUL - Science & Engineering

## OPTION REQUEST FORM (Personal Copy)

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Choose your first and second choice from each of the four blocks and write them in the boxes below:

My Choices:	Option 1	Option 2	Option 3	Option 4
1 <sup>st</sup> Choice				
2 <sup>nd</sup> Choice				

- You can only choose one DT subject
- You can only choose one Art subject
- You can only choose one from either PE or BTEC Sport
- You must choose one ICT option
- You should choose at least one Vocational option and will be offered a maximum of three Vocational options including ICT
- Alternative Curriculum will be worth 1 option and should be combined with ICT, Vocational and one other option

Comments on future Career:

Additional supporting comments:

Signed \_\_\_\_\_ (student)

Signed \_\_\_\_\_ (parent)      Date \_\_\_\_\_

**THIS FORM IS TO BE KEPT BY THE STUDENT - DO NOT RETURN IT TO SCHOOL**

## OPTION REQUEST FORM (School Copy)

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Choose your first and second choice from each of the four blocks and write them in the boxes below:

My Choices:	Option 1	Option 2	Option 3	Option 4
1 <sup>st</sup> Choice				
2 <sup>nd</sup> Choice				

- You can only choose one DT subject
- You can only choose one Art subject
- You can only choose one from either PE or BTEC Sport
- You must choose one ICT option
- You should choose at least one Vocational option and will be offered a maximum of three Vocational options including ICT
- Alternative Curriculum will be worth 1 option and should be combined with ICT, Vocational and one other option

Comments on future Career:

Additional supporting comments:

Signed \_\_\_\_\_ (student)

Signed \_\_\_\_\_ (parent)      Date \_\_\_\_\_

THIS FORM IS TO BE RETURNED TO YOUR FORM TUTOR BY MONDAY 22ND APRIL





# STUDENT'S NOTES

# TEACHER'S NOTES



# CONTACT LIST

**Headteacher:** Mr P Jackson

**Deputy Headteacher:** Mr A Minchin

**Link AHT - Option Choices:** Mr M Baker

**Careers:** Mrs B Sanders

## **Achillies House**

### **Director of Learning:**

Mr P Humphries

### **Assistant Director of Learning:**

Ms S Massey

[smassey@thomasaveling.co.uk](mailto:smassey@thomasaveling.co.uk)

### **Link Assistant Headteacher:**

Mr M Baker

## **Resolute House**

### **Director of Learning:**

Mrs R Cross - Director of Option Choices

### **Assistant Director of Learning:**

Mrs M Orris

[morris@thomasaveling.co.uk](mailto:morris@thomasaveling.co.uk)

### **Link Assistant Headteacher:**

Mr M Cleave

## **Cavalier House**

### **Director of Learning:**

Mrs D Bingham (Acting Director)

### **Assistant Director of Learning:**

Mrs D Bingham

[dbingham@thomasaveling.co.uk](mailto:dbingham@thomasaveling.co.uk)

### **Link Assistant Headteacher:**

Mrs B Brocklehurst

## **Victory House**

### **Director of Learning:**

Ms L Job

### **Assistant Director of Learning:**

Mrs N Chaggar

[nchaggar@thomasaveling.co.uk](mailto:nchaggar@thomasaveling.co.uk)

### **Link Assistant Headteacher:**

Mrs G Nyangon