



Northeast Manor School

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# GCSE Options Booklet 2011



## **An Introduction to Options**

Choosing courses for key stage 4 is an important and exciting process for year 9 students. Students will study a common core of subjects but will be able to choose another 3 subjects called the Options. We try to make as broad a range of courses available as is possible but we are a small school that needs to take careful consideration of the additional needs of our students. Every individual is different and so the right choices will vary but will always be the ones that:

1. Provide a broad and balanced curriculum, so that the student can progress to further education, training or employment when they leave school.
2. Match the students interests, skill, and needs and so motivate them to continue on to the next stage in their education.

This booklet is the first stage in the process. It aims to provide information on all the courses that are available next year. It is only a starting point and there are many other sources of information including the chance to attend a workshop on Friday April 1st.

The key is to make informed choices. Not choices based on friendship, rumour or hearsay but choices on facts, hopes for the future and the need to be interested and motivated for the next two years. Parents have a vital role in helping their children make such informed choices but please remember students are opting for a subject for two years so be sure they are going to enjoy what they choose.

I would also ask you to note that in a small school like ours it is not always possible to satisfy every single choice students might make. Any problems caused by courses that are oversubscribed or that can't be run due to a lack of interest will be raised with individual students and parents once the preference forms are returned. They may be then given a reserve choice or asked to look at other alternatives. Therefore please make sure reserve choices are genuine ones.

Through guidance provided by staff and discussion with parents/carers, students can hopefully make choices that will motivate them to succeed at the end of Y11.

Students have the opportunity to obtain a total of 8 GCSEs. Most college courses ask for 5 GCSEs as an entry requirement.

Terry Jones

Director of Studies

## Some important dates:

- 4<sup>th</sup> March Options booklet available.
- 8<sup>th</sup> March Y9 options talk in PSHE and straw poll .
- April 1st Y9 Parents Workshop and final options form distributed.
- **Friday 8<sup>th</sup> April final date for return of options preference forms**

Following the Parent's Workshop on Friday 1st April all students will receive an options preference form and be asked to indicate their choices on this form. This will need to be returned by **Friday 8<sup>th</sup> April** and will be their final indication of options choices. After the half term break we should be able to let students know what their options choices will look like.

## **Key Stage 4 subject choices**      Click on Links to subjects

### **The core**

all students take the following core GCSE subjects

[English \(English Literature\)](#)

[Mathematics](#)

[Core science \(Double Award – 2 GCSE's\)](#)

[ICT – 1 lesson a week \(a DiDa qualification\)](#)

PSHE (no qualification)

[PE – range of PE activities –chosen for a half term.](#)

(students can also choose to gain the [Sports Leaders Award](#))

### **Options subjects**

A further 3 GCSE subjects from the following:

Please note: we may not be able to run all of these subjects. We try to be as flexible as possible to meet the changing needs of students. We will let you know as soon as is possible if a subject cannot run because of insufficient pupil numbers.

[Art and Design](#)

[Dance](#)

[Design & Technology](#)

[Drama](#)

[Geography](#)

[Home Economics – Food Studies](#)

[History](#)

[ICT](#)

[Skills for working life – Plumpton Agricultural College](#)

[Media Studies](#)

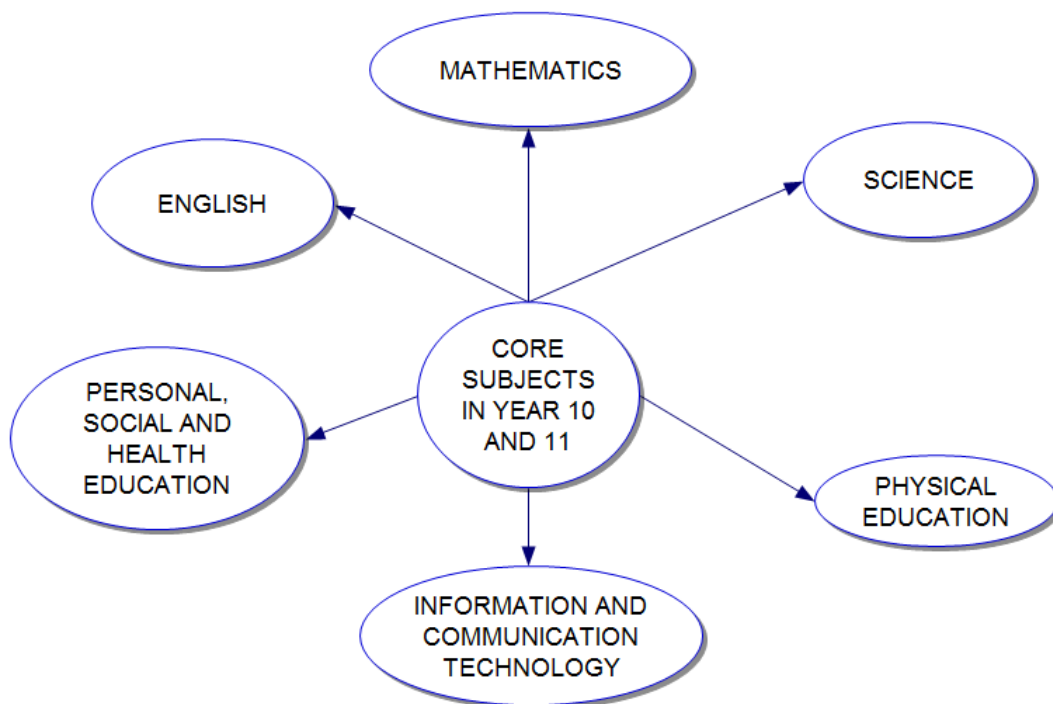
[Music](#)

[Physical Education](#)

[Triple Award Science](#)

[Supported Study \(no GCSE\)](#)

# Core subjects



All students will study the core subjects.

Subject		ENGLISH				Exam board		AQA	
GCSE	✓	Entry level		Non - exam		Core	✓	Option	
<p><b>Form of examination:</b>            There is one examination. The exam accounts for 40% of the total marks.</p> <p>Part A of the exam tests reading and understanding of a variety of non – fiction reading sources of the kind that pupils will expect to read in their daily lives.</p> <p>Part B of the exam tests writing skills where pupils will be expected to write for specific audiences and purposes, adapting their style so it is fit for purpose.</p>									
<p><b>Controlled assessment requirements:</b></p> <p>20% of controlled assessment will consist of 3 Speaking and Listening tasks. Pupils will be assessed on one activity in each of the following categories:</p> <ul style="list-style-type: none"> <li>• Presenting</li> <li>• Discussing and Listening</li> <li>• Role playing</li> </ul> <p>40% of the controlled assessment will consist of 3 written responses based on tasks chosen from a task bank. Tasks will draw on pupils’ study of the following texts</p> <ul style="list-style-type: none"> <li>• A play by Shakespeare</li> <li>• A text from the English Literary Heritage</li> <li>• A text from a different culture or tradition.</li> </ul>									
<p><b><u>Syllabus Information</u></b></p> <p>The specification looks at a wide variety of fiction and non-fiction texts and tests students’ understanding of what they have read in terms of what the writer is doing with language and how the text has been crafted. Students will also be expected to produce some pieces of their own written work in which they will demonstrate their understanding of a writer’s skill in writing for different purposes, audiences and in different styles.</p> <p>This specification offers a skills based approach to the study of English. It is suitable for those who wish to explore a range of literary and language topics. There may be an opportunity for students later on in the course to take two separate GCSEs: English Language and English Literature.</p>									

**ENGLISH (Continued)****Aptitudes needed**

Students will be expected to have a go at reading a variety of texts such as newspaper articles, magazine articles, web pages, poems, a novel and short stories.

They will need to demonstrate an awareness of how different writers go about addressing their audiences and will need to be prepared to consider the nature of language in that context.

**Information on Further study / Career information**

Students *may* be eligible for access to a reader and a scribe in the exams and also for their coursework. In the exam/coursework a reader/scribe will read the question to the student and write down the student's dictated answer. The reader will not be able to read the examined text to the student in the exam so students will need to continue practise with reading throughout their GCSE course.

<b>Subject</b>		<b>MATHEMATICS</b>				<b>Exam board</b>		<b>Edexcel</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>	✓	<b>Option</b>	
<b>Form of examination</b>									
<p>The GCSE examination is a modular examination. Students will sit modules throughout the 2 years of the course. There are three sessions a year in which they can be sat, November, March and June. Modules can be retaken if results are below expectations. The final examination will account for 40% of the exam.</p>									
<b>Coursework requirements</b>									
No coursework.									
<b><u>Syllabus Information</u></b>									
<p>The Mathematics GCSE is a two-year course of study, which covers the three National Curriculum Attainment Targets; -</p> <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Shape, Space and Measures</li> <li>• Handling Data.</li> </ul> <p>There are two levels of entry to the Mathematics GCSE exam, Foundation or Higher. Students who sit the Higher paper can achieve GCSE grades A* to D, whilst students who sit the Foundation paper can achieve GCSE grades C to G.</p> <p>All students have individual numeracy targets, which are assessed, at the end of every half term by means of a multiple choice numeracy test. All students will also sit an NFER test to establish their Maths age at the end of both years 10 and 11.</p>									
<b>Aptitudes needed</b>									
<p>Mathematics requires the ability to solve problems by reasoning logically and by identifying and applying relevant methods and knowledge. It also requires an ability to recognise and make generalisations about patterns in numbers and shapes.</p>									
<b>Information on Further study / Career information</b>									
<p>Students who intend to study A-level courses will need a GCSE grade C, or better in Mathematics. Those wishing to study A- level Mathematics are expected to achieve a grade B or better on the Higher Tier.</p>									

<b>Subject</b>		<b>SCIENCE Year 10</b>				<b>Exam board</b>		<b>AQA Spec A</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>	✓	<b>Option</b>	
<p><b>Form of examination</b></p> <p><b>Module papers</b> <b>75% of total marks</b></p> <p>Students take six 30 minute multiple choice papers over during the first year. There are two sessions a year in which they can be sat, January and June. Modules can be retaken, once only, if results are below expectations.</p>									
<p><b>Coursework requirements</b></p> <p><b>Centre Assessed Unit</b> <b>25 % of total marks</b></p> <p>This involves a practical investigation followed by a 45 minute written short answer exam. Students will have the opportunity to sit a number of these and their best score is submitted. Students are also assessed on practical skills throughout the two years.</p> <p>Possible grades A* to G    Foundation tier    C – G  Higher tier    A* - D</p>									
<p><b><u>Syllabus Information</u></b></p> <p>This is a compulsory subject at GCSE and provides students with a broad, background science education. Topics are very much related to everyday life making students science literate, a vital skill in a modern society.</p> <p><b>Year 10</b>  Biology 1a: Human Biology  Chemistry 1a: Products from Rocks  Physics 1a: Energy and Electricity</p> <p><b>Year 11</b>  Biology 1b: Evolution and Environment  Chemistry 1b: Oils, Earth and Atmosphere  Physics 1b: Radiation and the Universe</p>									
<p><b>Aptitudes needed</b></p> <p>Basic numeracy and literacy skills.</p>									
<p><b>Information on Further study / Career information</b></p> <p>Students who only study core Science will go on to study an Additional Science in year 11</p>									

<b>Subject</b>		<b>SCIENCE – Additional Year 11</b>				<b>Exam board</b>		<b>AQA</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>	✓	<b>Option</b>	
<p><b>Form of examination</b>  <b>Written papers</b> <b>75% of total marks</b>  Students take three 45-minute short answer papers over the year. There are two sessions a year in which they can be sat, January and June. January units can be retaken in June if results are below expectations.</p>									
<p><b>Coursework requirements</b>  <b>Centre Assessed Unit</b> <b>25 % of total marks</b>  This involves a practical investigation followed by a 45 minute written short answer exam. Students will have the opportunity to sit a number of these and their best score is submitted. Students are also assessed on practical skills throughout the year.</p>									
<p><b><u>Syllabus Information</u></b>  This course provides students with a much more in depth, conceptual science education.</p> <p><b>Biology 2:</b> including cells, transport, photosynthesis, enzymes, homeostasis and inheritance  <b>Chemistry 2:</b> including atomic structure, bonding, properties of substances, electrolysis, rates of reactions, chemical industry.  <b>Physics 2:</b> including forces and movement, static and current electricity, mains electricity, nuclear fission and fusion.</p> <p>Possible grades A* to G    Foundation tier    C – G  Higher tier    A* - D</p>									
<p><b>Aptitudes needed</b></p> <p>Core Science GCSE</p>									
<p><b>Information on Further study / Career information</b></p> <p>Students who study Additional Science <u>can</u> go on to study sciences at A-level depending on final grades.</p>									

<b>Subject</b>		<b>ICT - DiDA</b>				<b>Exam board</b>		<b>Edexcel</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>	✓	<b>Core</b>	✓	<b>Option</b>	
<p><b>Form of examination</b> All the qualifications are coursework based and are as follows:</p> <p><b>AIDA – Award in Digital Applications</b> <b>1 GCSE (One Unit)</b> <b>As part of the core all students follow the AIDA course. This can be taken a lot further as an option and is explained later in the booklet.</b></p>									
<p><b>Coursework requirements</b> The level at which a student is entered needs to be considered (Level 1 or Level 2). Level 1 - your teachers can help you out by giving you guidance and ideas of how to go about things. At level 1 the highest mark is a distinction (C Grade GCSE equivalent). The equivalent grades for Level 1 are: C – Distinction / D – Merit / E – Credit / F - Pass  Level 2 - you need to do this pretty much on your own. Your teachers can give you a little bit of assistance, but not much. Again the highest mark is a distinction but is a A* GCSE equivalent. The equivalent grades for Level 2 are: A*- Distinction / A – Merit / B – Credit / C - Pass</p>									
<p><b><u>Syllabus Information</u></b></p> <p>DiDA (Edexcel) is based on completing units. Every DiDA unit is broadly equivalent to a GCSE, both in terms of worth and in the amount of time and resources it needs. There are five Units in total, however Unit 1 is compulsory. All other units build on it. Unit 1 covers material that is generic to all units such as project planning, e-portfolio building and prototyping. On successful completion of Unit 1 students can claim the Award (1 GCSE).</p> <p>Unit 1 - Using ICT (<b>the core ICT course</b>) Unit 2 - Multimedia Unit 3 - Graphics Unit 4 - ICT in Enterprise Unit 5 - Games Authoring</p> <p>Edexcel expects each Unit to take roughly 30 hours of student work with teaching time on top of this. The coursework is practically based and allows the students to build up a project, working at their own speed.</p>									
<p><b>Aptitudes needed</b> An interest in information communication technology.</p>									
<p><b>Information on Further study / Career information</b> Good preparation for a career in the ICT industry.</p>									

<b>Subject</b>		<b>CORE PHYSICAL EDUCATION</b>				<b>Exam board</b>		
<b>GCSE</b>		<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>	✓	<b>Option</b>
<p><b>Form of examination:</b></p> <ul style="list-style-type: none"> <li>• PE is offered as a GCSE option; please refer to the separate page later in this booklet.</li> <li>• In year 10 and 11 all students have two lessons a week of PE. In one of these lessons there will be an opportunity to study and qualify for a <b>Level 1 Sports Leaders qualification</b>, for the more able students there may be a possibility of achieving a <b>level 2</b> qualification in year 11. The Sports Leaders Award is continuously assessed and there is no formal examination. Towards the end of the course students will be assessed on their ability to lead a small group of younger students in a simple activity.</li> <li>• For those not choosing to follow the Sports Leaders course and for all students in their other lesson of the week they will have the opportunity to choose between a range of activities or games.</li> <li>• We do expect students to stick with their chosen activity for the whole half term.</li> <li>• We also expect students to bring the correct kit and have a positive attitude to activities.</li> </ul>								
<p><b>Coursework requirements</b></p> <p>There is no coursework element with the SLA all work is continuously assessed.</p>								

## Syllabus Information

**In the Sports Leaders Award there are seven units of work:**

**Unit 1** Planning, preparing and assisting in a simple sporting activity.

**Unit 2** Basic Communication skills for leading a sporting activity.

**Unit 3** Principles and practice in delivering a basic health and fitness session.

**Unit 4** Understanding fair play in sport.

**Unit 5** Understanding the role of the sports official.

**Unit 6** Understanding the scope of local sport and recreational activities.

**Unit 7** Demonstration of leadership skills in sport.

Many of these units are presented in a practical PE environment, there is a need for some discussion and listening and a small amount of recording.

**In the core PE lessons.**

Building on work that students will have done in PE in years 7, 8 and 9 they will have the opportunity to choose from a range of activities. They are expected to stay with the chosen activity for a half term once started and the activities will be taught in a progressive way, there will be opportunities for those who would prefer to develop their skills in coaching, refereeing and officiating.

Typical choices might be football, swimming, badminton or rugby, fitness, basketball, or cross- country running, hockey, gymnastics. There may be opportunities to go off site to do squash, badminton, orienteering, indoor climbing, fitness and other options to be explored.

## **Aptitudes needed for the Sports Leaders Award**

For the SLA candidates will be assessed on the following set of values:

Attitude	Reliability	Enthusiasm	Confidence
Responsibility	Maturity	Initiative	Tolerance
Effort	Commitment	Respect	Self Control

## **Information on Further study / Career information**

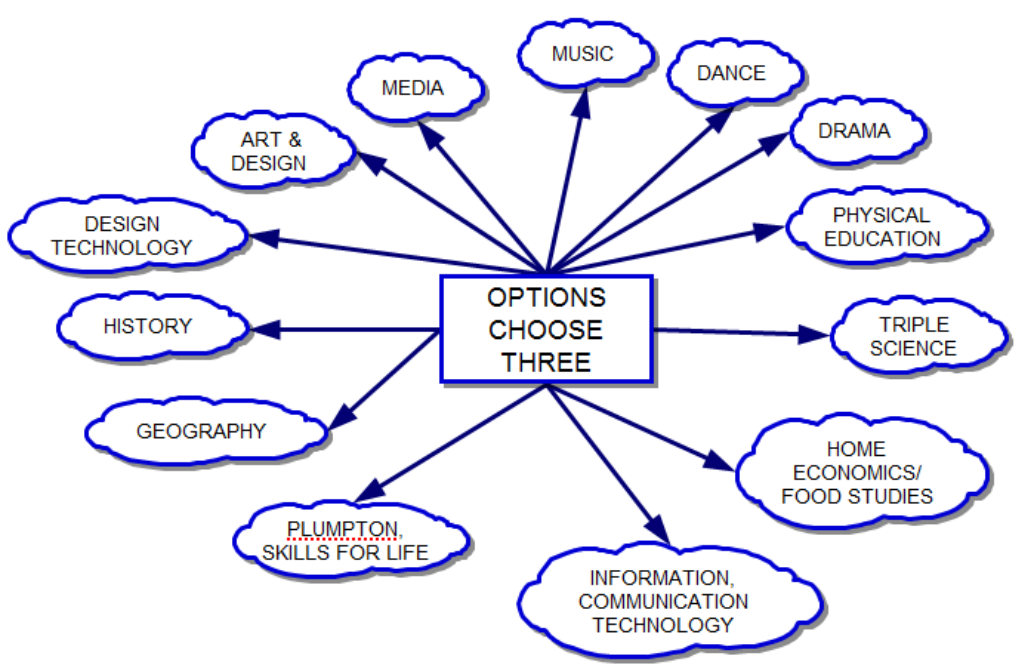
Once they have completed **level 1** award they may go on to do their **level 2** award which is working at a higher level and involves a commitment to working in the community.

There is also a **level 3** award which takes leadership even further, which is offered at many FE colleges.

The course is recognised on the National Skills and Qualifications Framework and many employers will understand what is involved in gaining this award. It may be a good introduction into teaching, to managing and organising activities

# Options

Students may choose three additional subjects.



Subject		ART & DESIGN					Exam board		Edexcel	
GCSE	✓	Entry level		Non - exam		Core		Option	✓	
<p><b>Form of examination</b>            One examination project called The Externally set Assignment .</p> <p><b>Exam format</b>            Worth 40% of total marks.            Yr11 Spring Term - Beginning of May            Exam to be held over three days = Ten Hours            (A mock exam is held before Christmas)</p>										
<p><b><u>Coursework requirements</u></b>            2 coursework projects called the portfolio</p> <p><b>Project 1</b>            Worth 30% of total marks.            Theme A            Timescale:            Yr10 Autumn Term            Yr10 Spring Term</p> <p><b>Project 2</b>            Worth 30% of total marks.            Theme B            Timescale:            Yr10 Summer Term            Yr11 Autumn Term</p>										
<p><b><u>Syllabus Information</u></b>  <b>Within each unit pupils will have to: -</b></p> <ul style="list-style-type: none"> <li>• Draw from observation and imagination.</li> <li>• Research ideas looking at the work of other artist times and cultures.</li> <li>• Produce artwork using a variety of media such as pencil, paint, clay, oil pastel, photography, ICT, charcoal, printmaking, and textiles</li> <li>• Explore new media and technologies.</li> <li>• Experiment and develop a range of ideas leading to a final piece.</li> <li>• Analyse and evaluate images and objects including their own work and that of other artists.</li> </ul>										
<p><b><u>Aptitudes needed</u></b></p> <ul style="list-style-type: none"> <li>• You enjoy the subject.</li> <li>• You are good at it!</li> </ul>										
<p><b>Information on Further study / Career information</b></p> <ul style="list-style-type: none"> <li>• BTEC or A Level</li> <li>• Designers - Graphic, Product, Furniture, Garden, Jewellery, Fashion, Textile, Interior, Set, Web, Accessory (everything around us has been designed by someone)</li> <li>• Architecture.</li> </ul>										

- Photography, Film Animation, Illustration.

Subject		DANCE				Exam board		AQA	
GCSE	✓	Entry level		Non - exam		Core		Option	✓
<p><b>Form of examination</b></p> <p><b>Written exam 20%</b> (1 hour paper). Questions based on two professional dance works.</p> <p><b>Practical exam 20%</b>- Performance of a solo dance (about 1-1 ½ mins) from a choice of two.</p> <p><b>Controlled assessment: Performance 20%:</b> Performance in a duo/group dance</p> <p><b>Controlled assessment: Choreography 40% total:</b> Creation of a solo or group choreography in response to a stimuli of choice (25%) Creation of a solo choreography based on a professional dance work (15%)</p>									
<p><b>Coursework requirements</b></p> <ul style="list-style-type: none"> <li>• Students perform a solo set by the AQA Board (from a choice of two) of approximately 1-1 ½ minutes long. This is assessed externally.</li> <li>• Students also perform in a duo or group dance, lasting 3-3 ½ minutes, which is choreographed by the teacher/dance artist in collaboration with the students. It will be based on three clear links with a chosen professional dance work. This is assessed internally and moderated by an examiner.</li> <li>• Each student selects three motifs from any one of a prescribed list of professional dance works and develops them into a solo dance of 1-1½ minutes long. They may perform in their own composition. This is assessed internally and moderated by an examiner.</li> <li>• Each student choreographs their own solo (1 ½-2 mins) or group dance (2 ½- 3 mins), in response to a stimulus. The student may dance in his/her own choreography. This is assessed internally and moderated by an examiner.</li> <li>• The students answer questions on two professional dance works, chosen from a list set by the AQA Board, in a written exam at the end of the course.</li> </ul>									

## **DANCE (Coninued)**

### **Syllabus Information**

This is a new syllabus introduced from September 2009. The students will take this exam in May 2012.

This syllabus enables students to develop skills, understanding and knowledge of dance through performing, choreographing and critical appreciation.

Students will develop their ability to analyse, evaluate and appreciate dance by watching a selection of professional dance works. They will also be taken to a variety of dance performances, both locally and further afield, in order to develop their understanding and knowledge of a variety of dance styles. Students will learn about the contribution of set design, lighting, accompaniment and costume, to the meaning of the dance.

Students will learn about and practise dance techniques and skills. The main dance style studied is contemporary dance. They will learn about safe practice, develop physical, technical, mental and expressive skills, which are necessary for effective performance.

Students will explore ideas, thoughts and meaning through movement. They will use a range of stimuli such as music, text, pictures, video/film, props, ideas/events. Students will learn how to develop these movements using action, space, dynamics and relationship, to create a dance choreography. They will be shown how to use choreographic devices to add interest and variety to their compositional work.

### **Aptitudes needed**

Enjoy the subject! No previous dance experience needed, but an awareness that this course involves working with other students for a large percentage of the coursework. Students need to be creative and imaginative.

### **Information on Further study / Career information**

Dance will develop life skills such as co-operation, sharing/listening to others, negotiation etc; all vital skills for future careers in any area. Links with any kind of creative work.

<b>Subject</b>		<b>DESIGN &amp; TECHNOLOGY</b>				<b>Exam board</b>		<b>AQA</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>		<b>Option</b>	✓
<b>Form of examination</b>									
One written paper accounting for 40% of the total marks.									
<b>Coursework requirements</b>									
Coursework accounts for 60% of the total mark. Coursework is generated through students designing and making a major project of their choice. This will include spending at least 60 hours on this process.									
<b><u>Syllabus Information</u></b>									
Design & Technology is a practical subject, which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.									
The course includes projects concerned with the designing and making of artefacts in a variety of materials including wood, metals, and plastics. As well as practical work and designing, students will learn about materials technology, manufacturing systems, products and their applications and mechanical systems.									
<b>Aptitudes needed</b>									
Enjoy the subject and like making things. Able to follow a problem solving approach. Able to learn how to use machine tools and hand tools to make products.									
<b>Information on Further study / Career information</b>									
Possible further routes with D+T include: Engineering – mechanical engineer, automotive engineer, electrical engineer Design – graphic design, product design, furniture design etc.. Craft – carpenter, car mechanic, electrician etc..									

Subject		DRAMA				Exam board		AQA	
GCSE	✓	Entry level		Non - exam		Core		Option	✓
<p><b>Form of examination</b>  <u>40% Terminal Examination</u>  Two questions are to be answered:  1) Based on a piece of practical work undertaken during the course  2) <i>Either</i> a response to live theatre seen during the course <i>or</i> a response to the set texts studied throughout the course.  This paper is externally marked.</p>									
<p><b>Coursework requirements</b>  <u>60% Coursework (30% + 30%)</u></p> <p>The students will offer their two best practical marks for their coursework examination. We hope to offer four opportunities in which to gain these marks. Students can choose from any of the following practical coursework options (teacher directed and supported) and there is no requirement for them to choose an acting option, although this is to be encouraged for at least one unit: <i>Devised Thematic Work, Acting, Improvisation, Theatres in Education, Physical Theatre, Set design, Costume, Make-up, Lighting, Sound, Stage Management.</i></p> <p>The potential 30% mark is split between preparation and final performance and are awarded by the teacher and moderated externally.</p>									
<p><b><u>Syllabus Information</u></b>  Drama at GCSE is an exciting but very challenging subject, as it demands both a need to be self-motivating and the ability to fully co-operate in any group setting.  The two years are spent exploring a range of theatre skills and texts in a highly practical way. However there is also the need for considerable guided written note taking and reflection throughout the course. This written material is essential preparation for the terminal written examination.  Teacher-selected set texts will be studied as entire scripts. Again this is preparation for the terminal examination.</p>									
<p><b>Aptitudes needed</b>  An ability to work with other people, regardless of friendship groups.  An ability to encourage others and accept other's points of view.  An ability to exercise self discipline and evaluate work honestly.</p>									
<p><b>Information on Further study / Career information</b></p> <p>You will develop qualities of imagination, negotiation, organisation and reflection. These skills are important in any creative career such as PR, advertising, TV, stage and journalism.</p>									

<b>Subject</b>		<b>GEOGRAPHY</b>				<b>Exam board</b>		<b>AQA</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>		<b>Option</b>	✓
<b>Form of examination</b>									
Two written papers; one in June of year 10 (can be re-sat) one in June in Year 11. Papers are tiered into Higher (Grade A*-D) and Foundation (Grade C- F) 1 hour 30 minutes each (plus extra time if applicable). Each paper carries equal weighting to make 75% of the overall marks.									
<b>Coursework requirements</b>									
Local fieldwork investigation – based on a choice of topics to suit, data is collected as a group and written up in school under controlled conditions – 7.5 hours. Worth 25% of final marks									
<b><u>Syllabus Information</u></b>									
<b>Physical Geography (paper 1 – Year 10)</b>									
Three key themes will be studied in this unit.:									
<ol style="list-style-type: none"> <li>1. <b>The Restless Earth</b> – Volcanoes, Earthquakes and Tsunamis</li> <li>2. <b>Water on the Land</b> – River Landforms, Flooding and management</li> <li>3. <b>The Coastal Zone</b> – Processes, Rising Sea level and cliff collapse</li> </ol>									
<b>Human Geography. (paper 2 – Year 11)</b>									
Three key themes are studied these are:									
<ol style="list-style-type: none"> <li>1. <b>Changing Urban Environments</b> Cities of the world, growth, the poorer world and sustainable solutions</li> <li>2. <b>Changing Rural Environments</b> How life in rural areas continue to evolve</li> <li>3. <b>Tourism</b> The UK, Mass tourism, extreme environments and stewardship.</li> </ol>									
<b>Aptitudes needed</b>									
Students studying GCSE Geography have usually enjoyed studying the subject at KS3 and enjoy learning and discussing the world in which we live. Some of the topics studied will overlap with those studied in Science and some of the skills practised will help in other subjects. Students will enjoy investigational fieldwork and working with computers.									
<b>Information on Further study / Career information</b>									
GCSE Geography develops many skills, which are recognised by employers, such as being good communicators, socially, environmentally, economically, spatially aware problem solvers, who are computer literate and good team players, who can handle data and analyse a wide range of source material.									

<b>Subject</b>	<b>HOME COOKING SKILLS</b>				<b>Exam board</b>	<b>EDEXCEL</b>
<b>BTec</b>		<b>Level 1 + 2</b>		<b>BTec</b>		<b>Level 1 + 2</b>
<b>Form of examination</b>						
N/A						
<b>Coursework requirements</b>						
In Edexcel all units are internally assessed. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates to specified criteria. This evidence can be produced in a variety of different forms including performance observation, presentation, posters or time-constrained assessments.						
<b>Syllabus Information</b>						
<p>This qualification will introduce learners to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Learners will demonstrate their skills by following a recipe, which will be underpinned with knowledge about sourcing food, nutrition, hygiene and food safety. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their knowledge of cooking skills to others.</p> <p>The qualification will give learners the skills and confidence to enjoy cooking at home, to continue cooking for themselves and their families and inspire others.</p>						
<b>Aptitudes needed</b>						
<p>Students need to:</p> <ul style="list-style-type: none"> <li>• Have a range of practical cooking skills.</li> <li>• Have gained a basic knowledge of nutrition.</li> <li>• Enjoy cooking and presenting food.</li> </ul>						
<b>Information on Further study / Career information</b>						
The course provides opportunities for candidates to extend lifelong learning. It provides a suitable basis for further study at 16+ offering progression on to academic and a variety of vocational courses.						

<b>Subject</b>		<b>HISTORY</b>				<b>Exam board</b>		<b>OCR</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>		<b>Option</b>	✓
<p><b>Form of examination</b>  <b>Paper 1 - International Relations and Depth Study</b>  2 Hours 60 marks 45% of the total marks</p> <p><b>Paper 2 – British Depth Study</b>  1 hour 30 minutes 30% of the total marks</p>									
<p><b>Controlled assessment:</b> focused on an historical enquiry in the 20th Century  25% of the total marks</p>									
<p><b><u>Syllabus Information</u></b></p> <p>Currently the course offered covers:  <b>Paper one - International relations:</b>  Students will study</p> <ul style="list-style-type: none"> <li>• The Inter War Years 1919 -39 <ul style="list-style-type: none"> <li>○ The Treaty of Versailles</li> <li>○ The League of Nations</li> <li>○ Foreign Policy leading to World War II</li> </ul> </li> <li>• The Cold War 1945-75 <ul style="list-style-type: none"> <li>○ The Origins of The Cold War</li> <li>○ Cuban Missile Crisis, Vietnam, The Fall of Communism</li> </ul> </li> <li>• Depth Study <ul style="list-style-type: none"> <li>○ Germany 1918 -45 – the Impact of The Treaty of Versailles – The Weimar Republic – The rise of the Nazi Party – how Hitler gained control – life in Nazi Germany.</li> </ul> </li> </ul> <p><b>Paper two British Depth Study:</b></p> <ul style="list-style-type: none"> <li>• 1890 -1918 How was British Society Changed? Or</li> <li>• 1939 – 1975 How did British Society Change?</li> </ul> <p><b>Historical Enquiry</b>  This task will test the students ability to conduct an historical enquiry. The option chosen will depend on the interests of the class. Possible focus will be</p> <ul style="list-style-type: none"> <li>• The role of the individual in history eg. Martin Luther King, Rasputin,</li> <li>• A thematic study covering 40 years in the 20<sup>th</sup> Century eg.warfare,</li> <li>• A modern world study eg The Middle East</li> <li>• Study in Depth 1850 – 2005 eg Russia, USA</li> </ul>									

**Aptitudes needed**

- Enthusiastic interest in History
- Ability to see two sides to a story
- Ability to produce discursive written work/ or able to dictate for a scribe
- Reasonably competent reader

**Information on Further study / Career information**

History is valued as a GCSE for access to advanced level studies such as History, Religious Studies, Law and English.

Subject		ICT				Exam board		Edexcel	
GCSE	✓	Entry level		Non-exam	✓	Core	✓	Option	✓
<p><b>Form of examination</b> All the qualifications are coursework based and are as follows:</p> <p><b>AIDA – Award in Digital Applications</b> 1 GCSE (One Unit)</p> <p><b>CIDA – Certificate in Digital Applications</b> 2 GCSEs (Two Units)</p> <p><b>CIDA + – Extended Certificate in Digital Applications</b> 3 GCSEs (Three Units)</p> <p><b>DIDA – Diploma in Digital Applications</b> 4 GCSEs (Four Units)</p>									
<p><b>Coursework requirements</b></p> <p>The level at which the student is entered in at needs to be considered (Level 1 or Level 2).</p> <p>Level 1 - your teachers can help you out by giving you guidance and ideas of how to go about things. At level 1 the highest mark is a distinction (C Grade GCSE equivalent). The equivalent grades for Level 1 are: C – Distinction / D – Merit / E – Credit / F - Pass</p> <p>Level 2 - you need to do this pretty much on your own. Your teachers can give you a little bit of assistance, but not much. Again the highest mark is a distinction but is a A* GCSE equivalent. The equivalent grades for Level 2 are: A*- Distinction / A – Merit / B – Credit / C – Pass</p>									
<p><b>Syllabus Information</b></p> <p>DiDA (Edexcel) is based on completing units. Every DiDA unit is broadly equivalent to a GCSE, both in terms of worth and in the amount of time and resources it needs. There are five Units in total, however Unit 1 is compulsory. All other units build on it. Unit 1 covers material that is generic to all units such as project planning, eportfolio building and prototyping. On successful completion of Unit 1 students can claim the Award (1 GCSE).</p> <p>Unit 1 - Using ICT Unit 2 - Multimedia Unit 3 - Graphics Unit 4 - ICT in Enterprise Unit 5 - Games Authoring</p> <p>Edexcel expects each Unit to take roughly 30 hours of student work with teaching time on top of this. The coursework is practically based and allows the students to build up a project, working at their own speed.</p>									
<p><b>Aptitudes needed</b> An interest in information communication technology.</p>									
<p><b>Information on Further study / Career information</b></p>									

Good preparation for a career in the ICT industry.

<b>Subject</b>	<b>MEDIA</b>				<b>Exam board</b>	<b>OCR</b>
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<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>		<b>Option</b>	✓
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**Form of examination**

There are 3 units: One unit is examinable and the other two are Controlled Assessment units (coursework)

The exam (40%) is in two sections and lasts for 1 hour 45 minutes:

- In section A students will be shown a 3-5 minute extract from an action adventure film and will be asked to make an analytical response to the unseen moving image.
- In section B students will have made a study of television comedy programmes and will answer questions based on what they have learnt about audiences who watch and institutions who have made the programmes.

**Coursework (Controlled Assessment)**

- **Unit 1: (30%) An individual Media Studies portfolio**

This unit focuses on comparative analysis of media products. Candidates have the opportunity to create their own media product. The assignment can be written but may also be presented as a PowerPoint presentation or a podcast.

Possible topics of study may include: Documentaries, film genres, popular music, celebrity, talk radio, soap opera, sport and the media, news, advertising, video games.

A sample task might be: Video games, 'Compare how women are represented in video games using Super Mario Brothers and Final Fantasy 7. The production exercise would be to design a new female video game character for a new platform game and provide the design for the first three screens.

- **Unit 2: (30%) A production portfolio in Media Studies**

This offers candidates the opportunity to develop their skills in research, planning, construction and evaluation and their understanding of the following media concepts: audience, institutions, media language, genre. Topics are offered in the following areas: print, video, audio, website, cross media.

A sample task might be: to produce an extract from a new TV programme such as sit com, crime drama or a new children's TV programme, together with a storyboard. The maximum length to be 3 minutes. The students may

work as a group and each student will have to take on a specific role for which he/she will receive a mark for planning, construction and evaluation. The evaluation may take the form of a written commentary, a PowerPoint presentation, a podcast or a DVD.

**Specification information:**

This subject is suitable for many students at this school as the assessment does not rely heavily on terminal examination. 60% of the GCSE is assessed through controlled assessment (coursework) which can be largely practically based and work can be submitted in a variety of formats, not just written. The examinable unit, which accounts for 40% of the final mark, is partly a test of the interpretation of the moving image and although the paper will have to be written, stimulus material provided is visual and therefore accessible to all students.

**Aptitudes needed:**

Students who wish to choose this option need to be confident in the use of new media technologies as the work will be largely computer based. Students need to enjoy working in groups as teamwork is very important and they will also be able to develop high level independent thinking. The course requires students to be imaginative and creative and be able to develop a mature and independent approach to their work.

Students will need to be regular consumers of the media and be prepared to develop a critical awareness of media products.

**Further information:**

This course is useful for anyone who is interested in going on to work in any aspect of the media industry such as film, TV, news, the new technologies. The course is also useful in helping students to begin to think critically about the world around them, the influences that we are under in society and to appreciate the effect of the media in their daily lives. The course is also useful in helping students to develop their practical skills through opportunities for personal engagement and creativity.

<b>Subject</b>		<b>MUSIC</b>				<b>Exam board</b>		<b>AQA</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>		<b>Option</b>	✓
<b>Form of examination</b> At the end of year 11, students will be required to listen to recorded excerpts of various styles of music, answer questions, and comment on what they hear. (Worth 40% of marks)									
<b>Coursework requirements</b> Over the 2 years, students, will compile a portfolio of compositions, and choose 2, which they will submit to be marked. They will also study an instrument or sing and perform 2 pieces or songs to an external examiner. One of these pieces should be performed in a group									
<b><u>Syllabus Information</u></b> <ul style="list-style-type: none"> <li>• Listen to a wide variety of music from all styles and cultures.</li> <li>• Study a progressive course in music theory and practical musicianship.</li> </ul>									
<b>Aptitudes needed</b> A willingness to work with others and to explore all musical styles. Commitment to practice Good musicianship.									
<b>Information on Further study / Career information</b> Performing, composing/ arranging, producing, directing, sound engineering.									

<b>Subject</b>	<b>SKILLS FOR WORKING LIFE PLUMPTON AGRICULTURAL COLLEGE</b>					<b>Exam board</b>	<b>Edexcel</b>		
<b>GCSE</b>		<b>Entry level</b>	✓	<b>Non - exam</b>	✓	<b>Core</b>		<b>Option</b>	✓
<b>Form of examination</b>									
All work is assessed through a portfolio of evidence. This evidence is collected through the completion of assessed practical tasks and coursework.									
<b>Coursework requirements</b>									
All work is assessed through a portfolio of evidence. This evidence is collected through the completion of practical tasks and coursework.									
<b>Syllabus Information</b>									
<b>Land Based</b>									
This is an entry-level qualification that can be completed at three different levels. Depending on level and speed of progression students will complete this qualification at Award, Certificate or Diploma level.									
Students will be taught at Plumpton Agricultural College for one morning a week by a tutor from the college. In addition they will be accompanied by a member of staff from Northease and will follow a range of practical and vocational learning activities centered on the following:									
<ul style="list-style-type: none"> <li>• Farm Livestock</li> <li>• Small Animal Care</li> <li>• Growing Plants</li> <li>• Investigating Land and Environment</li> </ul>									
As well as learning skills related to these activities students will also be able to gain valuable experience in learning on a large college campus. Organizing themselves, navigating their way around a much larger campus and managing the `hustle and bustle of college life` will be good preparation for the next step after Northease.									
PPE or personal protective equipment will need to be purchased by parents/ Carers for students completing this course. A list will be provided prior to starting.									
<b>Aptitudes needed</b>									
Enjoy working outside. Enjoy working with animals. The ability to get stuck in!									
<b>Information on Further study / Career information</b>									
This course is useful for anyone who is interested in working with animals, in farming or horticulture. It is also a good stepping-stone to further studies at an agricultural college.									

<b>Subject</b>		<b>PHYSICAL EDUCATION</b>				<b>Exam board</b>		<b>AQA</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>		<b>Option</b>	✓
<p><b>Form of examination</b>  <b>Unit 1 – The theory of Physical Education</b>  Externally set written examination paper 40% of total marks</p> <ul style="list-style-type: none"> <li>• 1 ½ hours (total of 80 marks)</li> <li>• Includes multiple choice, short answer and longer answer question. Takes place in June</li> </ul>									
<p><b>Coursework requirements</b>  <b>Unit 2 – Performance in Physical Education</b>  Internal assessment under controlled conditions 60% of total marks</p> <ul style="list-style-type: none"> <li>• Made up of five tasks, each marked out of 10</li> <li>• Internally set</li> </ul> Internally marked and externally moderated									
<p><b><u>Syllabus Information</u></b>  <b><u>Course Content</u></b></p> <p><b>Unit 1 – The theory of Physical Education</b></p> <ul style="list-style-type: none"> <li>• Healthy, active lifestyles and how they could benefit you</li> <li>• Influences on your healthy lifestyles</li> <li>• Exercise and fitness as part of your healthy, active lifestyle</li> <li>• Physical activity as part of your healthy lifestyle</li> <li>• Your personal health and well being</li> </ul> <p><b>Unit 2 – Performance in Physical Education</b></p> <p>Practical performances in physical activities in the role of player, official or leader in 4 activities and from 2 different groups.</p> <p><b>Unit 3 Analysis of performance</b>  Analysis of performance in one of the 4 activities used for practical performance</p>									
<p><b>Aptitudes needed</b>  Students are expected to have a reasonable level of practicable ability in at least 4 different sports and an interest in the theoretical side of sport and recreation.</p>									
<p><b>Information on Further study / Career information</b>  A useful GCSE for those wishing to pursue a career in the sport and recreation industry or wishing to study A level or BTech PE. GCSE Students will also have the opportunity to gain the Sports Leaders Award as outlined on page 11 of this booklet</p>									

<b>Subject</b>		<b>Triple Science</b>					<b>Exam board</b>		<b>AQA</b>	
<b>GCSE</b>	✓	<b>Entry level</b>		<b>Non - exam</b>		<b>Core</b>		<b>Option</b>	✓	
<b>Form of examination</b>										
<b>Written papers</b>			<b>75% of total marks</b>							
Students take three 45-minute short answer papers over the year. There are two sessions a year in which they can be sat, January and June. January units can be retaken in June if results are below expectations.										
<b>Coursework requirements</b>										
<b>Centre Assessed Unit</b>			<b>25 % of total marks</b>							
This involves a practical investigation followed by a 45 minute written short answer exam. Students will have the opportunity to sit a number of these and their best score is submitted. Students are also assessed on practical skills throughout the year.										
<b><u>Syllabus Information</u></b>										
Triple Science is being offered as an option from September 2011, subject to adequate numbers and entry requirements. Students who take this option will achieve a separate grade for a Biology GCSE, a Chemistry GCSE and a Physics GCSE. It builds on the Core and Additional Science that is studied with the rest of the year group. Triple Science would be a good option for students who wish to pursue a career in science. Triple Science will be available to those students who gain a Level 6 at the end of Year 9.										
Possible grades A* to G			Foundation tier			C – G				
			Higher tier			A* - D				
<b>GCSE Biology offers students:</b>										
<ul style="list-style-type: none"> <li>• a firm foundation to go on to study A-level Biology</li> <li>• a good background to specialise in other sciences</li> <li>• the opportunity to gain a good understanding across a broad range of topics in: <ul style="list-style-type: none"> <li>○ human biology</li> <li>○ organisms</li> <li>○ evolution</li> <li>○ the environment.</li> </ul> </li> </ul>										
<b>GCSE Chemistry offers students:</b>										
➤ a firm foundation to study A-level Chemistry										

- a good background to specialise in other sciences
- the opportunity to gain a good understanding of:
  - the nature of substances and how they react together
  - how our knowledge of chemistry is used in business and industry
  - how our use of raw materials as fuels and in manufacturing can affect the local and global environment.

**GCSE Physics offers students:**

- a firm foundation to go on to study A-level Physics
- a good background to specialise in other sciences
- the opportunity to gain a good understanding of:
  - the use and transfer of energy
  - waves, radiation and space
  - the application of physics.

**Aptitudes needed**

An interest and enthusiasm to study science at a higher level.

**Information on Further study / Career information**

Students who study additional science will have the grounding to go on to study sciences) at A-level depending on final grades.

Subject		STUDY SUPPORT				Exam board		None	
GCSE		Entry level		Non - exam	✓	Core		Option	✓
<p>For a small number of students, three GCSE options and the core might be too much. If there are sufficient numbers it may be possible to have an option where students can be supported by a teacher or two different teachers at different lessons in the week, where they can bring homework or work that they have not completed in class. It might also be possible to schedule Occupational Therapy, Speech and Language Therapy or Counselling to coincide with this, though we cannot make any guarantees that this will be possible,</p>									