

KEY STAGE 4 COURSES 2009 - 2011

INTRODUCTION

As your child approaches the end of their second year at Nower Hill High School, important decisions must be made concerning their future education. In Years 8 and 9 pupils may have studied up to as many as fifteen different subjects but this number must be reduced to some extent for Years 10 and 11 so that subjects can be studied in greater depth and pupils can be prepared for their GCSE examinations. Through our tracking system of monitoring each pupil's progress throughout Years 8 and 9, we are able to offer a Personalised Learning Pathway for all students in KS4.

We have prepared this booklet for your assistance and a careful reading will answer many of the queries commonly raised by parents. In addition there will be an opportunity for you to discuss your daughter/son's progress with subject teachers on either Wednesday 4th March or Thursday 12th March 2009.

Following the Parents' KS4 Courses Information Evening held on Wednesday 11th February 2009, each pupil will receive a one-to-one interview with a senior member of staff. The interview will occur between Monday 2nd March and Friday 20th March. Should you wish any involvement please contact the member of staff working with your child. Your daughter/son will be able to advise you of that person's name.

Included in this booklet you will find two KS4 Courses Forms which you are asked to complete with your child. On this form is recorded the Personalised Learning Pathway best suited to meeting your son/daughter's needs, together with indications of the number of other subjects your son/daughter needs to select to study at GCSE. This form should be returned to your child's form tutor no later than Monday 9th March (for 1 - 13 of register) and Monday 16th March 2008 (for 14 - 26 of register).

It is hoped that the great majority of pupils will be able to follow courses in the subjects in which they have expressed a preference, but this may not be possible. This may be because of restrictions placed on us by logistics of resources or staffing, or staff may feel that a particular pupil would not benefit from one course and may suggest an alternative. If such a situation should arise with your child, then we would always consult both child and parents to find a mutually agreeable alternative.

If you do not hear to the contrary by the end of June you can assume all your child's preferences have been allocated.

If at any time you wish to discuss your child's KS4 subjects, please ring the school and arrange to speak to Mr Chris Livesey - Deputy Head – Teaching and Learning.

Choices

In this booklet you will find brief outline details of the pathways and subjects offered to pupils. During PSHE lessons pupils will have followed a programme designed to assist them in this decision-making process, with particular emphasis on raising pupil awareness in subject areas not studied as separate disciplines in Years 8 and 9. We strongly recommend that pupils considering choosing such subjects should ask staff and form tutors for information before they embark on the course. Further help is offered when each pupil is interviewed by a senior member of staff.

Once decisions have been made concerning pathways and subject choices, the timetable for the school year is set and it is very difficult to make alterations during Year 10. It is also undesirable that pupils try to change subject courses "mid-stream" as they will have missed part of the examination course in the subject they change to. It is most important, therefore, that pupils select subjects with great care and let staff know immediately if they feel that their choice was mistaken, or if they are unhappy on a particular course so that steps can be taken to give extra help and advice. **After the last day of September course changes are not permitted for too much work has been covered.**

THE CURRICULUM

In Years 10 and 11 at Nower Hill we aim to offer an entitlement curriculum that is broad, balanced and relevant.

For September 2009 our compulsory curriculum for pupils in Year 10 will include:

4 periods of English (two GCSEs for most: English Language, English Literature)

4 periods of Mathematics (one GCSE for most)

6 periods of Science (two GCSEs for most)

2 periods of Physical Education

1 period of Citizenship Short Course GCSE in Year 10 only

1 period of R.S. Short Course GCSE

Plus PSHE for 40 minutes per week through running modified lesson times

Learning Pathways

ASDAN, College Link Courses, Curriculum Enrichment, Curriculum Support, Skills Centre Courses, Study Group, Study Plus English, Study Plus Mathematics.

Up to four other subjects are chosen from the following:

Arts faculty courses (Art (Fine Art), Art (Graphic Design), Dance, Diploma in Creative and Media, Drama, Media Studies, Music. Music Technology

Humanities courses (Classical Civilisation, Geography, History, Religious Studies.)

Languages courses (French, German, Spanish, Latin.)

Sports Studies faculty courses – PE GCSE or PE BTEC Certificate

Technology faculty courses (Business Studies, Child Development, Food, OCR National in Health & Social Care, ICT, Resistant Materials, Textiles.)

PERSONALISED LEARNING PATHWAYS

At the end of Key Stage 3 Personalised Learning Pathways are offered to all pupils, with a programme designed to meet their individual needs. **All of these courses are allocated to pupils on a pre-selected basis and are not available as option choices.** Pupils' individualised learning pathway is recorded on the KS4 courses form and may include one of the following pathways.

• **ASDAN – Integrated Key Skills Programme**

The ASDAN award scheme is a progressive course recognised by the Department for Children, Schools and Families which accredits successful students with Bronze, Silver and Gold Awards. Each award programme contains a choice of challenges which encourage pupils to develop key skills, which support learning in all their curriculum areas, as well as achieving the ASDAN qualification.

• **CURRICULUM ENRICHMENT**

This learning pathway is designed to support selected pupils who have **English as an additional language**.

On this course pupils will receive language and curriculum support at appropriate levels of English. One of the three lessons per week is devoted to homework, coursework support and exam paper practice. IT facilities are available for all lessons.

For the rest of the course pupils will work on improving their reading, writing and spelling skills, as well as focusing on essay writing techniques, which are required in subjects across the curriculum. Pupils can ask for specific help in subjects of their choice.

There is no exam for Curriculum Enrichment, so pupils will have more time to spend on coursework and revision for their GCSE subjects. However, some students will be invited to take an International GCSE (IGCSE) in English Language acquisition.

• **CURRICULUM SUPPORT PROGRAMME**

The main objectives of the Curriculum Support Programme are to offer pupils:

- A reduced pressure at KS4
- Opportunities for support with curriculum, coursework and homework from Learning Development Staff.
- Help with study skills and revision techniques
- Reinforcement and extra teaching of core curriculum areas Mathematics, English and Science and other subjects where necessary.
- The opportunity to be mentored and to set targets to improve their learning.

• **SKILLS CENTRE COURSES**

This learning pathway offers pupils the opportunity to attend the Harrow Skills Centre for one day per week. Courses offered include Construction, Hair and Beauty and Land and Environment. Further details and taster sessions will be given to those pupils enrolled on this pathway.

- **COLLEGE LINK COURSES**

This learning pathway offers the opportunity to attend courses at the College of North West London one or two days per week. Courses offered include Vehicle Maintenance, Fashion, Business, Hair & Beauty and Catering. Further details have been given to those pupils enrolled on this pathway.

- **STUDY PLUS ENGLISH or**
- **STUDY PLUS MATHEMATICS**

Study Plus is an approach that has been developed by the Secondary National Strategy for pupils at KS4 who are achieving below national expectations in English and/or mathematics but who have the potential to make better progress with some additional support giving them a better chance of getting a C at GCSE.

Study Plus is not a GCSE as it is designed to support pupils not only in English and Maths but also in other subjects that depend on literacy and numeracy skills. The course is taught by subject specialists and will count as one of the four option choices.

- **STUDY GROUPS**

This individualised learning pathway offers opportunities for support with coursework, homework and study skills. In addition, all pupils in this group will have the opportunity for regular monitoring through the school's lesson monitor system and mentoring by a senior member of staff.

- **DIPLOMA IN CREATIVE AND MEDIA**

This subject is studied over one and a half days a week and successful candidates will receive between 4 and 6 GCSE's in the A* to E range.

The Edexcel specification will be followed and the course will be based at Harrow High school, with teachers drawn from Nower Hill, Hatch End and Harrow High schools and also Harrow College.

This course is appropriate for those who are sure they would like to work in the creative and media fields when they leave formal education. It offers a mixture of practical and theoretical learning, where students develop their ability to think, question, explore, create and communicate through a wide range of disciplines including: 2D and 3D visual art, media and performing arts.

There will be a minimum of ten days work experience where students will be mentored by professionals working in their chosen fields.

This level 2 qualification equips young people for progress to the level 3 qualification, college, or employment.

HOW TO DECIDE ON YOUR GCSE SUBJECTS TO COMPLEMENT YOUR INDIVIDUAL LEARNING PATHWAY

It is important that, with the help and advice of parents and staff, all pupils should consider carefully the consequences of their choices and their motives for choosing subjects.

The choice of subjects and the decision to discontinue some subjects may have important implications for future careers. Pupils who have specific career or job groups in mind must ensure that they are selecting the subjects they will need. Further guidance and advice on this matter can be obtained from our careers specialist.

Many of our pupils have very little idea of their future careers at this stage and we advise them to select as broad a range of subjects as possible. When selecting subjects, pupils should consider the following: -

Interest:

Pupils should choose subjects which are likely to maintain their interest throughout the course.

Ability and Aptitude:

Every course requires different types of degrees of skill, talent or ability. Those subjects which pupils have achieved success in already are more likely to be those which will gain pupils examination success at 16.

Teachers:

Pupils should not choose a subject simply to be with a favourite teacher. There is no guarantee that they will be in a class with any particular teacher as the timetable changes each year.

Tiers of Entry

There are two tiers of entry:

Foundation Tier (F) targeting Grades G to C

Higher Tier (H) targeting Grades D to A*

In the Spring Term of Year 11, decisions on the appropriate level of entry will be made, based on all aspects of the students' work in Years 10 and 11.

Assessment through the WJEC Entry Level Certificate will be offered to a small number of students.

Linkage to further study at 16+ and/or careers

GCSE English is essential for those considering University entrance. Students following this combined English and Literature course would be able to take up 'A' levels in English Language, Literature or a combination of both, as well as being eligible to study 'A' level Media Studies. Careers involving English are varied and wide-ranging

MATHEMATICS (Compulsory Core)

Course Description

Students will study a balanced curriculum over their GCSE Course of Study, covering material on Number, Algebra, Space Shape and Measure and Handling Data. Students are allocated classes where the teaching will most suit their educational needs, regular progress tests and teacher monitoring will allow students to help target and track their achievement as the course progresses. The department continues to strive to provide stimulating and accessible lessons covering a wide variety of teaching and learning styles, we endeavour to make learning relevant to real life by using contextualised problems and developing and promoting thinking skills and approaches to problem solving.

Based on their end of Year 9 results students will either study:

	Linear Course	Modular Course
Syllabus	Edexcel 1380 (Linear)	OCR J517 (Graduated Modular)
Assessment	2 terminal papers (each 1hr45, 1 calculator and 1 non-calculator), each worth 50% of the final grade.	Best 2 of 3 modular exams each worth 25% of the final grade. A 2 hour terminal paper worth 50% of the final grade.
Grades Available	A* - C	C - G

A selected number of able students will follow an enriched and accelerated programme of study and will be expected to sit both the GCSE Mathematics and an Additional Mathematics FSMQ (Free Standing Mathematics Qualification). The grading for this qualification is equivalent to that used for A and AS level qualifications.

The different options detailed above have been carefully selected to give students the best possible start to their careers, whether they are in need of a sound numerical base ready for employment or they need a more in-depth and advanced understanding to continue their mathematical studies through AS, A-level and to degree level. Mathematics is very important in a vast range of vocations and most training providers request that students achieve a grade C or above in Mathematics. Entry requirements for A-level Mathematics are a grade B, minimum, high grades are also requested for courses such as Accounting, Law, Economics, Sciences and Engineering.

n.b. this information is correct at the time of printing.

SCIENCE (Compulsory Core)

OCR Science GATEWAY

The study of Science at KS4 has changed. You will learn more about how Science affects the world around you, about new scientific discoveries and technology and how to discuss and debate contemporary scientific issues.

Importantly, we have structured the Science curriculum at Nower Hill to allow pupils to complete a KS4 Science course which matches their own personal abilities and is responsive to their own particular needs. In short, some pupils will study for 3 GCSEs in Science preparing them for AS-level study, others for 2 and some others for OCR National worth 2 GCSE's for the Award or 4 GCSE's for the Certificate over the course of the two years.

Studying for 2 Science GCSEs

The majority of pupils will study for 2 GCSEs in Science. In Year 10 pupils will study GCSE Science OCR Gateway B. This will result in the completion of one Science GCSE in Year 10 with pupils taking one examination in January 2009 and another in June each comprising short answer questions about topics in Biology, Chemistry and Physics. Pupils will complete one piece of coursework about 'Science in the News' and complete at least 8 practical 'can-do' tasks. By the end of Year 10 pupils will have completed their first GCSE in Science. There will be the opportunity for pupils who achieve below a grade C in Year 10, and would like to try to improve on that, to resit the single GCSE course in Year 11 to improve their grade to a C or higher rather than go on to the second Science GCSE.

In Year 11 pupils who have successfully completed the Y10 GCSE Science course will study GCSE Additional Science (OCR Gateway B). This will again comprise an examination in January 2010 and the final exam in June plus coursework involving a research study and a data task. Students can thus gain a second GCSE in Science by the end of Year 11.

PLEASE NOTE: If Year 11 pupils, who do not decide not to take up the opportunity to study 3 separate Sciences (see below), decide at a later stage to study Science at AS level, a catch up course delivered by the Science department, covering the material from triple science, must be completed.

Studying for 3 Science GCSEs

Pupils who wish to study for 3 separate science GCSEs in Chemistry, Biology and Physics should achieve a high level 6/level 7 in the Year 9 test given at the end of the Spring term in Year 9. This is recommended for all pupils wanting to take one or more AS Sciences in Year 12 and can be studied in one of 2 ways.

A. Pupils achieving a high level 7 in the Year 9 Test who will be placed in the top Science set (Set 1) and will be able to complete the 3 separate sciences course in the 6 periods normally given over to Science on the timetable but will also need to attend a compulsory 1 hour session after school each week, 3.30pm to 4.30pm

B. Pupils achieving a lower level 7 or a high level 6 in the Year 9 Test will need to use one of their 4 Options as 3 extra periods of Science to allow them the time they will need to complete the course. There will be no after school session for these pupils.

All pupils on target for Level 7 or a high level 6 who wish to study for 3 separate science GCSEs should complete all 4 preferences (and 2 back ups !), on the Option Form but should tick the box indicating that they wish to study 3 separate sciences should they achieve a level 7. Those who achieve a lower level 7 or a high level 6 will not be able to study their 4th preference as this will be replaced by 3 periods of science on the timetable (see B above).

Studying for OCR National

For a small number of pupils for whom it is appropriate there will be the opportunity to study for the OCR National in Science over two years. Parents will be contacted and offered this opportunity. This will enable pupils to follow a portfolio based course, involving continuous assessment, which is the equivalent of 2 GCSEs at grade C for the Award, or 4 GCSEs at grade C for the Certificate. This will take all six periods of science timetabled each week and students will complete the Award in Year 10 and if they complete this successfully study for the further Certificate giving an equivalent of 4 GCSEs. This qualification will provide a sound basis for further vocational scientific study but not for AS-level sciences.

PERSONAL, SOCIAL AND HEALTH EDUCATION

All pupils continue the Personal, Social and Health Education Course, which includes Citizenship, begun in Years 8 and 9. The course offers pupils an opportunity to discuss social and moral issues and current affairs and helps them to acquire social skills. The course is based around six topics which are: -

- study skills, including the use of ICT
- health/safety – Incorporating drugs awareness
- relationships - including the moral context for the sex education programme
- social, moral and religious contemporary issues
- careers/post-16 choices

It also includes elements which support pupils in the completion of their Nower Hill Student Portfolio documents and preparation for their Work Experience in Year 10.

We aim to provide an interesting, stimulating and enjoyable course related to students development and needs. The course is reviewed annually to respond to new demands and to evaluate our current provision.

Personal, Social and Health Education is a non-examination course which is delivered by form tutors during an extended tutorial once a week. To augment this provision, we also run 'Citizenship Days' where outside visitors are invited to speak to the pupils or run workshops.

In the autumn and spring terms of Year 11, important careers guidance is delivered through PSHE as part of the 16+ transfer programme. This is an indication of the central role of PSHE within Nower Hill's pastoral provision.

GCSE CITIZENSHIP STUDIES (Short Course) AQA 3107

Citizenship runs as a discrete subject timetabled in Years 9 and 10. The subject content is divided into three compulsory topics which develop awareness of the role of citizens within gradually widening communities:-

- School, Work and Local Community
- National and European Citizenship
- Global Citizenship

Within this framework a number of conceptual themes will be addressed, namely:-

- Rights and responsibilities
- Decision-making, power and authority
- Participation in society

Pupils are required to produce a single piece of coursework (worth 40% of the final mark) and sit a single written exam (1.5 hours) worth 60%. The coursework itself will be based on an aspect of the syllabus that particularly interests the pupil and must involve a practical element based around involvement in a community or school based project.

PHYSICAL EDUCATION (Compulsory Core)

NON EXAM COURSE

During the final two years pupils continue with Physical Education as a non-examination subject. National Curriculum guidelines are followed as much as they can be, within the 2 x 50 minute lessons of PE per week.

In Years 10 and 11 activities, disciplines and techniques taught in the lower school are continued and built upon. We see Physical Education as an extremely important “antidote” to the sedentary existence experienced during most other school lessons.

Personal fitness is now being emphasised for the health of all and has its start here in school where pupils can experience a variety of team and individual activities.

Physical Education is regarded as an important part of our upper school curriculum and all pupils are expected to present themselves correctly attired in full PE kit as stated in the school handbook.

ANCIENT GREEK

The study of Ancient Greek at GCSE is open only to pupils who have taken it in lunchtime classes in Year 9.

Ancient Greek was the language spoken and written by the ancient Greeks over two thousand years ago; why then study it now? Ancient Greek is sometimes described as a dead language, but it would be more accurate to say that it has evolved into the modern language spoken in Greece today. In fact, Ancient Greek is ALIVE in the words we use today, with many words used in the English language, particularly in the areas of literature, medicine and science, derived from it. Even a basic knowledge of Ancient Greek can expand the English speaker's vocabulary.

Course Description

Pupils will continue to follow the *Greek to GCSE* course which consists initially of specially written grammar and translation exercises for pupils learning Greek at a fast pace. Pupils learn about characters such as Odysseus and Cyclops and historical figures such as Alexander the Great through the course book. From here, they progress to reading Greek verse such as a section from the *Odyssey* or a Greek tragedy. Thus, while learning the language, pupils are encouraged to involve themselves imaginatively in what they read, think about the content of their reading, and to draw comparisons in life styles and attitudes between past and present. After such firm grounding, selections of 'real' Ancient Greek can be read with enjoyment and discussed as literature.

Since the course is taught in addition to pupils' normal timetable, the focus is on swift progress through the grammar to a good level of understanding and translation ability by the end of year ten. This means regular vocabulary and translation tests and lots of work done beyond the classroom. Pupils have three options available to them:

Full course GCSE at the end of Year 11
Short course GCSE at the end of Year 11
Full course GCSE at the end of Year 12

For the full course, pupils will take four units:

Classical Greek Language 1
Classical Greek Language 2
Classical Greek Verse Literature
Sources for Classical Greek

For the short course, pupils will take two units:

Classical Greek Language 1
Sources for Classical Greek

For 2009-11, the verse literature prescription will be taken from Homer, *Odyssey* book VI.

Pupils who wish to be particularly challenged can choose to take early entry Ancient History GCSE alongside their Ancient Greek GCSE course. To do this, pupils will take on a commitment of one lunchtime lesson and one after school lesson each week in Year 10, at the end of which year the exam will be taken. This option 'package' has proved to be extremely popular with our more able and committed Classicists. Please see the entry for Ancient History GCSE for full details of the course and Miss Ryan, Head of Department.

Syllabus Board/Number

The examination board used is OCR and the syllabus title is J291 (Full Course) and J091 (Short Course).

Examination Details

For the Full Course GCSE, each of the four papers is examined by a one-hour written paper and each counts for 25% of the final grade. For the Short Course GCSE, each of the two papers is examined by a one-hour written paper and each counts for 50% of the final grade.

Tiers of Entry

There is only one tier of entry for all candidates studying Ancient Greek.

Linkage to Further Study at 16+ and/or Careers

A qualification in Ancient Greek is highly regarded by employers, tertiary institutions and universities. The rarity of the subject at comprehensive schools means it is seen as evidence of great academic ability and application. It indicates a high level of commitment to linguistic and classical study and is a real bonus for any pupil thinking of studying a Classical subject at university. Ancient Greek GCSE provides a challenging and enjoyable course, and is worth consideration for those who are thinking of careers or further study in which either linguistic and/or logical ability is called for. For those wishing to continue Ancient Greek, it combines well with most "A" level subjects. Students with an Ancient Greek based degree embark on a wide variety of professional careers such as computer programming, teaching, law, archaeology, commerce and the Civil Service.

ANCIENT HISTORY (Short Course)

Course Description

Ancient History GCSE is a new qualification, which will only be offered as an off-timetable subject to be studied to examination in Year 10. Pupils will be able to build on the work that all covered in Classical Studies in Year 8 and that some covered in Latin/Classics in Year 9, while in addition allowing them to study ancient civilisations other than Greece and Rome. In 2009-10, Ancient History will ONLY be offered as a short-course GCSE.

All pupils study 2 units, one of which will be examined by controlled assessment. These topics will be:

- Women in ancient politics: Cleopatra and her impact on Roman politics, 69-30 BC
- Ancient societies through the study of original sources: Ancient Persia, 630-499 BC

Visits to the theatre and to classical sites (potentially abroad) will support the work done in the classroom. This course is aimed at pupils who wish to study an academically challenging subject in addition to their timetabled options and desire to learn more about the ancient world while comparing it to today. The subject links very well with Modern History and Classical Civilisation.

Examination Board and Syllabus

Pupils will follow the **OCR** syllabus (**J151**), which provides them with the opportunities to:

- Actively engage in the process of enquiry into the ancient world to develop as effective and independent learners and as critical and reflective thinkers.
- Acquire knowledge and understanding of aspects of the ancient world through studying a range of appropriate sources.
- Develop an awareness of the conflicting nature of source evidence for the ancient world.
- Develop and apply analytical and evaluative skills.
- Make an informed personal response to the material studied.

Examination Details

The first unit will be examined via one one-hour paper at the end of Year 10. This will count for 50% of the final grade. The second unit (also 50%) will be examined by controlled assessment in lessons.

Tiers of Entry

This GCSE is untiered, covering all of the ability range from A* to G. Pupils achieving less than the minimum mark for a G grade will receive a U.

Linkage to Further Study at 16+ and/or Careers

Ancient History GCSE may lead to pupils wishing to take a classical subject at AS level. It is possible to read Ancient History at university as a single subject or combined with other subjects. As with most Humanities subjects, it leads naturally to studies and careers that require good communication and analytical skills and an understanding of the way people and societies operate.

ART (Fine Art)

“If you know exactly what you’re going to do, what’s the good of doing it?” Picasso

Course Description

Art (Fine Art) allows pupils to develop their own individual artistic identity, responding and respecting Art of Historical and Contemporary importance.

The course consists of extended projects; ‘INSIDE’ and ‘JOURNEYS’. Each project is divided into two sections; PREPARATORY SUPPORTING STUDIES and FINAL PIECES. Upon completion of each project, work is mounted and submitted for evaluation, moderation and grading. Pupils receive clear practical feedback.

Pupils are taught in mixed ability groups. We provide the opportunity of working with a wide range of methods, to develop critical visual awareness and pursue particular interests.

Weekly homework consists of visual research, sketching, colour studies, photography, resourcing the work done in class.

Pupils are expected to provide their own basic equipment, an A4 sketchbook and A1 folder can be bought at cost price through school. As the course progresses, some pupils prefer to use their own paints, brushes etc.

Art is essentially a visual subject but critical and historical studies form an integral part of the course. Pupils are encouraged to visit museums, galleries and exhibitions in their own time.

Assessment

GCSE Fine Art consists of two parts:

Unit 1.	Portfolio of work	60%
Unit 2.	Externally Set Task	40%

The most successful pupils are usually those who can show that, apart from being competent Artists and Designers, they can organise and present themselves effectively.

Tiers of Entry

There are no tiers of entry.

Syllabus Board/Number

GCSE Art and Design (Fine Art) AQA 4202

Further Study/Careers

Pupils can study Fine Art at a higher level -'A' level or BTEC/Diploma, leading to Art School Foundation Courses, degree or vocational courses. The range of specialist courses on offer is very large. Equally large is the range of Art based, or Art related, careers for example: Graphic Design, Illustration, Photography, Television and Theatre Design, and Product Design, Textiles and Fashion. Art at GCSE standard is normally required by those wishing to obtain careers in Design, Hairdressing, Beauty and the make-up industry.

It is our mission, that all those who opt for Fine Art, will have developed a lively interest in the processes and problems of Art and Design during the course.

Fine Art is an exciting form of visual communication, in which committed pupils of all abilities can enjoy and attain.

ART (Graphic Communication)

“Design is the integration of the beautiful and the useful.” Paul Rand

Course Description

Art (Graphic Communication) allows pupils to develop their own Artistic identity whilst responding and respecting the commercial world of Art and Design.

The course consists of extended projects; ‘Book Cover’, ‘Film Poster’ and ‘Promotional Materials’. These projects are subdivided into termly tasks.

Each project is divided into two sections; PREPARATORY SUPPORTING STUDIES and FINAL PIECES. Upon completion of each project, work is mounted and submitted for evaluation, moderation and grading. Pupils receive clear practical feedback.

Pupils are taught in mixed ability groups. We provide the opportunity of working with a wide range of methods, to develop critical visual awareness and pursue particular interests.

Weekly homework consists of visual research, sketching, colour studies, photography, resourcing the work done in class, ICT realisation.

Pupils are expected to provide their own basic equipment. A sketchbook and folder can be bought at cost price through school. As the course progresses, some pupils prefer to use their own paints, brushes, marker pens, drawing equipment etc.

Graphic Communication is essentially a visual subject that responds to Design Briefs; critical and contextual studies form an integral part of the course. Pupils are encouraged to visit museums, galleries and exhibitions in their own time.

Assessment

GCSE Graphic Communication consists of two parts:

Unit 1.	Portfolio of work	60%
Unit 2.	Externally Set Task	40%

The most successful pupils are usually those who can show that, apart from being competent Designers and Communicators, they can organise and present themselves effectively.

Tiers of Entry

There are no tiers of entry.

Syllabus Board/Number

GCSE Art and Design (Graphic Communication) AQA 4203

Further Study/Careers

Pupils can study Graphic Communication at a higher level – ‘A’ level or BTEC/Diploma, leading to Art School Foundation courses, degree and vocational courses. The range of specialist courses on offer is very large. Equally large is the range of Design based, or Design related, careers, for example Graphic Design, Illustration, Photography, Television and Theatre Design, Web Design, Magazine Design, Product Design and Architecture.

It is our mission that all those who opt for Graphic Communication will have developed a lively interest in the processes and problems of Design during the course.

Graphic Communication is a dynamic form of visual communication, in which committed pupils of all abilities can enjoy and attain.

ASTRONOMY

Course Description

This is a very exciting course, now running as an extra-curricular activity over 2 years, for students in Years 10 and 11. This course is open to students achieving a Level 7 in their Year 9 assessments but has a limited number of places. The school subscribes to an online learning resource and runs supervised study sessions weekly and Saturday morning teaching sessions, three per term.

Students would be expected to commit to the course for the two years and would be entered alongside their other GCSEs in June 2011. This is an excellent opportunity to extend their knowledge and study a very contemporary aspect of Science. Students will be expected to take responsibility for their own learning and preparation for the exams although guidance and materials will be provided. Students will need to complete two pieces of coursework.

There will be some costs involved in this course. The students will be issued with two text books; GCSE Astronomy: A guide for pupils and teachers and Practice Calculations for GCSE Astronomy. They will return these at the end of the 2 years. They will be encouraged to subscribe to Astronomy Today magazine and to attend a trip to the Greenwich Observatory. Students will also have to pay for their GCSE Entry Fee.

Exam Board/Number

Edexcel 1627

Unit Content

- 1 Planet Earth
- 2 The Moon and the Sun
- 3 The Solar System
- 4 Stars and galaxies
- 5 Observing techniques and space exploration

Written paper 75% 2 hours

Coursework 25%

1. Draw a large chart of the Moon from references to photographic material, marking in and naming principal features and positions of Apollo and other notable lunar landing sites.
2. Observe and draw the Moon's phases over a period of at least one lunar month, recording the dates, times, seeing and weather conditions, and rising and setting times.

Entry tier

Candidates for this qualification are entered for one tier of assessment which provides access to grades G – A*.

BUSINESS STUDIES

Course Description

We live in an environment that is dominated by business. Every day of our lives we are exposed to different activities carried out by business. This course looks at the external environment of businesses and the internal operations. The course is split into 3 units

UNIT 1	UNIT 2	UNIT 3
Introduction to Small Business	Investigating Small Business (Controlled assessment)	Building a Business
Topics <ul style="list-style-type: none"> • Spotting a business opportunity • Showing enterprise • Putting a business idea into practice • Making the start-up effective • Understanding the economic context 	(This unit replaces the old internal assessment i.e. course work) Focuses on 4 key skills 1. Decision making – the use of data and problem solving 2. Analysis and evaluation 3. Research 4. Presentation CONTENT THE SAME AS UNIT 1. Students will use the content to research, analyse and evaluate a selected task on enterprise issues. (Tasks will be set by Edexcel)	Topics <ul style="list-style-type: none"> • Marketing • Meeting customer needs • Effective financial management • Effective people management • The wider world affecting business

The main aims of the course are as follows:

- To actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- To use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- Consider the extent to which business and economic activity can be ethical and sustainable

It is hoped that by the end of the course students will have a thorough knowledge and understanding of the world of business and influences upon it. It is expected that the work students have done will have laid a foundation for future study, if appropriate, and will have played a part in preparing students for the world of work. Much use is made during the course of small group work, case studies of real businesses and project work.

IT is an integral part of this course therefore students are given the opportunity, if they wish to use it, to prepare all project work using IT. However in this particular course, IT capabilities will not be assessed.

Syllabus/Board

The course follows the Edexcel GCSE Business Studies new syllabus (first teaching Summer 2009)

Examination Details

UNIT 1	UNIT 2	UNIT 3
25 % of final total	25 % of final total	50 % of final total
<ul style="list-style-type: none"> • Written examination : 45 minutes • UNTIERED and consists of multiple-choice and objective test questions • 40 Marks 	<ul style="list-style-type: none"> • Student selects one Edexcel-set task from a choice of five (Tasks are changed annually) • Research task (2 curriculum weeks) • Writing-up sessions will take place under strict formal supervision (maximum 3 hours) • Marked internally and moderated by Edexcel • 40 Marks 	<ul style="list-style-type: none"> • Written examination: 1 hour 30 minutes • UNTIERED and consists of 3 sections (Section A =multiple choice & Section B and C = short and extended based on a scenario given in the paper) • 90 Marks

Linkage to Further Studies at Post 16+ and / or Careers

Business studies leads directly into 'A' level Business Studies and Economics and into a range of business and leisure related GNVQs. As such it is useful for those who wish to study the subject at a higher level. Equally it is an interesting study of modern society that will complement any combination of subjects.

In addition, in Year 10 Business Studies students are invited to form a Young Enterprise Company in school. As well as producing and marketing their own products they will have the opportunity to take a Level 2 Certificate in Enterprise. This qualification has been designed to be comparable to NVQs at Level 2, Intermediate Level GNVQ and GCSEs (Grade A* to C).

HOME ECONOMICS GCSE (CHILD DEVELOPMENT)

Course Description

Do you like working with children? Have you ever attempted to explain their behaviour? Would you like to be kept up to date with child development issues? If you have answered yes to any of the above questions then choose to study Child Development.

In this course you will develop your knowledge and skills through studying a range of different topics. You will also have the opportunity to carry out a variety of practical investigations. This subject encourages the development of varied research methods and evaluation techniques, sensitivity to and respect for others within the context of a culturally and economically diverse society.

Pupils will study:

- Parenthood and Pregnancy
- Physical Development
- Nutrition and Health
- Intellectual, Social and Emotional Development
- The Family

Pupils will learn how to:

- Observe and interact with young children
- Carry out individual research, original research
- Explore and investigate the needs of young children
- Apply the skills learned in the coursework to the examination paper
- Foster critical and analytical approaches to decision making and problem solving

Methods of teaching include:

- Practical work investigating the development of children
- Use of surveys, questionnaires, the internet and ICT
- Study of the theoretical aspects of the topics listed above
- Manage relevant resources safely and effectively

Assessment:

There is a choice between Foundation and Higher level. At Foundation Level (Paper 1) Grades available are G to C, a Higher level (Paper 2) the Grades available are D – A*

Coursework:

You will be assessed in two ways. There will be an internal assessment requiring you to produce one Individual Task and two Resource Tasks with cumulative marks amounting to 50%. There is a written examination at the end of the course which equates to 50% of the total mark.

Child Development encourages pupils to understand how methodologies, cultural constraints and ethical considerations can influence and affect our thinking. The course will be of interest to those studying Health and Social Care and are interested in the study and care of children.

Further Study/Careers

The qualification can lead to further study at AS/A Level and or GNVQ/VCE in a variety of subjects. Career opportunities include nursery nursing, teaching, the caring professions and an apprenticeship in childcare.

CLASSICAL CIVILISATION

Course Description

Classical Civilisation GCSE develops the work on the Romans that all pupils covered during their Classical Studies course in Year 8 and some continued in Year 9, while also introducing them to the society of the ancient Greeks.

All pupils study 4 units, one of which will be examined by controlled assessment. These topics will be:

Unit 1: City Life (Rome)

Unit 2: Epic and Myth (Homer's Odyssey)

Unit 3: Community Life (Sparta)

Unit 4: Greek Tragedy (Antigone, by Sophocles)

Visits to the theatre and to classical sites will support the work done in the classroom. This course may appeal to any pupil who has enjoyed Classical Studies and/or Latin/Classics. The subject supports the study of English literature, as many texts, including several Shakespeare plays, utilise classical themes and plots. Many classical references in literature may likewise be more easily understood by a pupil who has acquired some knowledge of the classical world.

Examination Board and Syllabus

Pupils will follow the **OCR** syllabus (**J280**), which provides them with the opportunities to:

- Acquire an understanding of Greek and Roman civilisation studied in a historical context.
- Develop an awareness of the differences and similarities between the classical world and later societies.
- Make an informed response, based on evidence, to the material studied using written and, where appropriate, oral communication.
- Read, understand and make a personal response to literature in translation, and the historical period from which it stems.

Examination Details

Three papers will be examined at the end of Year 11. These will account for 75% of the final mark. One paper (25%) will be examined by controlled assessment in lessons.

Tiers of Entry

There are two tiers of entry: Foundation, which assesses grades C-G and Higher, which assesses grades D-A*. Pupils will be entered for whichever tier seems most appropriate after the mock examinations in Year 11.

Linkage to Further Study at 16+ and/or Careers

Classical Civilisation GCSE may lead to pupils wishing to take a classical subject at AS level. It is possible to read Classical Civilisation at university as a single subject or combined with other subjects. As with most Humanities subjects, it leads naturally to studies and careers that require good communication and analytical skills and an understanding of the way people and societies operate.

DANCE

Course Description

This is a very exciting course now well established at Nower Hill. This year there is a new specification which allows you to focus more on practical work. You will need to choreograph two of your own dances to be performed and presented to others. You will perform in a group dance piece and also learn a contemporary dance solo. You will develop your ability to analyse and appraise your own work as well as two pieces of professional repertoire. You will see live dance performances to inspire your choreography to produce dance that conveys meaning, articulates style and inspires the audience!

Syllabus/Board

AQA Dance 4230

Examination Details

1. Critical Appreciation of Dance - 20% Written paper – 1 hour
Candidates answer questions on two professional works.
2. Set Dance – 20% Practical examination marked on video by AQA.
Candidates perform one solo dance of approximately 1 to 1½ minutes.
3. Performance in a duo/group dance based on Swansong by Christopher Bruce - 20%
4. Choreography – 40% Candidates choreograph two pieces as follows.
Solo Composition task - 15%
Group Choreography based on a chosen theme – 25%

Tier of Entry

There is no tier of entry, all students will be graded A* - G.

Links to Further Study

The content of the course will provide you with an appropriate base of study to proceed to GNVQ Performing Arts and to AS and A level Dance.

* Due to constraints of space for the practical elements of this course, the class size must be limited to 12 pupils.

DESIGN AND TECHNOLOGY

Course Description

Design and Technology holds a unique position in the curriculum as the only subject in which pupils design and make products in order to meet the real needs of society.

At Nower Hill High School we offer a 'Full Course' GCSE as follows:

Design and Technology : Food Technology
Design and Technology : Resistant Materials Technology
Design and Technology : Textiles Technology

These courses provide opportunities for pupils to develop an awareness of the nature and significant importance of Design and Technology in a rapidly changing society. They enable pupils to develop their application of knowledge, skills and understanding through a material area of their choice - namely electronic components, food, graphics, resistant materials (wood, metal or plastics) or textiles. Exactly which material area a pupil studies does not always depend on their choice alone. We look at motivation, application and performance to date, as well as future career aspirations if oversubscription of any one area occurs.

Subject Content

For all material areas the subject content provides opportunities for pupils to develop their work through the activities of:

- product evaluation
- focused tasks in which the skills and knowledge of designing and making are taught together with appropriate knowledge and understanding
- assignments, where pupils design and make products of quality.

The subject content of all material areas covers a wide range of topics in a variety of contexts. Some of which are listed below to give pupils a flavour of the individual courses on offer.

Food Technology

- the development of practical skills in the production of marketable food products
- the composition, structure and properties of food as a material
- the nutrients found in and the structure of a range of common foods including cereals, fruit, vegetables, meat, fish, cheese, fats and oils, milk and eggs
- the nutritional needs of individuals and groups e.g. teenagers, the elderly, coeliacs, vegetarians
- personal and cultural food preferences
- use of convenience and processed foods e.g. frozen pastry, pizza bases, decorations etc.
- the impact of food packaging on the environment
- health and safety

Resistant Materials Technology

- classification and working properties of a range of resistant materials to include wood, metal, plastic and composites
- self finishing and applied finishing techniques - enamelling, dip coating paint, polishing, stains
- mechanisms
- health and safety
- electronic systems
- use of a range of shaping and joining techniques e.g. vacuum forming, laminating, brazing, casting, soldering
- producing marketable products
- production systems

Textiles Technology

- natural and manufactured fibres e.g. wool, cotton, silk, linen, polyester
- processes such as spinning, weaving, knitting, appliqué and quilting
- application of colour and surface decoration including dyeing, transfer printing, devoré
- the use of textiles and the making of fashion products
- the use of sewing and knitting machines and overlockers

Syllabus Board/Numbers

All courses are selected from the suite of Design and Technology GCSEs offered by OCR:

Design & Technology:	Food Technology	1954
Design & Technology :	Resistant Materials Technology	1956
Design & Technology :	Textiles Technology	1958

Assessment/Examination Details

The assessment of pupils includes both practical capability in Design and Technology applied to **designing and making a product** and the knowledge and understanding which underpins this capability.

(i) Weighting

The components are weighted:
 Terminal examination 40%
 Coursework 60%

(ii) Question papers

Pupils will be entered for one tier and take two papers. For each tier **one** of the papers will contain a product evaluation question which is set on a different theme each year. Pupils will need to research and study this theme in order to answer the product evaluation question fully.

Examples of recent themes:

Food Technology	- Special Dietary Requirements
Resistant Materials Technology	- Flat Pack Furniture
Textiles Technology	- Textiles for Recreational Purposes

(iii) Coursework

The coursework will consist of **one project** where pupils will be expected to design and make a quality product using their specialist material (electronics, food, graphics, resistant materials or textiles).

The project requires a design and make activity related to industrial/commercial practices and the appropriate application of systems and control.

Examples of topics which could develop into coursework tasks are:-

Food Technology	- Developing food products for a range of different cultures. - Marketing foods for people with special dietary needs e.g. diabetes. - Developing a new food product which will encourage people to include more fruit in their diet.
Resistant Materials Technology	- Designing a product which can be sold in a farm shop to promote the images of rural England. - Developing an attachment for a ladder to support maintenance tools, equipment and materials. - Designing a home security device.
Textiles Technology	- Developing garments which could be worn on the catwalks of the year 2010. - Producing a textile product which owes its origins to a particular region or country and which can be sold in a tourist shop. - Corporate clothing for a new restaurant, holiday company or sports team.

The coursework project must include a design folder and a realisation of the design.

It is expected that the coursework will be completed during normal curriculum time (including homework) and will represent 40 hours work in total.

Tiering

The scheme of assessment consists of two tiers : Foundation Tier and Higher Tier.

Foundation Tier assesses grades G to C and

Higher Tier assesses grades D to A*.

Each tier consists of two papers and coursework.

Further Study/Careers

Courses for further study at 16+ include 'A' level Design & Technology, BTEC Advanced and Intermediate in Media, National Diploma in Design or Clothing Design, GNVQ in manufacture and caring. The problem solving approach of this subject, which also combines theoretical and practical skills, prepares students to work in a very wide range of careers.

DESIGN & TECHNOLOGY: FOOD TECHNOLOGY (2FT01)

Course Description

If you particularly enjoyed food technology at Key Stage 3 you will want to consider the opportunity to specialise in a two year course in GCSE Food Technology.

GCSE Food Technology covers a wide range of activities based on designing and making food products. Over the two years you will develop many creative designing and making skills, technical knowledge and understanding relating to food technology and invaluable transferable skills such as problem solving and time management.

How will you be assessed?

GCSE Food Technology consists of two units:

Unit 1 Creative Design and Make Activities Coursework (40 Hours) 60%	Unit 2 Knowledge and Understanding of Food Technology Examination (1 hour 30 minutes) 40%
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You will have the option of completing your coursework unit in two ways:

- Through a combined design (50 marks) and make activity (50 marks) where you design a product and then make it **OR**
- Through separate design (50marks) and make activities (50 marks) where you design one product and make another.

Examples of coursework project themes:

- A range of products for the elderly
- A range of products for elite athletes
- A range of products influenced by Italian recipes
- A range of products suitable for an engagement party.

Assessment

There is only one tier of entry.

The coursework is assessed internally and moderated externally. The written paper is marked externally and contains different types of questions.

- Multi-choice
- Short answer
- Design questions
- Extended writing

Further Study/Careers

An A Level in Food Technology is available at Nower Hill. This could lead to a wide variety of degree courses, including a food science degree, if you wish to continue your study of food, and subsequently a career with food companies, developing products for the highly competitive food market.

Vocational courses are also available at colleges, which could prepare you for a career as a chef.

DESIGN & TECHNOLOGY: RESISTANT MATERIALS TECHNOLOGY

Course Description

If you particularly enjoyed the creative side of design and technology at Key Stage 3 you will want to consider the opportunity to specialise in a two year course in GCSE Resistant Materials Technology.

GCSE RMT covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms. Over the two years you will develop many creative designing and making skills, technical knowledge and understanding relating to Resistant Materials Technology and invaluable transferable skills such as problem solving and time management.

How will you be assessed?

GCSE RMT consists of two units:

Unit 1	Unit 2
Creative Design and Make Activities	Knowledge and Understanding of RMT
Coursework (40 hours)	Examination (1hour and 30 minutes)
60%	40%

You will have the option of completing your coursework unit in two different ways:

- Through a combined design (50 marks) and make activity (50 marks) where you design a product and then make a model OR
- Through separate design (50 marks) and make activities (50 marks) where you design one product and make another.

Examples of coursework project themes:

- Storage (e.g. jewellery/valuables, CD/DVDs, chess sets, games consoles, etc.)
- Lighting (e.g. novelty, night lights, reading, etc)
- Furniture (e.g. stools/rocking chairs, tables, kennels/hutches, etc)
- Toys and games (mazes, puzzles, charity boxes with mechanisms, etc)
- The garden (fruit picker, bird boxes, window boxes, weathervanes, etc)

You can make any product related to the above themes as long as they are not too large!

Assessment

There is only one tier of entry

The coursework is assessed internally and moderated externally. The written paper is marked externally.

The examination paper contains different types of questions (80 marks):

- Multi-choice
- Short answer
- Design questions
- Extended-writing

What can you do after you have completed the course?

Employer's value GCSE Resistant Materials Technology qualification as it develops creative, technical and transferable skills, especially in apprenticeship schemes such as: plumbing, electricians, construction and carpentry etc. You will have developed useful DIY skills and increased your confidence.

Students can go on to study A Level Product Design: Resistant Materials Technology for a further two years. This leads onto engineering degrees at universities and helps you develop careers in industries such as automobiles, aero, construction, and manufacturing etc. This provides graduates with excellent future progression in the UK as well in other countries.

DESIGN & TECHNOLOGY: TEXTILES TECHNOLOGY (2TT01)

Course Description

If you particularly enjoyed Textiles at Key Stage 3 you will want to consider the opportunity to specialise in a two year course in GCSE Textiles Technology.

GCSE Textiles Technology covers a wide range of activities based on designing and making textile products. Over the two years you will develop many creative designing and making skills, technical knowledge and understanding relating to textiles technology and invaluable transferable skills such as problem solving and time management.

How will you be assessed?

GCSE Textiles Technology consists of two units:

Unit 1 Creative Design and Make Activities Coursework (40 Hours) 60%	Unit 2 Knowledge and Understanding of Textiles Technology Examination (1 hour 30 minutes) 40%
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You will have the option of completing your coursework unit in two ways:

- Through a combined design (50 marks) and make activity (50 marks) where you design a product and then make it **OR**
- Through separate design (50 marks) and make activities (50 marks) where you design one product and make another.

Examples of coursework project themes:

- Sports fashion
- Natural forms e.g.: garment making
- Child's play
- Sustainability
- Patchwork throw
- Winter fashion garment

Assessment

There is only one tier of entry.

The coursework is assessed internally and moderated externally. The written paper is marked externally and contains different types of questions.

- Multi-choice
- Short answer
- Design questions
- Extended writing

Further Study/Careers

An A level in Textiles is a choice for those who enjoy working with fabric. This can lead to careers in garment manufacture and fashion design.

DRAMA

COURSE DESCRIPTION

The GCSE Drama course is challenging, stimulating and a lot of fun! Through Drama GCSE you will learn to explore with sensitivity and imagination. Units of work cover topics including Comedy, Physical Theatre and Script Interpretation. You will also take part in several performances and see live plays at the theatre. The course is also different to other GCSEs because of the type of skills that you will develop. You will become a skilled performer, writer and director. You will develop a wide knowledge of current issues in society, as these form the basis of much of our work. As well as developing specific Drama skills you will also develop self-confidence, team work and problem solving. GCSE Drama will also improve your communication skills and you will become a confident speaker who is able to address large groups of people. These are all qualities that employers value. **DO NOT TAKE GCSE DRAMA TO AVOID DOING WRITTEN WORK!** For Unit 1 you will be required to write a Documentary Response of 2,000 words. For Unit 2 you will be required to write a Documentary Response of 1,000 words and an Evaluation of Live Theatre of 2,000 words. Throughout the GCSE Drama course you will also write scripts, evaluations, diaries, storyboards and play reviews. The GCSE Drama course is interesting and varied in terms of practical and written work, but it does require dedication, commitment and effort.

SYLLABUS/BOARD

The syllabus is EDEXCEL no. 2DR01

EXAMINATION DETAILS

The examination is split into three Units which are designed to cover all major aspects of Drama.

UNIT 1 – Drama Exploration - Internally Assessed controlled assessment

Unit 1 is 30% of your final mark. The practical aspect of this Unit takes place in a six hour workshop based on a topic, theme or issue. Your teacher will give you a number of improvisation tasks based on a variety of stimulus materials. This could include songs, poems, photographs, video material, artwork or prose. The work will also involve discussions about the topics. You will also be asked to evaluate your own work and the work of other students. You will then be asked to write a Documentary Response of 2000 words in response to the workshop.

UNIT 2 – Exploring Play Texts - Internally Assessed controlled assessment

This is 30% of your final mark. The practical aspect of this Unit takes place in a second six hour workshop. However, this time the workshop is based on exploring a published Play Text. You will practically explore and study a play and you will be given a section of the play to interpret. After taking part in improvisations based on the script you will then stage a section of the play from memory using a variety of Drama techniques. You will be expected to show understanding of both the play and the characters. You will then be asked to write a Documentary Response of 1000 words in response to the workshop. As part of this Unit and your Documentary Response you will also write a 2000 word Evaluation of Live Theatre. This consists of being taken to see a live theatre production and then evaluating the performance from an audience member's perspective.

UNIT 3 – Drama Performance - Externally Assessed by a visiting examiner

This is 40% of your final mark and focuses on your Performance Skills. You will be placed in a group and asked to make a piece of Drama. Your teacher will guide you to invent an idea, improvise a script and perform the final piece to a visiting examiner. The play would usually be about 25 minutes in length. This project lasts for about 10 weeks.

TIER OF ENTRY

There is no tier of entry system. All students are entered at the same level. You will be graded from A* to G, with the results being released in August.

LINKS TO FURTHER STUDY

You can progress into further study in a variety of Performing Arts disciplines; progressing through both A-Level and vocational courses.

GEOGRAPHY

Course Description

Pupils study the following units: The Restless Earth, the Living World, Water on the Land, The Coastal zone, Changing Urban environments, Changing Rural Environments, Globalisation, Tourism. Through these units they learn new skills, explore up to date and relevant geographical questions, issues and themes and learn about new places. For example, enquiries may include *What impact will the 2012 Olympics have on London?*, *China – the new economic giant?* *Investigating strategies to reduce the negative impact of tourism in coastal areas.*

Syllabus Board/number

All pupils will follow AQA Syllabus A Full course 4032

Examination details

Unit 1: Physical Geography 37.5% 1 hr 30 mins

Unit 2: Human Geography 37.5% 1 hr 30 mins

Unit 3: Local fieldwork investigation 25% 6-hour write-up under direct supervision

Tiers of Entry

There are 2 levels of entry:

Foundation Tier (F) targeting grades G – C

Higher Tier (H) targeting grades D – A*

Linkages to Further study at 16+ and/or careers

The AQA Syllabus A course in geography provides students with a sound base of knowledge and skills on which to build if he/she is interested in pursuing an A Level in Geography. For all students the course gives the opportunity

- to develop their knowledge and understanding of the world around them
- to acquire valuable enquiry, data handling and report writing skills

Through the detailed teaching of issues in the context of very specific locations pupils gain:

- a detailed knowledge of places, people, patterns and processes
- understanding of topical issues
- skills needed to empathise with others
- understanding of the society in which they live

The local fieldwork investigation gives pupils the opportunity to structure an enquiry, based on guidance given by teachers. They will develop data collection and handling skills, presentation and analytical skills and the ability to plan and manage a personal project. These skills in particular prepare geographers for a wide range of professions in the environmental, planning and transport sectors as well as in data handling, reporting, marketing, accountancy and research.

HEALTH AND SOCIAL CARE (OCR NATIONAL)

Health and Social Care is a broad based qualification. The OCR Level 2 National recognises learner's skills, knowledge and understanding of the health and social care sector, job roles, principles and values involved. Pupils carry out a range of tasks that have been designed to recognise their achievement in a modern, practical way relevant to the work place and to their lives.

Topics Covered Include:

- Practical First Aid in care settings
- Nutrition and cooking for health
- Development and care of young children
- Communicating with service users
- Preparing to give quality care.

Pupils will:

- Develop their knowledge and understanding of the health and social care sector.
- Experience relevant employment situations which will enhance their employability within the health and social care sector.
- Develop their ability to work autonomously and effectively in a health and social care context.
- Aim to progress into further education programmes or occupational training on a full time or part time basis.

Strategies Include:

- Hands on work through placements
- Investigating and evaluating a range of services and organisations
- Use of Surveys, Internet and ICT
- Study of related theory.

Syllabus Title: OCR National in Health and Social Care

Assessment:

- All units are centre-assessed and externally moderated by OCR.
- The units are graded Pass, Merit or Distinction
- National Award = 2 GCSEs A* - C
- National First Certificate = 4 GCSEs A* - C

Further Study/Careers

The qualification can lead to study at AS/A Level, Level 3 or a Diploma in a variety of subjects. Possible career opportunities include: management in the National Health, occupational therapy, nursery nursing, teaching and the caring professions.

HISTORY

Course Description

You will follow the GCSE Modern World History syllabus and investigate a wide variety of 20th Century questions for examples:

- Why did World War 2 break out?
- Why did USA and USSR become rivals after 1945?
- How did the nuclear arms race develop?
- Why was the Berlin wall built?
- How did the World come close to World War over Cuba?
- How did the Nazi Party develop?
- How did Hitler change Germany from a democracy to a Nazi dictatorship?
- Why were Britain and her allies victorious in World War I and World War II?

Examination Details

AQA Examination Board

There are 2 written examinations:-

Paper 1 = 37.5% of the total marks

Paper 2 = 37.5% of the total marks

There is a controlled assessment worth 25% of the total marks.

The chief aims of the course are as follows:

1. The development of a feeling for the past.
2. The acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present.
3. An understanding of the nature and use of historical evidence.
4. An understanding of the nature of cause and consequence, continuity and change, similarity and difference.
5. The development of essential study skills such as the ability to locate and extract information from primary and secondary sources: to detect bias: to analyse this information and to construct a logical argument.
6. The provision of a sound basis for further study and the pursuit of personal interests.

Assessment Objectives

The examination will assess your ability to:

1. Recall, select, organise and deploy knowledge.
2. Describe, analyse and explain.
3. Use representations and interpretation of the past.
4. Show the skills necessary to study a wide variety of historical sources, such as primary and secondary written sources, statistical and visual material, artefacts, textbooks and orally transmitted information.

Tiers of Entry

There are **no** tiers of entry for History.

Further Study and Careers

History gives students the opportunity to develop independent minds, which is a good reason why everyone should find it useful to study and why it was included in the National Curriculum.

History teaches you to think in a combination of ways not found in any other subject. Historians and students of History have to use sources as evidence to answer questions about the way people behaved, thought and felt in the past, and methods of investigation, study and research which are involved are very useful training for a variety of careers.

Students of History have to deal with problems of bias and prejudice, often found in sources; consider various feelings, attitudes and points of view which are often quite different from their own; try to identify reasons why particular events happened, why things changed over a period of time; and to study the role of particular individuals or groups in the past. These and other tasks mean that the historian has to make judgements about human nature and behaviour.

As you will know already, such judgements are not made easily and many careers welcome the trained minds of historians. Although a variety of tasks characterise most history courses, there is still considerable emphasis on being able to write History. Writing may take the form of essays, but also shorter explanations, accounts and analyses are common tasks.

The ability to write reports which are concise, relevant, supported by evidence and address the particular question is just as valuable and necessary as the ability to solve mathematical equations or problems in Science.

In a study of History there are rarely clear-cut or simple answers to the questions which historians seek to answer. History, as an attempt to reconstruct the past, or to tell 'how it was', will always be open to different opinions and interpretations. It is more important for students of History to put forward considered opinions, supported by research, than to expect to find 'the right answers'.

The investigative nature of this GCSE course is a good preparation for the budding journalist, librarian, publisher, archivist, secretary, accountant, broadcaster, solicitor, public relations officer..... to name but a few.

INFORMATION AND COMMUNICATION TECHNOLOGY

Course Description

ICT is a compulsory National Curriculum subject throughout Key Stages 3 and 4. Students achieving appropriate grades (D-G) or (A*-C) will be able to obtain exemption from Level 1 or 2 Functional Skills in Information Technology.

ICT is an integral part of modern society and therefore you will be given development opportunities on the GCSE ICT course to:

- Competently use ICT to resolve challenges effectively and safely
- Make decisive choices of appropriate ICT systems to implement
- Gain knowledge in a range of ICT systems and software
- Create, implement, use and evaluate ICT systems
- Broaden your knowledge and understanding of the capabilities and limitations of the ICT systems
- Experience a variety of roles relevant to ICT such as user, designer, maker, manager and client.

In Years 10 and 11 you will be provided with opportunities to express your skills already acquired at Key Stage 3. In Year 10 you will be taught the importance of the ICT Life Cycle and how to apply it to solve the many challenges encountered by small businesses. In Year 11 you will assume the role of an ICT Consultant to provide and implement solutions to ICT challenges of a business of your choice.

Assessment

A range of assessment techniques will be used enabling you to respond graphically and in writing through investigative work.

Written Paper	40% of total marks
Exam Board Assignment in Year 10	30% of total marks
Project in Year 11 selected from own area of interest	30% of total marks

All students work on their own assignment and project at school and are expected to do the same as part of their homework.

Tiers Of Entry and Examination Board

The course follows Specification A of the AQA syllabus- 3521.

The GCSE written examination is made up of one paper that is sat at one of two levels, the higher tier (A*-D) and the foundation tier (C-G).

Further Study/ Careers

This course allows students to progress to the GCE Advanced specification in Information and Communication Technology and the Advanced Vocational Certificate of Education (VCE) ICT. This course also provides students with coherent, satisfying and worthwhile knowledge and understanding of ICT, a skill for life and most careers.

LATIN

The study of Latin at Key Stage 4 is open only to pupils who have already opted to take it in Year 9.

Latin was the language spoken and written by the ancient Romans two thousand years ago; why then study it now? Latin is sometimes described as a dead language, but it would be more accurate to say that it has evolved into the modern languages spoken in France, Italy, Romania, Spain, Portugal and Latin America. In fact, Latin is ALIVE in the words we use today, with over 20,000 of the 40,000 words commonly used in the English language derived from it. Research, especially in America, has shown that even a basic knowledge of Latin can expand the vocabulary.

Course Description

Pupils will continue to follow the *Cambridge Latin Course* which consists initially of specially written narratives in Latin about people, places and events in the Roman world of the first century A.D. From these, pupils progress to adaptations of Roman authors, and ultimately to the authors themselves. Thus, while learning the language, pupils are encouraged to involve themselves imaginatively in what they read, think about the content of their reading, and to draw comparisons in life styles and attitudes between past and present. After such firm grounding, selections of 'real' Latin can be read with enjoyment and discussed as literature.

Pupils will study for a qualification in **Latin Language & Roman Civilisation** and a separate one in **Latin Literature**. They will be required to answer comprehension questions on, and to translate sections of, a passage of unseen Latin prose (65%). For the Roman Civilisation paper (35%), pupils will answer questions and respond to sources on one topic, such as Roman daily life, the Roman army or Sport and Entertainment. For Latin Literature, pupils will answer questions based on a range of themed selections from verse and prose authors (50%). They will also produce two pieces of literary criticism under controlled conditions (50%).

Pupils who wish to be particularly challenged can choose to take early entry short-course **Ancient History** GCSE alongside their Latin course. To do this, pupils will take on a commitment of one lunchtime lesson and one after school lesson each week in Year 10, at the end of which year the exam will be taken. This option 'package' has proved to be extremely popular with our more able and committed Classicists. Please see the entry for Ancient History GCSE for full details of the course and Miss Ryan, Head of Department.

Examination Details

Pupils from September 2009 will be studying for a WJEC Level 1 or 2 Certificate in Latin Language and Roman Civilisation and a Level 1 or 2 Certificate in Latin Literature. While not called a 'GCSE', these two qualifications amount to the equivalent of **TWO GCSEs** and will be recognised in results data as such. Despite being worth two GCSEs, Latin will still only take up one option block on the timetable.

Tiers of Entry

Level 1 is equivalent to Foundation tier (C-G). Level 2 is equivalent to Higher tier (A*-C). The decision as to which tier a pupil will be entered for will be reached following the 'mock' examinations in Year 11.

Linkage to Further Study at 16+ and/or Careers

A qualification in Latin is still highly regarded by employers, tertiary institutions and universities. Latin GCSE provides a challenging and enjoyable course, and is worth consideration for those who are thinking of careers or further study in which either linguistic and/or logical ability is called for. For those wishing to continue Latin, it combines well with most "A" level subjects. Students with a Latin based degree embark on a wide variety of professional careers such as computer programming, commerce and the Civil Service.

MEDIA STUDIES

Course description

This three unit specification in Media Studies integrates theoretical and practical approaches to Media, and includes two controlled coursework assessment units and one examination unit. Through a variety of approaches, this specification will allow candidates to develop their enjoyment of media texts, in addition to developing a framework for critical analysis of the meanings and contexts. Increased access to digital media offers new and alternative technological opportunities for creativity and self expression. This specification builds existing media awareness and will contribute to further learning.

Syllabus/Board Number

GCSE Media Studies (OCR) J526

Tiers of entry

Foundation (Grades G-C)

Higher (Grades D-A*)

Unit details

Unit B321- The Individual Media Studies Portfolio

This is a controlled assessment unit that is internally assessed and externally moderated. Candidates produce an individual portfolio containing an assignment, production exercise and a planning and evaluative commentary based on at least two media texts.

Weighting - 60% of final grade.

Unit B322 – Textual Analysis (Moving image option)

This is an examinable unit where candidates in Section A analyse and respond to a short, unseen moving image extract. In Section B, candidates answer questions based on Audience and Institution through the study of Television Comedy texts chosen by the centres.

Candidates will be entered for one of two tiers.

Weighting – 40% of final grade.

Linkage to further study at 16+ and/or careers:

You can continue your studies at AS, A Level and beyond with careers in film, television and journalism – which often require a qualification in Media Studies.

MODERN LANGUAGES: FRENCH, GERMAN AND SPANISH

Due to timetabling constraints we may only be able to run two teaching groups of Spanish.

Course Description – AQA Board

The examination courses on offer are in **French**, **German** and **Spanish** and for those pupils with an aptitude for languages, there will be the opportunity to study more than one language.

Pupils studying French/German/Spanish will:

- develop the ability to understand use French/German/Spanish effectively for purposes of practical communication,
- develop the ability to use French/German/Spanish both imaginatively and creatively and to understand French/German/Spanish used both imaginatively and creatively,
- develop an understanding of the grammar of French/German/Spanish,
- develop an awareness of the nature of language and language learning,
- gain insights into the culture and civilisation of countries and communities where French, German and Spanish are spoken,
- develop positive attitudes to foreign language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations,
- develop an understanding of themselves and their own culture,
- find enjoyment and intellectual stimulation,
- have a sound base of the skills, language and attitudes required for further study, work and leisure,
- develop skills which have a wider application such as information technology and learning skills (e.g., analysis, memorising, drawing inference).

For French, German and Spanish the topics studied over the two years are in four categories:

- Lifestyle
- Leisure
- Home and Environment
- Work and Education

The language functions, grammar and vocabulary related to the topics studied are practised through the four main skill areas of Listening, Speaking, Reading and Writing.

Examination Details

The final grade will depend upon performance in four skill areas:

- Unit 1: Listening - Examination – 20%
- Unit 2: Reading - Examination – 20%
- Unit 3: Speaking – Controlled Assessment – 30%
- Unit 4: Writing – Controlled Assessment – 30%

You will be assessed in each of the skill areas and this assessment may be at **either** Foundation tier **or** Higher tier. You will discuss your tier of entry for **each skill** with your teachers and will be entered for the tier that is most suitable for you.

Further Study/Careers

Pupils with good passes in GCSE French, German and Spanish may continue their study of the language following an 'A' level or GNVQ course. Many companies now have branches or subsidiaries in Europe and the knowledge of a foreign language can have a vital bearing on one's job prospects or furtherance in one's career. In many cases companies are having to introduce crash courses in languages to better prepare their employees to trade in Europe and elsewhere. We strongly feel that a significant number of you will use your foreign language in your future working life and are satisfied that the GCSE in French, German or Spanish will lay the foundations for further study and employment.

MUSIC

What is GCSE Music all about?

GCSE Music is about performing, composing and listening to music. It covers a wide variety of musical styles - popular music, world music, and classical music. There are opportunities to use music technology such as sequencing and recording software. The department currently uses the software packages Sibelius 4, Cubase 4, Cubasis and Reason.

Will I enjoy this course?

You will enjoy this course if you want to study a subject that:

- involves performing
- involves listening to all kinds of music
- involves composing or arranging music
- gives you the opportunity to play music with others in e.g., rock groups, bands, orchestras or choirs
- gives you the opportunity to learn more about and use music technology

How does it follow on from what I have learned before?

You will improve your skills in performing and composing different types of music. You will listen to a wide variety of music and learn more about how and why it was written and/or performed. You will now have the opportunity to perform and compose individually.

How is the course made up? Are there exams? How much coursework is there?

Unit 1		Performing Music
Internally assessed		30% of the total GCSE
Overview of content	One solo performance One ensemble performance	
Overview of Assessment	Recordings of both performances Scores, professional recordings or written commentary for both performances	

Unit 2		Composing Music
Internally assessed		30% of the total GCSE
Overview of content	Two compositions, or Two arrangements, or Once composition and one arrangement	
Overview of Assessment	Recordings of both compositions / arrangements Notated scores, or written commentaries for both compositions/arrangements	

Unit 3		Music – Listening and Appraising
Externally assessed		40% of the total GCSE
Overview of content	Knowledge and study of set works in the Areas of Study	
Overview of Assessment	A 1 hour 30 mins written paper All questions relate to the set works The paper will be in two sections Section A: Eight compulsory questions in response to extracts from the set works that will be played on a CD during the exam (68 marks) Section B: One question from two optional questions on the set works, requiring extended writing (12 marks) A total of 80 marks for the paper	

Syllabus Board

The board that we currently use is EDEXCEL

Instrumental, Vocal and Music ICT lessons

As 30% of the course is performing, it is expected that pupils will have instrumental lessons. This could include voice, keyboard or even Music Technology. Fees for one instrument are paid by the school.

It is advisable that all pupils have access to either a piano or keyboard. This will help with the composition part of the course, although they can use the school instruments in school at any time.

Tiers of Entry

No tiering of papers exist for music so all pupils are entered for the same papers which cover the full grade range from A * to G

What other skills might I develop?

As well as covering Music at GCSE level, the course will enable you to develop key skills in Information and Communication Technology that could be useful to you in whatever you do afterwards. In particular, GCSE Music offers opportunities to develop the wider key skills in working with others (e.g. taking part in rehearsals, performing).

What could I do next with GCSE Music?

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as BTEC National Diplomas in Music, Popular Music and Music Technology and the new Vocational A-Level in Performing Arts. You may wish to take a GCSE in Music for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, publishing, entertaining and teaching or any job that involves communication and expressive skills.

CERTIFICATE IN MUSIC TECHNOLOGY

What is the Certificate in Music Technology all about?

The Certificate in Music Technology is a new course at Nower Hill and is aimed at any learner who wishes to develop their understanding and practical skills in Music Technology. They will have the opportunity to use music hardware such as sound recording equipment and also the schools music studio. Pupils will cover a core module and then four other modules. **Although the course will be taught in the time of one subject the resulting qualification is the equivalent to 2 GCSEs at Grade B.**

Will I enjoy this course?

You will enjoy this course if you want to study a subject that:

- involves listening to all kinds of music
- involves composing or arranging music
- gives you the opportunity to learn more about and use music technology
- develops your skills in the use of music technology hardware
- enables you to learn how to use a number of music software programs in detail

How does it follow on from what I have learned before?

Pupils will further develop the music technology skills that they have learned in Year 8 and Year 9. They will use programs such as Cubase, Reason, Dance EJay and Sequel.

How is the course made up? Are there exams? How much coursework is there?

All pupils will have to complete the core module which is using MIDI Sequencing software. They then have to complete four other modules taken from the following list:

Understand the applications of music technology
Use sound recording techniques
Explore job opportunities in the music industry
Use audio sampling and sequencing
Use multi-track sound recording techniques
Use multi-track sound mixing techniques
Understand dance music production
Demonstrate skills in DJ performance
Use sound recording equipment
Develop audio editing skills
Understand sound to inform music technology
Use portable music technology equipment
Demonstrate live music performance technology
Produce and publish a podcast

NB. The final selection of the four modules taught will be decided once the course has started. This will be based upon the skills and strengths of the class as well as the resources in the department.

There is no exam in this course. Pupils will be continually assessed throughout the two years. They will have to produce a portfolio of evidence that will be internally and then externally assessed. This evidence may be in the form of photographs, video, minutes of conversations, written work, final completed technology pieces etc.

Syllabus Board

The board that we will be using is NCFE

Performance

Pupils do not need to play an instrument to take this course. It is aimed at the recording side more than the performance side. An interest in any type of performance would be an advantage but is by no means essential.

Tiers of Entry

No tiering of papers exists for this course. All pupils are entered providing that they complete the correct number of modules. The result will be a pass or fail.

What other skills might I develop?

As well as covering Music Technology, the course will enable you to develop key skills in Information and Communication Technology that could be useful to you in whatever you do afterwards. In particular, Music Technology offers opportunities to develop the wider key skills in working with others, time management, project management, as well as developing numeracy, literacy and communication skills.

What could I do next?

The Certificate in Music Technology is a good preparation for further musical study and a solid foundation for the AS/A2 Levels in Music Technology as well as BTEC National Diplomas in Music, Popular Music and Music Technology and the new Vocational A-Level in Performing Arts. You may wish to take this course for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, publishing, entertaining and teaching or any job that involves communication and expressive skills.

PHYSICAL EDUCATION (BOYS')

EXAM COURSE

GCSE Course Description

The Physical Education syllabus leads to GCSE certification. It complies with the Government's requirements for the teaching and assessment of PE for those pupils who have reached Key Stage 4 of the National Curriculum.

Syllabus Board

AQA

Examination Details

From September 2009 we have, for the first time, the option of offering both the Full Course and Double Award.

Students will be assessed on:

- (i) Practical Assessment – 60% of final mark
- (ii) Written examination – 40% of final mark

Recent changes to the exam specification has meant that, although the emphasis with practical activities will remain with performance, there are now opportunities for assessment for organisers, coaches, choreographers and officials:

Full Course (Unit 4) - 4 assessments of which at least 2 must be as player/performer, and they must include activities from at least 2 groups and in at least 2 different roles.

Double Award (Unit 6) - 4 assessments; candidates can choose to participate as performer, organiser, leader/coach, choreographer or official, but they must include an activity from a 3rd group if 3 have not already been covered in Unit 4.

PE Full Course

Unit 3: Knowledge and Understanding the The Active Participant

40% of the Full Course

20% of the Double Award

Written Paper

- Multiple choice
- Short answer questions
- Extended answers based on a scenario issued prior to the examination

Plus

Unit 4: The Active Participant

60% of the Full Course

30% of the Double Award

Controlled Assessment

Four assessments:

- From at least two groups/ways of thinking
- At least two performances must be as Player/Performer
- At least one must be in a different role

PE Double Award

Units 3 & 4 of the Full Course Plus these Units

Unit 5: Knowledge and Understanding for the Involved Participant

20% of the double award

Written task

- Short answer questions
- Extended answers based on a scenario issued prior to the examination

Plus

Unit 6: The Active Participant

30% of the Double Award

Controlled Assessment

Four assessments:

- Chosen from: Player/Performer; Organiser; Leader/Coach; Choreographer; Official
- Including a third way of thinking (if three ways of thinking were not covered in Unit 4.)

Practical Activities:

Students will have the opportunity to participate in a number of the following activities. The activities chosen will be dependent on staff expertise and facilities.

Group 1 Outwitting opponents (as in games activities), e.g. association football, badminton, basketball, cricket, hockey, netball, rounders/softball, rugby (league or union), squash, table tennis, volleyball.

Group 2 Accurate replication of actions, phrases and sequences (as in gymnastic activities), e.g. artistic gymnastics, compositional gymnastics, trampolining etc.

Group 3 Exploring and communicating ideas, concepts and emotions (as in dance activities), e.g. modern educational dance, theatrical dance, etc.

Group 4 Performing at maximum levels in relation to speed, height, distance, strength or accuracy (as in athletic activities), e.g. athletics, cross-country, competitive swimming, track cycling, archery, golf etc.

Group 5 Identifying and solving problems to overcome challenges of an adventurous nature as in life saving and personal survival in swimming, and outdoor and adventurous activities, e.g./ canoeing, life saving, cycling or mountain biking, rowing/sculling, orienteering, etc.

Group 6 Exercising safely and effectively to improve health and wellbeing as in fitness and health activities, e.g. aerobics, circuit training, indoor rowing.

PHYSICAL EDUCATION (GIRLS')

EXAM COURSE

Course Description

Do you have a keen interest in sport and recreation? Do you always look forward to your P.E. lessons? If so, this may be the course for you. You will be given opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. You can perform in one or all of the following roles: practical performer, leader or official. You should have an interest in P.E. and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

There is an expectation that you will bring full, correct P.E. kit to every practical lesson and participate to the best of your ability. There is a theory element to the course which will be based in a classroom; it is an important aspect of the course where written work will be completed along with weekly homework.

Syllabus Board/Number

Edexcel GCSE in Physical Education (2PE01)

Examination Details

The course is assessed over two units.

Unit 1 – 40%

Written examination (1 hour 30 mins)

Theory work is based around healthy, active lifestyles and a healthy, active body.

Unit 2 – 60%

This unit is assessed in two sections:

Section 1 - 48%

Assessment based on four practical performances in the role of either player, leader or official.

Section 2 – 12%

Assessment based on your ability to carry out an analysis of performance in one of your chosen activities.

Tiers of Entry

There are no tiers of entry

Further Study/Careers

This course can lead to further study at AS/A Level in Physical Education as well as vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences. Career opportunities include teaching, physiotherapy, coaching, the leisure and fitness industry and the armed forces.

BTEC FIRST CERTIFICATE IN SPORT

(SPORT & EXERCISE) & (PERFORMANCE)

Level 2 – Equivalent to 2 GCSEs grades A*-C

The pathway for BTEC Sport at Nower Hill High School is:

- 1) BTEC Sport (Exercise and Fitness) - Yr 10/11
 - Students are engaged in a series of practical and theory lessons which leads to modular assessment.
 - Each unit is internally assessed via accredited pieces of coursework; each student is then graded as pass, merit or distinction.
 - There is no written examination as the course is 100% coursework.

Three units are covered in total, two of which are core units and one of which is a specialist Unit

Unit Summaries

Unit 1 – The Body in Sport: Understanding of the cardiovascular, muscular, skeletal and respiratory systems and how they are affected by exercise.

Unit 2 – Health, Safety and Injury: Knowing and dealing with different types of sports injuries, understanding risks and hazards associated with sport and carrying out risk assessments.

Unit 4 - Preparation for Sport: Fitness and lifestyle of sports performers plan training programmes, understanding nutritional and psychological aspects of sports performance.

Tiers of Entry

There are no tiers of entry

Further Study/Careers

This course can lead to further study at AS/A Level in Physical Education as well as vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences. Career opportunities include teaching, physiotherapy, coaching, the leisure and fitness industry and the armed forces.

RELIGIOUS STUDIES

You will have to make a decision this year about which RS pathway to choose:

The three RS course options available to students are:

Option 1:

1 lesson per week following the short course units outlined below. This will get you a GCSE in RS worth 50% of the FULL GCSE. The exam board we will be using is OCR and the specification number is J621

Option 2:

4 lessons per week of RS (3 option lessons plus short course lesson) following the 2 units outlined above plus 2 more units (see next page). This will get you a FULL GCSE in RS (the benefit of doing this is that you will have 4 lessons per week instead of 3 which will help you to get a better mark) The exam board we will be using is OCR and the specification number is J621.

Option 3:

1 lesson per week of RS following the short course units outlined above plus 1 after school and 1 lunchtime class studying 2 more units. This will get you a FULL GCSE (the benefit of doing this is that you will get a full GCSE rather than half but will not lose an option - but it will mean giving up some of your free time). We only recommend this option for those students who get a level 6+ in their year 9 assessments. The exam board we will be using is OCR and the specification number is J621.

You do not have to be religious or of a particular faith to study this course, just open minded! This GCSE will build upon your KS3 knowledge and extend your thinking. We look at many interesting and sometimes controversial issues that affect us all. The course requires you to understand other people's belief systems whilst developing your own.

The short course (Option 1) consists of two units that will be examined by two separate exams of an hour each. These units will cover different religions and different philosophical and ethical responses. All RS examinations take place in Year 11.

Units covered in short course:

Unit 1:

Philosophy:

Beliefs about God, religious and spiritual experience and death and the afterlife.

Unit 2:

Ethics:

Peace and justice, religion and equality and religion and the media.

There are no tiered entries in RS so you will all sit the same exam. The short course is assessed at the same standard as the long course.

RELIGIOUS STUDIES (Philosophy and Ethics)

GCSE Full Course

Religious Studies GCSE is a well established and highly respected GCSE. It encourages students to think for themselves, express their own beliefs and views and empathise with the views of others. All qualities that impress future employers! It will also provide you with an excellent foundation for the AS/A2 Philosophy and Ethics A Level.

The **full course** (Option 2 and 3) consists of **4** units that will be examined by 4 one-hour exams. These units will cover different religions and different philosophical and ethical responses. Two of the units studied will be the same as the units studied in the short course with 2 additional units.

Units covered in full course:

Unit 1:

Philosophy 1:

Beliefs about God, religious and spiritual experience and death and the afterlife. Key questions: Is there a God? Can we prove God's existence? What happens to the soul/body after death?

Unit 2:

Ethics 1:

Peace and justice, religion and equality and religion and the media. Key questions: Can going to war ever be right? Are all people equal in the eyes of God? Is the media responsible for stirring up hatred?

Unit 3:

Philosophy 2:

Good and evil, religion, reason and revelation and religion and science. Key questions: Do miracles happen? Does the devil exist? Does science disprove God's existence?

Unit 4:

Ethics 2:

Religion and human relationships, religion and medical ethics and religion, poverty and wealth. Key questions: Is sex before marriage acceptable? Should euthanasia be made legal? Should religious people help the needy?

FAQ

How will studying Religious Studies GCSE help me in my life/ chosen career? Religious Studies is a well established and respected GCSE. All colleges and 6th forms like students who have studied Religious Studies as it encourages students to think for themselves, express their own beliefs and views and empathise with the views of others. These qualities impress employers also! If you are intending to work in law, journalism, the media, social work, public sector or medicine then Religious Studies is for you as knowledge of religion and ethics is definitely beneficial.

What are the advantages/ disadvantages of studying the full course rather than the short course?

The advantage of doing the full course is that you will have 4 lessons/ week (3 option lessons and 1 short course lesson) instead of 3 for other option subjects which will help you to get a better mark (in the past 2 years over 90% of students have got at least a C) The disadvantage is that you will have half a GCSE less as you won't sit the Religious Studies short course.

WHO TO SPEAK TO ABOUT INDIVIDUAL SUBJECTS

Art – Fine Art	Your teacher or Mr Butterworth
Art – Graphic Design	Your teacher or Mr Butterworth
Business Studies	Mrs Johnson
Child Development	Mrs Nyanzi
Health and Social Care	Mrs Nyanzi
Classical Civilisation	Ms Ryan/Ms Morgan
Dance	Mrs Jeanes
Food Technology	Your teacher or Mrs Murpy
Resistant Materials Technology	Your teacher or Mr Bansal
Textiles Technology	Your teacher or Ms Prain
Drama	Your teacher or Ms Gardner
Geography	Your teacher or Ms Shufflebotham
History	Your teacher or Ms Snowdon
Information and Communication Technology	Your teacher or Ms Pelecanos
Latin	Ms Ryan/Ms Morgan
Media Studies	Ms Cox
Modern Foreign Languages	Your teacher or Mrs Perry
Music	Your teacher or Ms Lyczba
Physical Education	Your teacher or Mr Parker or Mrs Robinson
Religious Studies	Your teacher or Ms McNab
Science	Your teacher or Mrs Jeanes
Maths	Your teacher or Ms McCarthy
English	Your teacher or Ms Lea
Astronomy	Mrs Jeanes
BTEC Health & Social Care	Your teacher or Mrs Johnson
BTEC First Diploma in Sport	Your teacher or Mr Parker or Mrs Robinson
Diploma in Creative & Media	Mrs Johnson