

GCSE OPTIONS BOOKLET 2010 - 2012

What GCSE subjects are compulsory?

All pupils initially study English, English Literature, Mathematics and Science, in which the three components (Biology, Chemistry and Physics) are studied, leading to two GCSEs in Science.

What GCSE subjects may I choose?

Abbotsholme School offers you a further choice of 11 subjects at GCSE level.

Art	Business and Communication Systems
Design and Technology	Environmental and Land Based Science
French	Geography
History	Music
Performing Arts	Physical Education
Spanish	

Most GCSE students here will study 9 GCSE subjects although a small minority of students may take one less subject from the option block system, as advised by the Dyslexia department and the Director of Studies.

In addition to this a number of periods per week will be used to broaden further the Key Stage 4 education. We will offer lessons in Religion, Physical Education, Games and three sessions a week of Expectations. The PSHE programme will also address many personal, social and global issues such as ethics, sex and drugs education, racism, crime and punishment.

For the purpose of timetabling, the option subjects have been arranged into four blocks which are given an equal time allocation of 4 periods per week; these courses terminate at the end of Year 11. Lessons in all the subjects in one block are taught simultaneously therefore only **ONE subject** may be taken in each block.

How do I choose my GCSE subjects?

You should choose your option subjects carefully, as changing your option choices throughout Year 10 will result in you having to catch up with written work and previous assignments independently.

Your choice of GCSE subjects will be determined by four important factors:

- Your ability and/or aptitude for all four subjects
- Your interest and enthusiasm for all your chosen subjects
- The relation of your chosen subjects to each other

- Your plans for higher education and a career

Some of you already have a clear idea of your chosen career and therefore of the subjects you must choose for GCSE. For most of you the subjects you are good at will also be the ones you like and they will therefore probably combine well with each other. However, many of you have not yet decided on a career path and for you the choice can be bewildering.

You can find details of the content and assessment procedures of these courses later in the booklet.

You should consult as widely as possible before making any decision.

Heads of Department will offer you advice on your ability in the subject and will give you further details on the course content and nature of assessment.

Your tutor will give you an overall picture of your academic programme and will be first point of contact for your parents.

The Staffordshire Careers Advisor and the School's Careers Advisor will give specific advice on subject requirements and qualifications needed for various future careers.

The Headmaster (Mr. Fairclough), Head of the Dyslexia Department (Mrs. Donnachie) and Director of Studies (Mr. Selwyn) are always available to discuss with you any of the above in consultation with the staff already mentioned.

Once you have made a preliminary choice about your GCSE subjects, the Director of Studies will carefully check through your academic programme to ensure that you have made an appropriate selection for your future plans and have chosen subjects which are appropriate to your strengths. If you wish to change your option choices at a later date, full discussions must take place with the specific Heads of Department, Tutor and Director of Studies, and the final confirmation of change must be made in writing by your parents.

The Timetable of GCSE choices and beyond

	Year 9
February	Assessments
March	GCSE Options Evening Firm GCSE choices made Full school report
May	Assessments
June	School Examinations Assessments Full school report to parents

	Year 10
September	Confirmation of GCSE choices Introduction to study skills Hikes
October	Assessments Parent's Evening
November	GCSE Maths examinations
December	Full school report to parents
February	Assessments
March	Full school report to parents
May	Assessments
June	Internal and External Examinations Year 10 Camps
July	Full school report to parents

	Year 11
September	Hikes
October	Assessments
November	Morrisby tests with follow up careers interviews
December	Full school report to parents
January	Mock examinations Parent's Evening
February	Assessments Deadline for Coursework Completion
March	Full school report to parents Firm A level choices made
May	Assessments External GCSE Examinations
June	External GCSE Examinations Full school report to parents
August	GCSE results and confirmation of Sixth Form places

An Overview of the GCSE Courses

Subject	Board	Specification code
Art	OCR	1910
Business and Communication	AQA B	3126
Design & Technology	EDEXCEL	2RM01
Performing Arts	AQA	3241
English Language	AQA	
English Literature	AQA	
Environment and Land Based Science	OCR	J650
French	OCR	1925
Science (A)	OCR	J630
Additional Science	OCR	J631
Additional Applied Science	OCR	J632
Geography	AQA A	4032
History	AQA B	4045
Mathematics	EDEXCEL	2MB01
Music	OCR	J535
Physical Education	EDEXCEL	1827
Spanish	AQA	4695

ART & DESIGN

The department follows the OCR syllabus 1910. The Art and Design course breaks down into two distinct phases and involves a coursework element and an end of course examination.

Year 10

All pupils follow a general course, the aim of which is to generate a coursework portfolio, working in a number of specific areas within the Art department that may include painting, drawing, computer aided image making or pottery/sculpture.

Year 11

A pupil may opt to specialise in one of the aforementioned areas (known as focused courses) or continue to work across an array of disciplines (known as broad-based courses). Both types of course carry equal status in terms of final certification.

Unit 1

Art and Design Portfolio (60% of final mark)

Consists of a range of work using many of the above mentioned mediums

The portfolio is made up of more than one piece of art work and a candidate must demonstrate to the examiner his/her 'working process' (via sketches, notes, studies etc.) as well as the final product. In addition they must evaluate their art and make informed connections with the work of professional artists and designers (from the past or present).

Unit 2

Examination (40% of final mark)

Takes place at specified dates between 1st April – 1st May in any given year. Exam questions are given to the candidate up to six weeks prior to the actual exam in order that preliminary studies can be carried out. Subsequently these studies form the starting point of an exam of 10 hours duration.

BUSINESS AND COMMUNICATION SYSTEMS

AQA Syllabus code 3126

Introduction

Knowledge of how and why businesses operate will be of great relevance to most young people, as they finish their education and enter the world of work. This course focuses on what businesses are and how they organise themselves to achieve their objectives.

Knowledge of information and computer systems is equally important, in an age dominated by I.C.T. This course enables pupils to develop their I.C.T. skills in a practical, relevant way, focusing on the ways in which these are used in a business context.

The course will cover both of these elements, combining theoretical, academic material and 'hands-on' use of information and communications technology.

The course provides some foundation for studying Business Studies at A level but is not a pre-condition for entry onto that course.

Aims

The aims as set out by the examination specification are to develop pupils' ability in the following areas:

- Knowledge and a broad understanding of aspects of the workplace organisation and the business environment;
- Knowledge and a broad understanding of a range of information and communications systems and their applications in the workplace and an understanding of their capabilities and limitations;
- The ability to choose, design and use information and communication systems to carry out a range of tasks and solve a variety of business problems in different contexts;
- Communication skills, by creating appropriate responses to given business problems;
- Making judgements about the selection, presentation and interpretation of data;
- Awareness of the importance of layout and design in the workplace and how this is linked with the concept of Health & Safety within the workplace;

Course Content

- The Business Environment
- Workplace Organisation
- Human Resources
- Communication

- The use of ICT within a Business Environment
- Computer Applications within a Business Environment.

- File Management
- Word-processing
- Spreadsheets
- Charts
- Databases
- Graphics & Clipart
- Composition

Assessment

There are two components to the course, both externally assessed, terminal examinations:

1. **WRITTEN EXAMINATION.** (1 hour, 33% of the marks) This consists of both short answer questions and extended writing questions which will be used to judge the candidate's knowledge and understanding of the subject content.

2. **CONTROLLED TEST** (2 hours, 67% of the marks). This tests the practical elements of the course, on a computer.

There are two tiers for both components of the Business & Communications course and the pupils will be entered for one of these according to their ability.

- Foundation Tier – Pupils can achieve grades C to G.
- Higher Tier – Pupils can achieve grades A* - D.

ENGLISH AND ENGLISH LITERATURE

All pupils whose first language is English, and those from non-English speaking countries whose skills in the language are of a sufficiently high standard, will be entered for the AQA course in English. Candidates whom we feel are capable of the extra demands placed upon them by the study of English Literature will be entered for the English Language and English Literature courses under the same examination board. A separate grade will be awarded in each of these two disciplines.

Both English and English Language and English Literature are assessed through a mixture of external examination, speaking and listening controlled assessment and reading and writing tasks completed as controlled assessments (controlled assessments will replace the former approach to coursework.) In general terms, what is expected of the pupils over the two year course is that they:

- Demonstrate their ability in a range of speaking and listening tasks.
- Read and demonstrate their understanding of a variety of poetry, prose and drama texts, including works written before and after 1914, texts from other cultures, a play by Shakespeare, a text from the English Literary Heritage, non-fiction texts and creative texts. Additionally, in English Language and Literature, students have to understand spoken language.
- Independently complete a range of tasks in 'controlled conditions'. For example, within a specific time period e.g. between 3-6 hours.
- Write in a variety of ways, demonstrating an understanding of various types of writing, audiences and purposes.

GCSE English

Unit 1 : Understanding and Producing Non-fiction texts		
External examination 40% of the total GCSE marks	2 hours	80 marks
Section A: Reading 20% of the total GCSE marks	1 hour	40 marks
Section B: Writing 20% of the total GCSE marks	1 hour	40 marks

Plus

Unit 2: Speaking and Listening	
Controlled Assessment 20% of the total GCSE marks	45 marks

Plus

Unit 3: Understanding and Producing Creative Texts		
Controlled Assessment 40% of the total GCSE marks	6 – 8 hours	90 marks
Part a: Understanding Creative Texts (literary reading) 20% of the total GCSE marks	3 – 4 hours	45 marks
Part b: Producing Creative Texts 20% of the total GCSE marks	3 – 4 hours	45 marks

Note: Times indicate the production of written outcomes.

GCSE English Language

Unit 1 : Understanding and Producing Non-fiction texts		
External examination 40% of the total GCSE marks	2 hours	80 marks
Section A: Reading 20% of the total GCSE marks	1 hour	40 marks
Section B: Writing 20% of the total GCSE marks	1 hour	40 marks

Plus

Unit 2: Speaking and Listening	
Controlled Assessment 20% of the total GCSE marks	45 marks

Plus

Unit 3: Understanding Spoken and Written Texts and Writing Creatively		
Controlled Assessment 40% of the total GCSE marks		80 marks
Part a: Extended Reading 15% of the total GCSE marks	3 – 4 hours	30 marks
Part b: Creative Writing 15% of the total GCSE marks	3 – 4 hours	30 marks
Part c: Spoken Language Study 10% of the total GCSE marks	2 – 3 hours	20 marks

Note: Times indicate the production of written outcomes.

GCSE English Literature

Unit 1 : Exploring Modern Texts		
External examination 40% of the total GCSE marks	1 hour 30 mins	60 marks
Section A: Modern Prose or Drama 20% of the total GCSE marks	45 mins	30 marks
Section B: Exploring Cultures 20% of the total GCSE marks	45 mins	30 marks

Either

Unit 2: Poetry Across Time		
External examination 35% of the total GCSE marks	1 hour 15mins	54 marks
Section A: Poetry cluster from the anthology 23% of the total GCSE marks	45 mins	36 marks
Section B: Responding to an unseen poem 12% of the total GCSE marks	30 mins	18 marks

Or

Unit 4: Approaching Shakespeare and the English Literary Heritage		
External examination 35% of the total GCSE marks	1 hour 15mins	54 marks
Section A: Shakespeare 20% of the total GCSE marks	45 mins	30 marks
Section B: Prose from the English Literary Heritage 15% of the total GCSE marks	30 mins	24 marks

Unit 3: The Significance of Shakespeare and the English Literary Heritage		
Controlled Assessment 25% of the total GCSE marks	3 – 4 hours	40 marks
Note: Times indicate the production of written outcomes.		

Unit 5: Exploring Poetry		
Controlled Assessment 25% of the total GCSE marks	3 – 4 hours	40 marks
Note: Times indicate the production of written outcomes.		

ENVIRONMENTAL AND LAND BASED SCIENCE

Introduction

This course follows the OCR syllabus J650. It is an applied science course with full GCSE status and can be taken at Higher or Foundation level.

Content and Teaching

Three modules are studied over the two year course:

- (1) **Management of the Natural Environment:** habitats, soil science, methods of farming, pollution, planning issues, conservation and monitoring the environment.
- (2) **Plant Cultivation:** propagation, genetics, nutrition, disease and practical crop production at garden and commercial scale.
- (3) **Livestock Production:** reproduction, genetics, nutrition, health and disease, practical livestock husbandry.

Fifty percent of the course is taught through practical work on the school farm, estate and allotments. This provides opportunities for pupils to place theory into context, gain practical skills and experience life working in the Land Based Industries.

Assessment

There are three modular exams taken in June Year 10, January Year 11 and June Year 11. Two pieces of course work are to be completed, one is a study of the school farm and of the practical work done, the second is a scientifically run investigative project. Finally, pupils are assessed on their ability to carry out nine specified practical skills.

The weighting of the assessments is as follows:

Exams		DURATION	WEIGHTING
	Management of Natural Environment	45mins	16.7%
	Plant Cultivation	45mins	16.7%
	Livestock Husbandry	45mins	16.7%
Total			50%
Course Work Portfolio			
	Practical Skills		12.4%
	Work Related Report		14.7%
	Investigative Report		22.9%
Total			50%
Grand Total			100%

The three exams are taken in electronic form in the ICT Department. The coursework is written electronically and e-mailed to OCR.

This course is suitable for any pupil who expresses an interest in the subject. It may be particularly useful for those who wish to study Veterinary Medicine/Nursing, Environmental and related Sciences, Geography, Applied Zoology/Plant Sciences and those interested in the Land Based industries such as Rural Management, Surveying, Agriculture, Horticulture, Forestry, Game keeping and Conservation.

FRENCH

This course follows the OCR Board of Examinations Code 1925.

The general aim of the GCSE course is to enable pupils to successfully attain a number of objectives in a pleasant background. The main aims are:

- To develop the ability to understand and use French effectively for purposes of practical communication
- To develop the ability to use and understand French both imaginatively and creatively
- To develop an understanding of the grammar of French
- To offer insights into the culture and civilisation of French-speaking countries and communities
- To form a sound base of the skills, language and attitude required for further study, work and leisure

With the new syllabus, exam candidates may not use dictionaries for any section of the examination. The other minor change to how the subject is assessed is that there is an increased focus on grammar and 10% of the total marks for the speaking and writing paper will be allocated for knowledge and the accurate application of grammar.

For the two reasons mentioned above, the department has little choice but to increase the teaching of grammar and expect pupils to complete regular vocabulary tests to prepare them for the examination. However the teaching style on the whole retains a communicative methodology, emphasising the importance of understanding and communicating for everyday situations.

Four skills are tested:

Paper 1

Listening Understanding and responding to the spoken language using a range of skills and activities

Paper 2

Speaking Communicating in the spoken language, involving participation in conversation and role play and the presentation of a prepared topic

Paper 3

Reading Understanding and responding to the written language in a variety of texts

Paper 4

Writing Produce a variety of types of writing, matching language to purpose audience and context

Or

Paper 5

Coursework Three completed pieces of work may be submitted as coursework in place of Paper 4, the written final exam.

Pupils must show an ability to communicate in writing using an appropriate range of skills and activities, ranging from short sentences to a more extended text of up to 150 words.

Each skill is tested at either foundation or higher level. Pupils who are aiming for grades C-E will be tested at foundation level, and those aiming for grades A*-B will be tested at higher level.

GEOGRAPHY

At GCSE we follow the AQA specification A (4032).

Geography enables students to understand the inter-relationships between people and their environment. It helps them to make sense of the changes that are happening in the world around them, and to make informed decisions themselves. Geographical skills are taught throughout the course and students develop an appreciation of values as they investigate the world around them.

Pupils will study a range of topics, covering both the natural and human environment.
Summary of Content :

Unit 1 Human Geography

Section A

The Restless Earth
Rocks, Resources and Scenery
Challenge of Weather and Climate
Living World

Section B

Water on the Land
Ice on the Land
The Coastal Zone
Style of Assessment
1 hour 30 minute examination **(37.5% of the exam)**
Candidates answer **three** questions, **one** from **Section A** and **one** from **Section B** plus **free choice** of **one** other.

Unit 2 Human Geography

Section A

Population Change
Changing Urban Environments
Changing Rural Environments

Section B

The Development Gap
Globalisation
Tourism
Style of Assessment
1 hour 30 minute examination **(37.5% of the exam)**
Candidates answer **three** questions, **one** from **Section A** and **one** from **Section B** plus **free choice** of **one** other.

Unit 3: Local Fieldwork Investigation 25% of the full GCSE

Controlled Assessment

June availability starting from June 2010

Local Fieldwork Investigation

Marked out of 60. Maximum word guidance of 2000. 6 hour write-up under direct supervision.

Task Setting: Centres will select a task from a choice of 11 provided by AQA 2 years prior to submission.

Task Taking: Candidates will work under the direct supervision of a teacher at all times, with the exception of research involving primary and/or secondary data collection.

Task Marking: Centres will mark the candidates' work which will then be moderated by AQA.

Within these topics, places are studied at a range of scales, including local, national, international and global. Pupils are encouraged to carry out research to develop their knowledge of case studies. The use of ICT is encouraged.

The final exam consists of two written papers each contributing 37.5% of the marks, and both lasting 90 minutes. The remaining 25% is made up from a coursework enquiry. Coursework is now classified as 'Controlled Assessment' which means that the analysis of data, conclusion and evaluation of the study are completed under exam conditions here in school.

Coursework titles are now issued by the exam board, and work on this starts in the summer term, following the collection of primary and secondary data in the Peak District.

HISTORY

GCSE History is examined through AQA History Specification B, course 4045.

Assessment is through two equally weighted written papers, each of 1 ¾ hours equaling 60 marks and 37.5% of the marks each. A Historical Enquiry controlled assessment makes up the final 25%.

Paper 1 International Relations: Conflict and Peace in the Twentieth Century

This paper covers

- The lead up to World War I
- Peacemaking 1918-1919 and the League of Nations.
- Hitler's Foreign Policy and the origins of the Second World War

Paper 2 Twentieth Century Depth Studies

This paper is in two sections which cover

- Weimar Germany
- Hitler's Germany
- Boom and Bust in 1920's USA.
- USA and the New Deal.

Historical Enquiry

This replaces the old coursework element and is very similar in nature but the content of the course is assessed through a controlled assessment.

The topic covered will be Britain at War.

To support this section, the department organizes a field study trip to France.

MATHEMATICS

All students study Mathematics to GCSE level. The Mathematics syllabi nationwide are changing from September 2010

At Abbotsholme we will continue follow a Modular Syllabus.

Modular specifications are flexible options where students sit examinations papers periodically throughout the course rather than rely on success in two papers at the end of the course. They are intended to motivate students as they receive formative and diagnostic feedback on their performance throughout the two year GCSE course. A modular course gives pupils and teachers the opportunity to identify weaknesses and to address them. Candidates who demonstrate performance that is more appropriate to a different assessment tier may, in further sessions, take modules aimed at that tier in order to fulfill their maximum potential.

Candidates may retake units at a different entry tier. Candidates' **final tier of entry** is determined by the written terminal examination papers the candidate takes.

The examination is 100% external assessment comprised of three units as follows.

Unit	Content	% of Final Grade	Examination
1	Probability, Statistics, Number, Algebra, Geometry and Measures.	30	November 2010
2	Number, Algebra, Geometry, Measures Non Calculator	30	June 2011
3	Number, Algebra, Geometry, Measures	40	June 2012

Each paper will assess students' ability to recall, select and apply their knowledge of Mathematics and to interpret, analyse and solve problems. Elements of Functional Mathematics have been embedded into the new specifications and assessments. This introduction ensures that students have the skills they need to use mathematics in real life contexts. The course follows the National Curriculum programme of study for Mathematics.

There will be either three or four Mathematics sets and students will be placed according to ability.

Pupils in Sets 1 and 2 will sit GCSE at Higher Tier (Grades A* to D).

Sets 3 and 4 will normally enter at Foundation Tier (Grades C to G).

There is the possibility of an Entry Level Certificate for those who find the Foundation level topics too difficult.

GCSE Mathematics is an important foundation for many courses and careers. Almost all jobs and careers require a Mathematics GCSE, but the following are some that use Mathematics extensively:

Economics
Engineering
Psychology
Insurance
Science

Medicine
Accountancy
Computing
Marketing
Environmental Studies

Architecture
Teaching
Banking
Pharmacy
Business Management

MUSIC

The Music Department will be following the **OCR Specification (J535)**

Overview of the course:

- (i) **Integrated tasks** 30% of the total marks
A composition and a commentary- all related to Area of Study 1
- (ii) **Practical portfolio** 30% of the total marks
A group performance relating to Area of Study 2 and a composition relating to Area of Study 2, 3 or 4 and a log and a commentary
- (iii) **Creative task** 15% of the total marks
A timed task (45 minutes) in which the candidate develops a short piece and communicates it.
- (iv) **Listening Test** 25% of the total marks
A written paper with CD, assessing knowledge and understanding of Areas of Study 2, 3 & 4.

The course is consists of four compulsory units, two of which offer Controlled Assessment and two of which are externally assessed. The specification gives the opportunity for candidates to explore and compose in styles of their choice within the Areas of Study. In addition it has introduced a unitised approach whereby some performing, composing and appraising assessments can take place at different points within the course if the candidate's work is of a sufficiently good standard.

The practical nature of the course is stressed and every pupil has to learn to play an instrument. It is not necessary to have learnt before commencing the course although that would give the pupil a distinct advantage. In this specification there is a greater emphasis on musicality than difficulty, ensuring that the highest grades are accessible to those candidates who have not been playing for longer than the duration of the course.

The Music Block Studio is equipped with iMac computers with a variety of software including Logic and Sibelius. Pupils are encouraged to use these for a number of tasks including composing.

The Listening Test takes place at the end of the course. To prepare for this pupils study a number of Areas of Study which include music from the past and present, from the Western tradition and other world cultures. The Areas of Study also provide opportunities for candidates to further their understanding of musical styles of their own choosing.

The Areas of Study are:

- (i) My music – spotlight on my instrument
- (ii) Shared music – musical relationships and roles
- (iii) Dance music
- (iv) Descriptive music

PHYSICAL EDUCATION

Board: EDEXCEL

Code: 1827

The syllabus provides pupils the opportunity to study both the practical and theoretical aspects of Physical Education. Through their involvement in their chosen activities and programme of study, pupils acquire confidence, self-esteem, respect for themselves and others along with an understanding of the rules and conventions of their chosen activities.

The knowledge gained should enable pupils to develop an understanding of effective and safe physical performance with an awareness of both the benefits of participation and the risks associated with the activities. This course offers a sound base from which to study AS and A level in the sixth form.

Component 1

The theoretical aspect of the course is split into three sections and is worth 40% overall.

Part 1: multiple-choice questions

Part 2: short answer questions

Part 3: scenario questions

Areas of Study:

- (i) Exercise and Training
- (ii) Safety Aspects and Risk Assessment in Physical Activity and Sport
- (iii) Applied Anatomy and Physiology

Component 2

Practical Activities – Coursework

This is worth 60% overall

Pupils are internally assessed through coursework where they are required to demonstrate effective performance, the use of tactics and to observe the rules and conventions of their 4 chosen activities under applied conditions. Pupils are also required to demonstrate their ability to analyse performance in one of their chosen activities. This is assessed via written and oral questioning.

Pupils must choose 4 activities from 2 of the following activity areas: Games, Gymnastics, Dance, Athletics, Adventurous Activities, Swimming, and Exercise.

PERFORMING ARTS

There are two components to the AQA Performing Arts GCSE course (3241)

Coursework (Unit 1) is worth 70% of the total marks.

A practical exam (Unit 2) is worth 40% of the total marks.

As this is a vocational GCSE, work is assessed throughout the course, and there is no final written exam.

For the **Coursework (Unit 1)** elements, candidates have to create a portfolio which shows their progress throughout the course. They will learn new skills in all areas of Performing Arts including acting, stage management, set design, lighting and sound design etc.

The coursework requires the students to evidence their skills development, knowledge and understanding in these areas:

Planning and Research

Skills Development and Professional Conduct

Performances and/or Designs

Knowledge and Understanding of Work-Related Aspects

Evaluation of Own and Others Work

The **Practical Exam (Unit 2)**, is a showcase performance which is set and assessed by AQA, giving the students and opportunity to show the examiners the skills they have learned in Unit 1.

AQA will send a “production brief” to the school, and the students will perform or design elements of the showcase performance.

You will also have to write an evaluation of your contribution to the practical exam.

You will need to show you can;

- Work successfully as part of the production team
- Plan and research effectively in the weeks leading up to the performance date.
- Contribute regularly to the work of the group in developing ideas
- Rehearse effectively
- Perform successfully, either as a soloist, as part of an ensemble, or in technical production or design areas
- Evaluate the process and performance

The course will undoubtedly appeal to all of those who love acting and drama, although candidates do not necessarily need to have had any previous experience. Students will need to have lots of energy, be willing to try out new ideas; and most of all, they need to be an ultra reliable group member.

DESIGN AND TECHNOLOGY (RESISTANT MATERIALS)

The GCSE in Design and Technology (Resistant Materials) has been designed to provide a broad educational basis for further training, for further education or for moving into employment within the design and engineering sector. This is achieved by ensuring that students develop the general skills, knowledge and understanding needed within the sector.

What will I learn?

GCSE RMT (resistant materials technology) 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. As well as learning hand skills, you will use a range of industrial processes to shape and form materials into functioning products. Over the course of two years you will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to RMT and invaluable transferable skills such as problem solving and time management.

How will I be assessed?

GCSE RMT consists of two units:

Unit 1	Unit 2
Creative Design and Make Activities	Knowledge and Understanding of RMT
Coursework 60%	Examination 40%

You will have the option of completing your coursework unit in two different ways: through a combined design and make activity where you design a product and then make a model of it OR through separate design and make activities where you design one product and make another.

The examination will be based on a structured exam paper which your teacher will be able to guide you through. Everything that you need to learn for this unit is set out in the specification so your teacher will know exactly how to prepare you for the exam.

Unit content	Assessment
<p>Coursework (Unit 1)</p> <p>Overview of content Students can either design and make one product or different products. Students will develop skills in researching, designing, reviewing, planning, making and testing and evaluating.</p> <p>Overview of assessment This unit is internally assessed under controlled conditions. Students must complete a design and make activity. These activities can be linked (combined design and make) or separate (design one product, manufacture another). Centres will choose a task(s) from a range provided by EDEXCEL (available on our website at the start of each academic year). These tasks can be contextualized to best suit centre-specific circumstances. All work, with the exception of research and preparation, must be done under informal supervision. Research and preparation may be completed under limited supervision. Students need to complete their designing and making within 40 hours of informal supervision. Marking of a task(s) will be carried out by teachers and moderated by EDEXCEL. There are eight assessment criteria for designing, and five assessment criteria for making. The first submission of students' work will be in 2010 and each June series thereafter.</p>	<p>Internal assessment The coursework is initially assessed internally within school against the exam board criteria. The marks are then submitted and will be moderated by the examination board.</p>
<p>Core Knowledge and Understanding (Unit 2) Students will develop a knowledge and understanding of a wide range of materials and processes used in design and technology. Students will learn about industrial and commercial practices and the importance of quality checks, and the health and safety issues that have to be considered at all times. The knowledge and understanding students develop in this unit can be easily applied to <i>Unit 1: Creative Design and Make Activities</i>.</p>	<p>External assessment This unit is assessed through a 1-hour and 30-minute examination paper set and marked by EDEXCEL.</p> <p>The examination paper will be:</p> <ul style="list-style-type: none"> • Structured in the same way each year so that it is accessible to all students • A question and answer booklet and all questions are compulsory consist of multiple-choice, short-answer and extended-writing type questions.

This qualification will allow students to study the A level Design and Technology Product Design with Engineering syllabus that is offered in the Sixth Form.

SCIENCE

Twenty First Century Science

Twenty First Century Science is a set of GCSE science courses for Key Stage 4 (14 to 16 year olds). The courses are matched to the needs of young people. There are seven courses, each with a different character.

The Twenty First Century Science curriculum offers greater flexibility and genuine choice to cope with the diversity of students' interests and aspirations.

All of us, as citizens, need to be able to cope with the science that shapes our lives. We are on the receiving end of scientific ideas and technical information in many different roles such as householder, parent, patient, voter or juror. Some young people aspire to be scientists, or to work in careers where knowledge of science is essential. So educating the next generations of science practitioners is also crucial.

Students need both science for citizens, and science for scientists.

How many GCSE grades will students get?

A student taking just GCSE Science will be awarded one GCSE grade for Science. Students who take GCSE Science and either Additional Science or Additional Applied Science will be awarded two GCSE grades. Because the courses are independent, these two grades may be different.

Where can I get more information?

You can find more information at the Twenty First Century Science website, www.twentyfirstcenturyscience.org

The Awarding Body, OCR, also have information on their website for GCSE science courses, www.gcse-science.com

The government's regulatory body that oversees all qualifications is the Qualifications and Curriculum Authority, www.qca.org.uk

You can also contact Peter Wainwright, Head of Science.

What are the courses like?

Year 10

GCSE Science – everyone studies this course. It features many of the major theories of science in a way that encourages students to appreciate their importance to everyday life. The course also explores how scientific information is obtained, how reliable it is, what its limitations are, and how this information helps society to make

important decisions. Students are prepared to deal with issues involving science which they may meet, for example, mobile phone safety, decisions about childhood vaccinations, and sustainable use of resources.

Year 11

Many students will want to expand their study of science, because they are interested in the subject, and also to provide grounding for possible further study of science post-GCSE. Different options are available for students to choose from.

GCSE Additional Science – appropriate for students who may wish to progress to A levels in science subjects. This course explores scientific concepts in more depth, and develops students' understanding of how scientists work.

GCSE Additional Applied Science – appropriate for students who may wish to progress to more vocational, work-related courses post-16. Students may also progress to some A Levels in science subjects.

When are the examinations?

GCSE Science Examinations in June of Year 10

GCSE Additional Science or GCSE Additional Applied Science in June of Year 11

Is there any assessment during the course?

Coursework is an important part of the GCSE curriculum and comprises of;

Year 10

GCSE Science - A case study and Data Analysis – 33% of total mark

Year 11

GCSE Additional Science – Extended practical investigation - 33% of total mark

OR

GCSE Additional Applied Science – work related portfolio, including: standard procedures, suitability test and a work-related report – 50% of total mark

SPANISH

Spanish is the second most spoken language in the world. It is the mother tongue of Spain and all the Spanish territories in Europe and Africa and of most South and Central American countries from Argentina and Chile to Mexico. It is widely spoken in several regions of the United States.

Because of ever increasing social, commercial, technological and scientific contact between countries, it is important to acquire the ability to understand and convey the right messages.

This course follows the AQA Board of Examinations Code 4695.

The general aim of the GCSE course is to enable pupils to successfully attain a number of objectives in a pleasant background. The main aims are:

- To develop the ability to understand and use Spanish effectively for purposes of practical communication
- To develop the ability to use and understand Spanish both imaginatively and creatively
- To develop an understanding of the grammar of Spanish
- To offer insights into the culture and civilisation of Spanish-speaking countries and communities
- To form a sound base of the skills, language and attitude required for further study, work and leisure

With the new syllabus, exam candidates may not use dictionaries for any section of the examination. The other minor change to how the subject is assessed is that there is an increased focus on grammar and 10% of the total marks for the speaking and writing paper will be allocated for knowledge and the accurate application of grammar.

For the two reasons mentioned above, the department has little choice but to increase the teaching of grammar and expect pupils to complete regular vocabulary tests to prepare them for the examination. However the teaching style on the whole retains a communicative methodology, emphasising the importance of understanding and communicating for everyday situations.

Four skills are tested at GCSE level:

Listening Understanding and responding to the spoken language using a range of skills and activities and accounts for 20%.

Reading Understanding and responding to the written language in a variety of texts and activities and accounts for 20%.

Speaking This is done under controlled assessment, which is internally assessed, then moderated by the exam board. Pupils submit two pieces of work. This accounts for 30%

Writing This is done under a controlled assessment, which is externally assessed by the exam board. It accounts for 30%

Pupils must show an ability to communicate in writing using an appropriate range of skills and activities, ranging from short sentences to a more extended text of up to 150 words.

Each skill is tested at either foundation or higher level. Pupils who are aiming for grades C-E will be tested at foundation level, and those aiming for grades A*-B will be tested at higher level.

ABBOTSHOLME SCHOOL

Preliminary subject choices for pupils entering Year 10

Name:

The following subjects are compulsory for all pupils:

- 1/2 English and English Literature will be taught to all pupils. These are taken as two separate examination subjects at GCSE.
- 3 Mathematics will be taught to all pupils.
- 4/5 Science incorporating Biology, Chemistry and Physics will be taught to all pupils.

Please indicate which four of the following option choices you would like to study to GCSE:

(Please indicate one subject from each option block.)

Option A	Option B	Option C	Option D
Business and Communication Systems	Business and Communication Systems	Art and Design	Art and Design
French	Environmental and Land Based Science	History	Design and Technology
Geography	History	Physical Education	Geography
Performing Arts	Music	Spanish	Dyslexia
Dyslexia	Dyslexia	Dyslexia	

In addition, all pupils will receive instruction in Religion, Physical Education, Games and Careers. Any dyslexic teaching will be arranged in accordance with each pupil's individual timetable.

You are invited to discuss the option choices at the Year 9 and GCSE Options Evening on Thursday 11th March 2010.

Please return this form to the Director of Studies, Mr. G.C. Selwyn, by Friday 26th March.