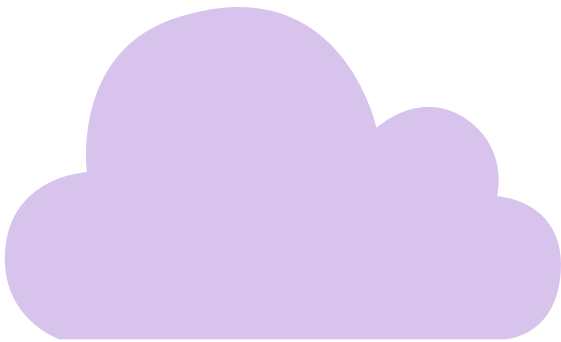


YEAR 8 PREFERENCE GUIDE 2017



WOODSIDE HIGH SCHOOL

CONTENTS

KEY INFORMATION

WELCOME LETTER	PAGE 3
IMPORTANT DATES	PAGE 4
USEFUL WEBSITES	PAGE 4
QUALIFICATIONS & ASSESSMENTS	PAGE 5
THE WHS CURRICULUM	PAGE 7
MAKING YOUR CHOICES	PAGE 8
INDIVIDUAL ADVICE & GUIDANCE	PAGE 9

CORE SUBJECTS

ENGLISH LANGUAGE & LITERATURE	PAGE 11
MATHS	PAGE 12
SCIENCE	PAGE 13
PERSONAL, RELIGIOUS STUDIES (PRS)	PAGE 14

PREFERENCES

BUSINESS	PAGE 16
ART & DESIGN	PAGE 17
COMPUTER SCIENCE	PAGE 18
DRAMA	PAGE 19
FOOD & NUTRITION	PAGE 20
GEOGRAPHY	PAGE 21
HEALTH & SOCIAL CARE	PAGE 22
HISTORY	PAGE 23
MFL: FRENCH	PAGE 24
MFL: SPANISH	PAGE 24
MUSIC	PAGE 26
BTEC MUSIC	PAGE 27
GCSE PHYSICAL EDUCATION	PAGE 28
PRODUCT DESIGN	PAGE 29
ENGLISH AS AN ADDITIONAL LANGUAGE	PAGE 30
ADDITIONAL MATHS	PAGE 31
PREFERENCE FORM	PAGE 34



Woodside High School
White Hart Lane, Wood Green, London N22 5QJ
Telephone: 020 8889 6761, Fax: 020 8365 8164
Email: mail@woodsidehighschool.co.uk
Website: www.woodsidehighschool.co.uk

Dear Year 8 Parent or Carer,

Welcome to the Year 8 pathways process. Year 8 pathways represent an important milestone in your child's education. From Year 9 WHS students will follow courses that they have chosen for themselves for ten hours of the school week over the next three Years

We trust our students to make important choices over the curriculum they follow. Students are more likely to succeed when they are following courses that they have actively chosen to pursue in subjects they are passionate about. With this in mind we give students great scope for choosing their Upper School curriculum themselves. Students must choose two EBacc subjects and then select their remaining courses from an extensive list.

At WHS we have a three-year Key Stage 4. This means that students enter Key stage 4 at the start of Year 9 and start working towards their GCSE and, perhaps, vocational qualifications. Having a three-year Key Stage 4 gives us plenty of time to work with our students towards achieving the outstanding grades that will improve their life chances when they leave WHS.

We understand that not all students make progress at the same rate. Year 8 pathways gives us scope to further tailor the curriculum to the needs of each student. With this in mind it is important to realise that there are different types of courses available. Students can make their choices from a wide range of GCSE courses or choose vocational courses that offer a different style of learning.

There are also Additional options available that allow students to take fewer new courses and, instead, have additional time and support towards their Maths, English and other EBacc courses.

All of this choice can be a bit daunting! We offer a great deal of support to students in making these important decisions. This booklet provides you with important information about the preferences process including key dates and details about all of the available courses. I would urge you to read carefully the advice on what to consider when choosing courses. Additionally, students will have an assembly, where the process will be explained, as well an Individual Advice and Guidance (IAG) meeting with their tutor.

I will be giving talks for parents and students at 17:00 and 18:00 on Pathways Evening, which is on Thursday 5th January. Pathways Evening will also provide opportunities to meet with subject teachers.

Please note that GCSE courses are currently undergoing a national reform. Syllabuses for GCSE courses that will be examined for the first time in 2019 will not be available until the spring. Therefore some of the course and assessment details in this booklet may be subject to change. However, this is the best and only information available at this time.

I am sure that from Pathways Evening you will have the information you need to support your child with these important decisions. However, please get in touch if you have any further questions.

I look forward to seeing you on Preferences Evening.

Yours sincerely,

Ms Robinson & Ms McElligot
Co-Headteachers

Mr Barzey
Deputy Headteacher

Co-Head Teachers: Ms Elma McElligott & Ms Gerry Robinson







IMPORTANT DATES

DATE	EVENT	
November 2015 - January 2016	Students explore subject preferences and career pathways	<p>Students will be using 'STEPS' booklet and other resources to explore career ideas and discuss preferences with tutors during tutorial time</p> <p>They will also be completing work in PRS on 'The importance of choosing the right preferences'</p> <p>Students will also have the opportunity to make appointments to discuss Careers with our external Consultant, and with Ms Ozcelik.</p>
8 th December 2016	Year 8 Careers Day	Professionals from different disciplines will be involved in a seminar, providing students an insight into different careers
January 2017	Individual Advice & Guidance (IAG) Meetings with tutors	Meetings will take place during tutorial time to offer support and guidance to students to help the best pathway choices.
5 th January 2017	Preferences Evening	Preferences Information Evening - a chance for you and your parents/carers to speak with your subject teachers and find out the details about the courses on offer.
1 st February 2017	Final deadline for preferences	All students' preference choices must be completed online.

USEFUL WEBSITES




EXAM BOARDS

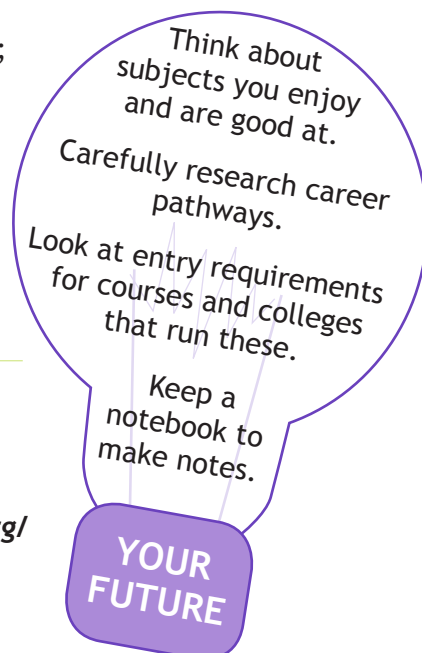
The courses offered by Woodside High School are awarded by the following exam boards:

-  AQA - Assessment and Qualification Alliance (www.aqa.org.uk): Art; Food Technology; Product Design.
-  Edexcel - The Foundation for Education Excellence (www.edexcel.org.uk): Business; English Literature; Health & Social Care; History; Maths; Science.
-  OCR - Oxford, Cambridge and RSA Examinations (www.ocr.org.uk): Computing; French; Music; Spanish.
-  Eduqas – (Part of the Welsh Joint Education Committee (www.eduqas.co.uk): Drama; Geography.

The above websites contain syllabus information for all courses offered by the school; you should also refer to the subject page to find the correct exam board.

OTHER CAREERS ADVICE

-  National Careers Service: <https://nationalcareersservice.direct.gov.uk>
-  Apprenticeships: www.apprenticeships.org.uk
-  Advice on going to college and university: <https://bigfuture.collegeboard.org/explore-careers>



QUALIFICATIONS & ASSESSMENTS

All students will have the opportunity to gain nationally recognised qualifications. These qualifications are:

GCSEs

A significant number of subjects have a mixture of controlled assessments, coursework and examinations. Controlled Assessments are completed under examination conditions. Students will be fully prepared before completing their controlled assessments and the dates for these will be published to parents.

VCERTS

V-Cert qualifications are equivalent to a GCSE. These courses have a vocational rather than an academic focus and involve learning through work related contexts.

Assessment is through assignments set and marked at school and one externally assessed unit.

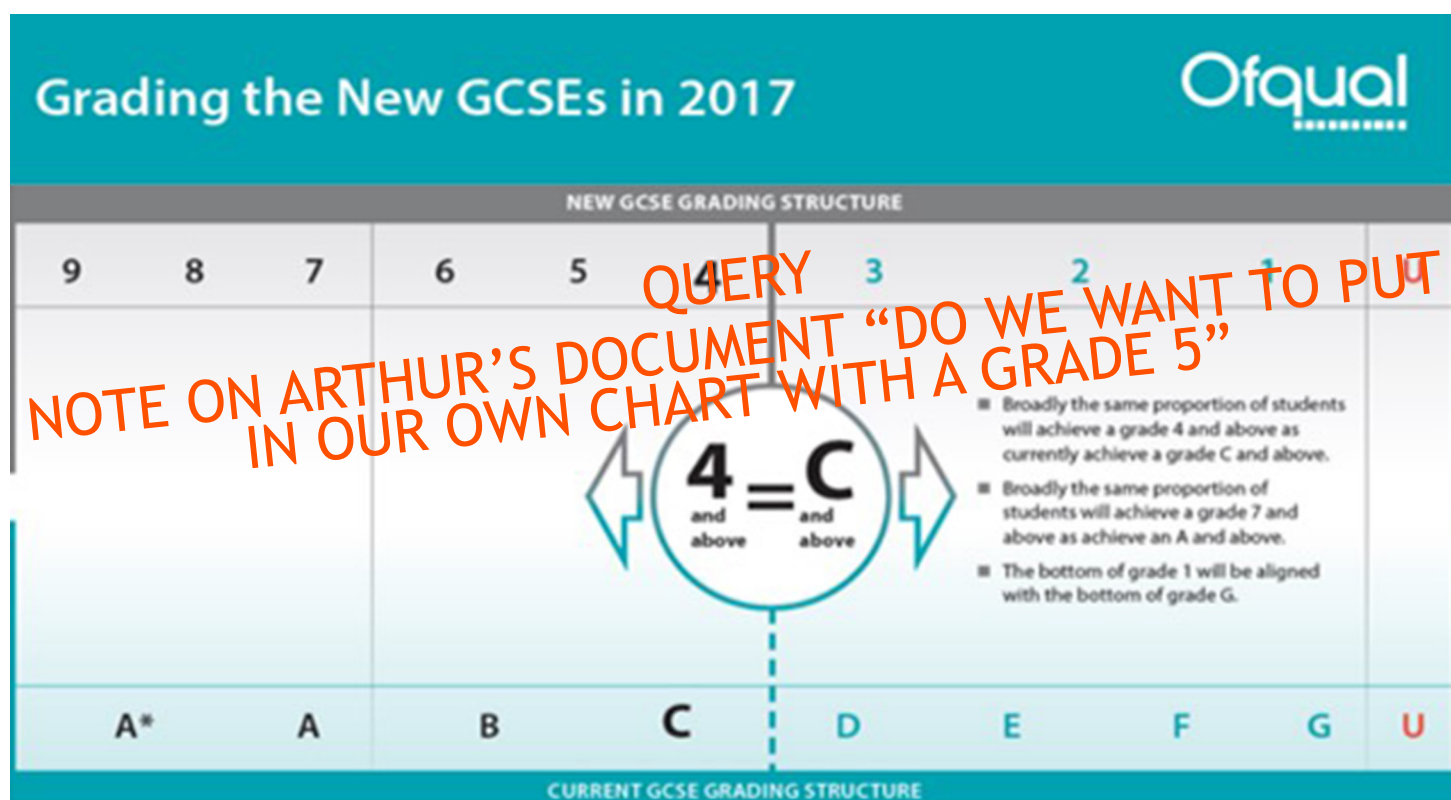
GRADING

Under the Reformed GCSEs, the new syllabus for each subject and assessments will be “more demanding”. They are also designed as a linear programme, with examinations at the end of Year 11. The new grades will be from grade 1 to 9. The chart below gives you a way of understanding the new system in comparison to the old one.

ADDITIONAL OPTIONS

These options will give students a fantastic opportunity to boost their achievement in English, Mathematics and their other EBacc courses.

They provide additional time to work towards qualifications in these areas as well as developing good basic word and number skills.



THE COMPULSORY (CORE) SUBJECTS

The following subjects will be taught to all students at WHS:

- English Language ,
- English Literature ,
- Mathematics ,
- Science,
- Personal and Religious (PRS) or RE GCSE,
- Physical Education

GCSE subjects are assessed in a final examination or series of examinations at the end of Year 11

ENGLISH BACCALAUREATE (EBACC)

You will need to look at the list of choices and choose two Ebacc subjects to study during Year 9, 10 and 11.

The Ebacc is open to all students at WHS. However, if you are planning to go to university, you should certainly consider choosing Ebacc subjects. Some universities, including the top universities, have said that they prefer students with the Ebacc qualifications.

The Ebacc subjects are:

- English
- Mathematics
- Science
- Computer Science
- A Humanities Subject: History or Geography
- A Modern Foreign Language: Spanish or French

At WHS, students have the option of continuing with the language they have been studying in Key Stage 3.

THE PERSONALISED CURRICULUM

You also have choices to make over two Personalised Curriculum courses to study in Years 9, 10 and 11.

Personalised learning is about tailoring the curriculum to the individual needs and interests of each student. Here you have a choice of different types of qualifications with different levels of challenge

All students must follow two courses from the Personalised Curriculum.

Students need to choose your Personalised Curriculum subjects in order of preference. If possible we will allocate students their first preference, but some courses may not run due to low numbers of students choosing them.

We would recommend that you also choose a balanced range of subjects from the list of choices to ensure that you study a broad and balanced curriculum.

THE WHS CURRICULUM

	YEAR 9	YEAR 10	YEAR 11
CORE	<ul style="list-style-type: none"> • ENGLISH LANGUAGE • ENGLISH LITERATURE • MATHS • SCIENCE 	<ul style="list-style-type: none"> • PE • RE/PRS 	
EBacc	<p>2 PREFERENCES (5 HOURS OVER 2 WEEKS)</p> <p>GSCE:</p> <ul style="list-style-type: none"> • FRENCH • GEOGRAPHY • HISTORY • SPANISH • ADDITIONAL EBACC 		
PERSONALISED	<p>2 PREFERENCES (5 HOURS OVER 2 WEEKS)</p> <p>GCSE:</p> <ul style="list-style-type: none"> • ART & DESIGN, COMPUTER SCIENCE, DRAMA, FOOD TECH, MUSIC, PRODUCT DESIGN, TRIPLE SCIENCE <p>VOCATIONAL:</p> <ul style="list-style-type: none"> • HEALTH & SOCIAL CARE, SPORTS STUDIES, MUSIC <p>SUPPORT:</p> <ul style="list-style-type: none"> • ENGLISH/MATHS ADDITIONAL 	OR	<p>1 PREFERENCES (5 HOURS WEEKLY)</p> <p>PROVISIONAL OFFER</p> <p>GCSE:</p> <ul style="list-style-type: none"> • COMPUTING, GEOGRAPHY, HISTORY, PE, PRODUCT DESIGN <p>SUPPORT:</p> <ul style="list-style-type: none"> • ADDITIONAL ENGLISH/MATHS

MAKING YOUR CHOICES

Do you want to be eligible for the English Baccalaureate?

YES

To be eligible for EBacc you must choose the right combination of EBacc courses:

- Languages: French or Spanish
- Humanities: Geography or History

The EBacc Additional is a guided choice.

NO



Before choosing your preferences you will have an IAG meeting with your tutor.

This will help you decide whether you should be choosing just GCSE/Vocational courses or whether you should also consider booster courses.

You should think about the different kinds of courses on offer and be aware of the different styles of learning and assessment offered by GCSE and vocational options.



Now make your remaining choices from the Personalised Curriculum.

You will be allocated two Personalised Curriculum choices.

If possible, we will give you your first choices.



Congratulations, you have chosen your Key Stage courses!

You will be able to choose one further course to study in Year 11 which could be another GCSE or even an AS Level course. The exact list of courses on offer will be confirmed during Year 10.

THINK CAREFULLY ABOUT YOUR CHOICES!

ONCE YOU START A COURSE YOU ARE 100% COMMITTED TO FINISHING IT!

NEED HELP?

DISCUSS YOUR CHOICES WITH YOUR PARENTS/CARERS, SUBJECT TEACHERS & TUTOR.

INDIVIDUAL ADVICE & GUIDANCE (IAG)

MEETING WITH TUTOR

You will discuss the questions below with your tutor. If you are unclear about anything your tutor will go through the relevant information with you in the preferences booklet. Your tutor will record the key points of your conversation on this sheet.

1. Are you aware of the important dates and deadlines? (Please Circle)

YES

NO

2. Do you understand how many preference choices you need to make and how many preferences courses you will study in Upper School? (Please Circle)

YES

NO

3. Do you have a clear understanding of the types of courses you can choose from (GCSE, vocational, English and maths Booster, EBacc Booster)? (Please Circle)

YES

NO

4. Based on this discussion with your tutor, what type of courses would be most suitable for you to choose at this stage? (Please Circle)

A MIXTURE OF BOOSTER
OPTIONS WITH SOME GCSE/
VOCATIONAL COURSES

JUST GCSE/
VOCATIONAL
COURSES

5. Do you understand the combination of subjects needed to be eligible for the English Baccalaureate? Do you intend to do the EBacc combination? (Please Circle)

YES

NO

6. Based on this discussion with your tutor, which courses do you most need to find out about on Preferences Evening?

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

YOU CAN GET MORE GUIDANCE FROM YOUR TUTOR AND FROM YOUR SUBJECT TEACHERS.

YOU SHOULD DISCUSS YOUR CHOICES WITH YOUR PARENTS/CARERS.

CORE SUBJECTS



ENGLISH LANGUAGE & LITERATURE

CONTACT: MS. K. CONWAY, HEAD OF DEPARTMENT

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

English Language and English Literature are two separate GCSEs studied as part of one combined subject. Students are assessed in un-tiered, closed book examinations Grades 1-9.

KS4 focuses on both language and literature and sometimes uses literature texts as vehicle for studying language skills. Specifically, year by year, students will study:

- Year 10: Priestley's 'An Inspector Calls' and Dickens' 'A Christmas Carol' are both studied. Shakespeare's play 'Macbeth' and Poetry are also delivered.
- Year 11: Paper 1 and 2 are taught. Students then return to all exam

WHAT WILL I LEARN TO DO?

You will learn a range of skills including how to read and analyse a wide range of texts from an anthology of poems to Shakespeare's 'Macbeth'. You will also explore how meaning is created in a variety of texts from different eras. You will learn how to develop complex analytical ideas through meaningful discussion in formal and informal contexts. You will also learn how to translate these complex analytical ideas into clearly expressed, confident essays on a wide range of different subjects, as diverse as Charles Dickens, Shakespeare, 19th, 20th and 21st Century texts.

WHAT SKILLS DO I NEED?

- Fluent reading and writing skills
- The ability to develop and communicate your ideas clearly through discussion
- Extended writing skills
- The ability to analyse text
- The ability to learn and use textual evidence to support your ideas
- The ability to convey complex ideas in a range of informal and formal contexts, such as discussion and essay writing

ASSESSMENT

English is assessed in the following ways:

English Language written examinations = 100% of the final grade for English Language is examined in two written papers.

English Literature written examinations = 100% of the final grade for English Literature is examined in two written papers.

Speaking and Listening = It will be awarded as a separate grade on your certificate

BEYOND YEAR 11

English Language and Literature can be studied at A - Level, degree level and far beyond! Qualifications in English open many doors to a wide variety of jobs in many different areas, involving such skills as team work, organisation, creativity and independent thinking and problem solving.

MATHEMATICS

CONTACT: MR. J. DATTA, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDEXCEL

ABOUT THE SUBJECT:

All students are taught GCSE mathematics in Key Stage 4. We follow the Edexcel examination syllabus. There are two levels of entry for mathematics, higher (9 - 5 grade) and foundation. (6 -1 grade). Students receive 4 hours of mathematics a week during Year 10 and Year 11

WHAT WILL I LEARN TO DO?

The mathematics curriculum consists of 6 main areas - Numbers, Algebra, Ratio & Proportion, Geometry & Measures, Probability and Statistics.

These strands are continually revised and taught throughout the 2 years. In each strand there are many key mathematical objectives. Each group has a detailed Scheme of Learning covering the 6 areas which are appropriate to the needs and ability of the group. You will study a variety of topics including fractions, decimal and percentages, angles, solving equations, probability, charts and graphs, construction, multiplication and division, plotting graphs, co-ordinates, and scale drawings. You will also be asked to apply maths in new situations and problem solve.

WHAT SKILLS DO I NEED?

The ability to:

- recall and use knowledge of the prescribed content.
- select and apply mathematical methods in a range of contexts.
- interpret and analyse problems and generate strategies to solve them.

ASSESSMENT

Mathematics is assessed solely via three written examinations. The papers are each 1 hour and 30 minutes long and the examinations are taken at the end of Year 11. 2 papers are calculator based and 1 is non-calculator

BEYOND YEAR 11

Mathematics is used in a variety of areas you might be considering studying in the future including Computing, Engineering, Design and Technology and Business Studies.

You will require a minimum of grade 5 at GCSE in order to study A Levels in the future.

A grade 6 or above in GCSE in mathematics can allow you to study A Level mathematics which future employers look upon as a desirable qualification.

GCSE COMBINED SCIENCE

CONTACT: MR. D. HOWE, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDEXCEL

ABOUT THE SUBJECT:

All students will follow the GCSE Combined Science course which leads to 2 GCSEs in Science. Some students have the choice to study for separate sciences (Biology, Chemistry and Physics) in Year 11. Entry for this course will be based on high academic attainment.

WHAT WILL I LEARN TO DO?

You will learn a range of skills including:

- Analysing data
- Carrying out practical experiments, forming conclusions and evaluating results.
- Evaluating scientific models and justifying decisions.
- Application of knowledge to unfamiliar situations.

In addition to skills, you will explore the fundamentals of Chemistry, Biology and Physics that help to explain the world around us, including:

- Year 10: Plant biology, Acid and Bases, Waves and Radioactivity
- Year 11: Evolution, Disease, Quantitative Chemistry, Electrolytic Processes and Energy
- Atoms and periodicity

WHAT SKILLS DO I NEED?

- An open, inquisitive mind
- Observational skills
- Practical skills in collecting data
- An ability to evaluate your own work and the work of others
- Mathematical skills including; using and rearranging formulae, interpreting graphs and representing numbers in standard form.
- An understanding of how science is used in different industries

ASSESSMENT

Combined Science and Separate Sciences are assessed by six external examinations sat at the end of Year 11. There is no coursework or controlled assessment element. Instead students will be assessed on their ability to think scientifically and demonstrate problem solving skills through core practicals, which will be explored in lessons and assessed in each examination paper.

BEYOND YEAR 11

Biology, Chemistry and Physics can all be studied at 'A' level and there are many Degree level courses and career opportunities available to those who wish to continue with science, such as Medicine, Sports Science, Dentistry, Engineering, Environmental studies & astronomy.

There are also many other science courses that cover different levels of entry, such as BTEC Nationals, which can lead to careers in research and laboratory work.

PERSONAL & RELIGIOUS STUDIES

CONTACT: MS. Z. MCDONALD, HEAD OF DEPARTMENT

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

A religious study GCSE comprises the study of two religions Christianity and Islam. Under new government legislation coming in for Sept 2016, all students must study two religions at GCSE not one.

They will study a range of themes across both religions connected to practice, worship, ethics and morality. Students will explore both religions in depth and cover a range of different topics.

WHAT WILL I LEARN TO DO?

Key elements of both religions and how they started. The Holy Books and places of worship are also covered.

Students will explore a wide range of moral and ethical issues.

Exploring ethical and moral issues such as Abortion, Euthanasia, Sexuality, Medical treatments, War, Peace, environmental issues & poverty. Both the Christian and Islamic views on these topics are explored.

How to develop complex analytical ideas through meaningful discussion in formal and informal contexts.

WHAT SKILLS DO I NEED?

- Fluent reading and writing skills
- The ability to develop and communicate your ideas clearly through discussion
- Presentation skills
- Extended writing skills
- The ability to analyse text
- The ability to use textual evidence to support your ideas

ASSESSMENT

RS is a completely linear assessment, there is no controlled assessment. Two separate written exam papers are taken at the end of Year 11, one is Christianity, and one is Islam. Each paper has a 50% weighting towards the final grade.

BEYOND YEAR 11

Students can study A level Religious Studies at post 16 or other A Levels such as Philosophy. It demonstrates to Further and Higher educational establishments that the student can apply extended writing skills.

PREFERENCES



BUSINESS GCSE

CONTACT: MS. H. AMPUDIA, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDEXCEL

ABOUT THE SUBJECT:

If you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands then the GCSE Business course is the right subject for you.

WHAT WILL I LEARN TO DO?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business.

WHAT SKILLS DO I NEED?



ASSESSMENT

The qualification will be assessed in two equally weighted exam papers. There is no coursework

BEYOND YEAR 11

After this qualification you'll understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments
- creative and practical problem solving
- Understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

ART AND DESIGN

CONTACT: MS. A. FIORE, HEAD OF DEPARTMENT

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

If you enjoyed Art at KS3, and are thinking of further developing some of the skills you have been taught, Art is the right choice for you. Art is taught as 2 components. Specifically, year by year, students will study:

- Year 10: School Production and Portraiture Project
- Year 11: Mock Exam and G.C.S.E Exam

WHAT WILL I LEARN TO DO?

- To respond personally to ideas, subjects and themes, within a historical, cultural and environmental context
- To use different skills and approaches to recording images such as, observation, analysis, expression and imagination
- To work independently on an idea from a starting point to the finished outcome.
- To experiment with ideas, materials, tools and subject matter.
- To show an understanding of the conventions of representational and abstract; and imaginary and genres.
- To make use of appropriate materials, tools and techniques.
- To provide evidence of the use of safe working practices.
- To develop your imagination and creative abilities.

WHAT SKILLS DO I NEED?

- Modest drawing skills.
- An understanding of how to use other materials such as paint and collage.
- The ability to experiment with different techniques.
- The ability to research various artists to support personal work.
- The ability to annotate and use subject specific vocabulary to discuss your own work and the work of others.
- The ability to evaluate final pieces and projects

ASSESSMENT

Component 1: Portfolio (Coursework), will be worth 60% of the total grade. Grade 1-9.

Component 2: Externally set assignment (exam), will be worth 40% of the final grade. Grade 1-9.

The exams and coursework will be measured on how you have achieved the following assessment objectives.

A01: Develop ideas through investigations, demonstrating critical understanding of sources.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03: Record ideas, observations and insights relevant to intentions as work progresses.

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

BEYOND YEAR 11

A Level Art, BTEC Level 3 Art and Design. Consider careers in the Fashion/Textile Industry. Theatre Set design/props/costume, Architecture, Interior Design, Visual Merchandising, Photography, Art Therapy, Graphic design/Illustration.

COMPUTER SCIENCE

CONTACT: MR. A. PAUPIAH, HEAD OF DEPARTMENT

EXAMINATION BOARD: OCR

ABOUT THE SUBJECT:

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. Don't forget - Computer Science is now part of the English Baccalaureate.

The 3 components of this course are:

Computer systems, Computational thinking, algorithms and programming and Programming project.

WHAT WILL I LEARN TO DO?

It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone.

You will learn how to use exciting new resources: we've teamed up with partners such as Raspberry Pi and Computing At School to invigorate the curriculum.

This subject is relevant to the modern and changing world of computer science. It is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement.

WHAT SKILLS DO I NEED?

Students entering this course should have achieved a general educational level equivalent to National Curriculum Level 3; or an Entry Level 3 within the National Qualifications Framework; completed the Year 9 computing programme and achieve a very good level in Maths and Computer Science.

ASSESSMENT

The examination consists of two written examinations and an externally moderated non-exam assessment.

BEYOND YEAR 11

The course will provide an excellent background for Advanced level qualifications which enable students to progress either directly to employment, or to proceed to further qualifications, e.g. Level 3 qualifications such as GCE, AS and A level Computing and GCE ICT.

Students who are awarded mainly Grades 9 - 5 at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

DRAMA

CONTACT: MS. S. BIRKS, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDUQAS

ABOUT THE SUBJECT:

The course is in three components:

Component 1: Devising theatre. Students are assessed on their acting. They participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the exam board. Students must produce a realisation of their piece of devised theatre and a portfolio of supporting evidence.

Component 2: Performing from a text. Students will be assessed on their acting they study two extracts from the same performance text. They participate in one performance using sections of text from both extracts.

Component 3: Interpreting theatre. (Written exam)

WHAT WILL I LEARN TO DO?

You will learn how to:

- Apply knowledge and understanding when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective learners who are able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate own work and that of others. Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that Drama will help you to deal with a range of different situations and people.

WHAT SKILLS DO I NEED?

Throughout the GCSE course, the skills you have been learning and practicing since year 7 will now be honed and refined: acting skills, writing skills, evaluation and analysis skills, self-confidence, leadership skills, teamwork skills, speaking and listening skills/ public speaking, decision making skills.

ASSESSMENT

Component 1 is internally assessed by the classroom teacher and externally moderated. You will also have to complete a written report based on your devised piece. This is 40% of the qualification.

Component 2 is externally assessed by a visiting examiner and this is 20% of the qualification.

Component 3 is a 1 hour 30 minutes written exam worth 40% of the final grade.

BEYOND YEAR 11

After studying GCSE Drama students could go on to take an AS or A level in Drama and Theatre Studies or a Vocational A-level in Performing Arts or a BTEC National Certificate or Diploma in Performing Arts.

FOOD & NUTRITION

CONTACT: MS. D. SHAW, TECHNOLOGY TEACHER

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

Are you interested in learning how to plan a meal and prepare food? Are you the next Mary berry?

You will study nutrition and health food trends, food processing and food preparation.

If you choose this subject you will be expected to provide ingredients for food preparation on a regular basis. This course involves written and practical elements.

WHAT WILL I LEARN TO DO?

To develop your Designing and Making skills and your knowledge and understanding of nutrition. You will learn how to design and make food products whilst considering environmental issues. You will also study the importance of health and safety, minimising food waste and reducing sugar and salt for a healthier diet.

WHAT SKILLS DO I NEED?

- Analytical skills
- Planning skills
- Thinking Skills
- Evaluation skills
- Making skills
- Creative skills
- Decorating skills

ASSESSMENT

Food and Nutrition is assessed in two different ways:-

Written exam - 50% written exam

Coursework - 50% coursework

BEYOND YEAR 11

Studying Food and Nutrition may lead to the following professions.

- Caterer
- Dietician
- Environmental Officer
- Baker
- Food Scientist

Further study options include A Level in Food, Nutrition and Health or BTEC (Level 3) in Food Nutrition.

The design portfolio you develop during Year 11 could be used for a college or job interview.

GEOGRAPHY

CONTACT: MS. N. TURVEY, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDEXCEL SPECIFICATION B

ABOUT THE SUBJECT:

Are you interested in the world around you? Do you want to be able to make informed decisions about where to work, where to live and where to go on holiday? Do you have an interest in how people and the environment interact? Do you want to know how we can live in a sustainable world? Then GCSE Geography is the choice for you.

WHAT WILL I LEARN TO DO?

Year 10: Development Dynamics, Hazardous Earth, The UK's Evolving Physical landscape, Challenges of an Urbanising World, geographical Investigations.

Year 11: The UK's evolving Human landscape, People and the Biosphere, Forests Under Threat, Consuming Energy resources.

How ecosystems function; ecosystems under threat; water resources and management; desertification.

WHAT SKILLS DO I NEED?

- good communication skills
- able to work in a team
- independent study skills
- analytical skills
- good numeracy and literacy
- a keen interest in the world around you
- good problem-solving skills
- good time-management
- computer skills
- environmentally and socially aware
- an understanding of environmental issues
- research skills

ASSESSMENT

GCSE Geography is assessed by 100% exams in three written papers:

- Component 1: Global Geographical Issues, 37.5% of the qualification. Written examination: 1 hour 30 minutes, 94 marks.
- Component 2: UK Geographical Issues, 37.5% of the qualification. Written examination: 1 hour 30 minutes, 94 marks.
- Component 3: People and Environment Issues - Making Geographical Decisions, 25% of the qualification. Written examination, 1 hour 30 minutes, 64 marks

BEYOND YEAR 11

A Level Geography, Btec Level 3 Environmental sustainability, Btec Level 3 Environmental Sciences. Careers in: Travel, Leisure and Tourism, Conservation, Renewable energy and much more.

HEALTH & SOCIAL CARE

CONTACT: MS. N. TURVEY, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDEXCEL

ABOUT THE SUBJECT:

The BTEC Level 2 Award in Health and Social Care is a work-related qualification designed to encourage learning in a vocational context and introduce students to career opportunities within the sector.

WHAT WILL I LEARN TO DO?

You will learn a range of skills including:

- Gain an understanding of Health and Social Care values.
- Learning about the stages of personal development.
- An opportunity to apply learning in a practical and realistic way.
- Follow a programme of study that enables progression to further education courses and employment in the Health and Social Care sector.
- Developing Key Skills which are highly valued by employers and further education.
- Gaining confidence by developing independent learning skills, including extensive writing and practical skills.

WHAT SKILLS DO I NEED?

To succeed in this course you will need to:

- Have a keen interest in the Health and Social care sector and how they operate.
- Enjoy studying a subject that is relevant to your life and experiences.
- Want to find out more about health and social care through personal investigation.
- Be interested in finding out about what affects health.
- Want to study a course that is active and enjoyable.
- Interested in working within the Health and Social Care sector or further education within the field.

ASSESSMENT

The BTEC Award is a combination of 4 units, two of the units are core units; one is an externally examined unit which will form 25% of the total mark, the other unit is internally assessed and forms another 25% of the overall grade. The other two units are taken from the optional specialist section and these units are internally assessed. ALL units must be completed in order to achieve the Level 2 in this subject.

BEYOND YEAR 11

The Edexcel BTEC Level 2 Award in Health and Social Care allows students to go on to study BTEC Level 3 Health and Social Care or other BTEC equivalents, including apprenticeships.

HISTORY

CONTACT: MR. M. COSTELLO, HEAD OF HISTORY

EXAMINATION BOARD: EDEXCEL

ABOUT THE SUBJECT:

History helps us to understand the world in which we live. History helps you discover how your world evolved; it helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions.

WHAT WILL I LEARN TO DO?

Year 10: Weimar and Nazi Germany, 1918-39: The Treaty of Versailles, Hyperinflation, The Munich Putsch, the rise of Nazi Germany, Nazi Propaganda. Superpower relations and the Cold War, 1941-91: The ideological conflict between Capitalism and Communism, Proxy wars,

Year 11: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches. King Henry VIII and his ministers.

WHAT SKILLS DO I NEED?

- good communication skills
- able to work in a team
- independent study skills
- analytical skills
- good numeracy and literacy
- a keen interest in the world around you
- good problem-solving skills
- good time-management
- computer skills
- environmentally and socially aware
- an understanding of environmental issues
- research skills

ASSESSMENT

Paper 1: Thematic study and historic environment

- Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.
- Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2: Period study and British depth study

- Henry VIII and his ministers, 1509-40 and Superpower relations and the Cold War, 1941-91
- Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)

Paper 3: Modern Depth Study

- Weimar and Nazi Germany, 1918-39
- Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks

BEYOND YEAR 11

In a rapidly changing society, history has perhaps never been so relevant, allowing you to explore a varied and exciting choice of topics which will help develop transferrable skills.

FRENCH

CONTACT: MS. M. SENIOR, HEAD OF DEPARTMENT

EXAMINATION BOARD: OCR

ABOUT THE SUBJECT:

The aims and objectives of this qualification are to enable you to:

- develop your ability to communicate confidently and coherently with native speakers in speech and writing.
- express and develop your thoughts and ideas spontaneously and fluently.
- listen to and understand clearly articulated, standard speech at near normal speed.
- deepen your knowledge about how language works and enrich your vocabulary in order for you to increase your independent use and understanding of the language in a wide range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken.
- develop language-learning skills both for immediate use and to prepare you for further language study and use in school, higher education or employment.

WHAT WILL I LEARN TO DO?

The Pearson Edexcel GCSE (Grades 9-1) in French consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation tier or at Higher tier. Students must be entered for a single tier across all papers. The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time. When you study French at GCSE level, the emphasis is on developing your confidence to use and understand authentic materials in order to enjoy your development in the language and culture that you are studying. This course has a strong focus on French Culture in particular and we will study French arts, poetry and movies.

WHAT SKILLS DO I NEED?

At GCSE, your skills will be developed and refined. You will need an ability to understand the French culture, and to expect to bring in a European and worldly dimension.

ASSESSMENT

Paper 1: Listening and understanding in French. This is a written examination and at Foundation tier it lasts for 35 minutes including 5 minutes' reading time. It is worth 50 marks. At Higher tier, it lasts for 45 minutes including 5 minutes' reading time. It is worth 50 marks. It's 25% of the total qualification.

Paper 2: Speaking in French. Internally conducted and externally assessed and at Foundation tier, it lasts between 7-9 minutes plus 12 minutes' preparation time; it is worth a total of 70 marks. At Higher tier it lasts between 10-12 minutes plus 12 minutes' preparation time; it is worth a total of 70 marks. It is 25% of the total qualification.

Paper 3: Reading and understanding in French. This is a written examination and at Foundation tier it lasts 45 minutes; it is worth a total of 50 marks. At Higher tier, it lasts for 1 hour and it is worth a total of 50 marks. It is 25% of the total qualification.

Paper 4: Writing in French. It is a written examination and at Foundation tier, it lasts 1 hour and 10 minutes; it is worth 60 marks. At Higher tier, it lasts for 1 hour 20 minutes and it is worth 60 marks. It is 25% of the total qualification.

BEYOND YEAR 11

In today's world, learning a foreign language (or two) is seen not only as a highly desirable skill but an essential one: today's employers are anywhere in the world and need people with combined language skills. This is why the government has decided to ensure that a Language has to be studied at GCSE in the new EBacc. Members of the workforce who can speak a foreign language are more highly paid and are in great demand all around the world. Many travel and work internationally for multinational organisations, or for local companies which sell goods abroad.

SPANISH

CONTACT: MS. M. SENIOR, HEAD OF DEPARTMENT

EXAMINATION BOARD: OCR

ABOUT THE SUBJECT:

The aims and objectives of this qualification are to enable you to:

- develop your ability to communicate confidently and coherently with native speakers in speech and writing.
- express and develop your thoughts and ideas spontaneously and fluently.
- listen to and understand clearly articulated, standard speech at near normal speed.
- deepen your knowledge about how language works and enrich your vocabulary in order for you to increase your independent use and understanding of the language in a wide range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken.
- develop language-learning skills both for immediate use and to prepare you for further language study and use in school, higher education or employment.

WHAT WILL I LEARN TO DO?

The Pearson Edexcel GCSE (Grades 9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation tier or at Higher tier. Students must be entered for a single tier across all papers. The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time. When you study Spanish at GCSE level, the emphasis is on developing your confidence to use and understand authentic materials in order to enjoy your development in the language and culture that you are studying. This course has a strong focus on French Culture in particular and we will study Spanish arts, poetry and movies.

WHAT SKILLS DO I NEED?

At GCSE, your skills will be developed and refined. You will need an ability to understand the Spanish culture, and to expect to bring in a European and worldly dimension.

ASSESSMENT

Paper 1: Listening and understanding in Spanish. This is a written examination and at Foundation tier it lasts for 35 minutes including 5 minutes' reading time. It is worth 50 marks. At Higher tier, it lasts for 45 minutes including 5 minutes' reading time. It is worth 50 marks. It's 25% of the total qualification.

Paper 2: Speaking in Spanish. Internally conducted and externally assessed and at Foundation tier, it lasts between 7-9 minutes plus 12 minutes' preparation time; it is worth a total of 70 marks. At Higher tier it lasts between 10-12 minutes plus 12 minutes' preparation time; it is worth a total of 70 marks. It is 25% of the total qualification.

Paper 3: Reading and understanding in Spanish. This is a written examination and at Foundation tier it lasts 45 minutes; it is worth a total of 50 marks. At Higher tier, it lasts for 1 hour and it is worth a total of 50 marks. It is 25% of the total qualification.

Paper 4: Writing in Spanish. It is a written examination and at Foundation tier, it lasts 1 hour and 10 minutes; it is worth 60 marks. At Higher tier, it lasts for 1 hour 20 minutes and it is worth 60 marks. It is 25% of the total qualification.

BEYOND YEAR 11

In today's world, learning a foreign language (or two) is seen not only as a highly desirable skill but an essential one: today's employers are anywhere in the world and need people with combined language skills. This is why the government has decided to ensure that a Language has to be studied at GCSE in the new EBacc. Members of the workforce who can speak a foreign language are more highly paid and are in great demand all around the world. Many travel and work internationally for multinational organisations, or for local companies which sell goods abroad.

SOCIOLOGY

CONTACT: MS. Z. MCDONALD, HEAD OF DEPARTMENT

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT: GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. Studying sociology gives students the opportunity to consider the world through perspectives other than their own and to be respectful and tolerant young people.

WHAT WILL I LEARN TO DO?

Students that study Sociology will develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues.

Sociology is exciting, interesting and relevant to students' lives. This specification encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills.

WHAT SKILLS DO I NEED?

Fluent reading and writing skills

The ability to develop and communicate your ideas clearly through discussion

Presentation skills

Extended writing skills

The ability to analyse text

The ability to use textual evidence to support your ideas

ASSESSMENT

Sociology is a completely linear assessment, there is no controlled assessment.

BEYOND YEAR 11

Students can study A level Sociology at post 16 or other A Levels such as Philosophy, Ethics and Anthropology. It demonstrates to Further and Higher educational establishments that the student can apply extended writing skills.

MUSIC

CONTACT: MS. C. DANSO, HEAD OF DEPARTMENT

EXAMINATION BOARD: OCR

ABOUT THE SUBJECT:

OCR GCSE (9-1) Music qualification provides a contemporary, accessible and creative education in Music with an integrated approach to the three main elements - Performing, Composing and Appraising. There are three units in total with 5 Areas of Studies to help develop musicianship skills and broaden awareness.

This course is suitable for students who enjoy:

- Playing an instrument or singing (Grade 1 - 8 is preferable)
- Learning about music technology and composition techniques
- Joining music clubs and enrichments
- Developing ensemble and composition skills
- Listening and researching composers/artists
- Theory and sight-reading music scores

A successful musician will need to demonstrate enthusiasm, commitment and good discipline in making music and performing different styles of music.

WHAT WILL I LEARN TO DO?

- develop my instrumental skills and perform a solo and group piece at grade 2 or above
- develop my vocal or instrumental skills and learn different genres of music
- develop my composition and music technology skills
- develop my understanding about the history of music
- widen my theory knowledge and build on my score reading skills
- develop my listening and time keeping skills as part of an ensemble
- to develop my passion for music

WHAT SKILLS DO I NEED?

- A positive and professional attitude
- The ability to organise oneself
- Reliability
- Good punctuality and communication skills

ASSESSMENT

60% of the course is based on a performing and composing controlled assessment and elements are based on the OCR exam criteria. This is an internally assessed, externally moderated component.

Listening Exam (40%) (1hr30mins). This is a Listening, appraisal and notation skills exam that takes place at the end of the course. It is based on the 5 Areas of Study that is marked externally by OCR.

Unit 1: Integrated Portfolio (30%) One performance (15%) One composition (15%) Linked together by a theme, Instrument

Unit 2: Practical Portfolio (30%) Ensemble performance (15%) Composition - examination board set brief (15%). There will be eight set briefs to choose from.

Unit 3: Listening and Appraising (40%)

BEYOND YEAR 11

After studying GCSE music you can do an 'A' Level Music course or Level 3 BTEC equivalent.

BTEC MUSIC

CONTACT: MS. C. DANSO, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDEXCEL

ABOUT THE SUBJECT:

This course is suitable for students who enjoy:

- Playing an instrument or singing (Grade 1 - 8 is preferable)
- Learning about music technology and composition techniques
- Joining music clubs and enrichments
- Developing ensemble and communication skills
- Listening and researching composers/artists
- Theory and sight-reading music scores

A successful musician will need to demonstrate enthusiasm, commitment and good discipline in making music and performing different styles of music.

WHAT WILL I LEARN TO DO?

- Develop my instrumental skills and perform a solo and group piece at grade 2 or above
- Develop my vocal or instrumental skills and learn different genres of music
- Develop my composition and music technology skills
- Widen my theory knowledge and ensemble skills
- Develop my listening, organisation and management skills
- Develop my passion for music and the industry

WHAT SKILLS DO I NEED?

- A positive and professional attitude
- The ability to organise oneself
- Reliability
- Good punctuality and communication skills

ASSESSMENT

Core Units:

- Unit 1: The Music Industry (External Exam in the Summer Term)
- Unit 2: Creating a Music Product

Specialist Units:

- Unit 4: Introducing Music Composition
- Unit 5: Introducing Music Performance

Each unit contains a number of practical and written tasks with a given brief. All practical and written coursework will be recorded and internally marked and verified. Final coursework will be submitted to an external verifier at the end of the course.

The external written exam will be a timed written paper that is based on the music industry.

Grading Criteria: Level 2, (Pass C), (Merit B), (Distinction A)

BEYOND YEAR 11

After studying GCSE music you can do an 'A' Level Music course or Level 3 BTEC equivalent.

PHYSICAL EDUCATION

CONTACT: MR. D. BRACKEN, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDEXCEL

ABOUT THE SUBJECT:

The aims and objectives of this qualification are to enable you to:

- Develop knowledge of how exercise affects the body.
- Learn how your own performance is affected by a wide array of factors and influences.
- Develop transferable skills, which will support you in other subjects as well as your future career/studies.
- Access further courses in this subject matter to pursue a career within a sports orientated field.
- Develop a deeper understanding of Physical Education and appreciate what makes a performance what it is.
- Identify areas for development and plan for their improvement.

WHAT WILL I LEARN TO DO?

The Pearson Edexcel GCSE (Grades 9-1) in Physical Education is primarily divided into two areas of assessment, coursework and examination. For the coursework element of the GCSE, students will need to perform three activities from those available, each of these carry a weighing of 10% towards their final G.C.S.E so it is important that students are strong in this area and we advise that these sports are also done outside of school. A further 10% is awarded for a written personal exercise plan that encompasses a large amount of theory covered in the course. A wide range of theory topics are taught throughout the course, the concepts learned here constitute the remaining 60% of the course.

When you study Physical Education at GCSE level, the emphasis is on developing your awareness of what is happening to your body during exercise and how these changes are enabled and why these changes are desirable.

WHAT SKILLS DO I NEED?

At GCSE, you need to be able to perform your activities to a high standard given the weighting they carry towards your final grade. There is a considerable amount of Biology involved so a good grade in Science is desirable as well as a good understanding of Maths.

ASSESSMENT

Component 1: Fitness and Body systems. This is a written examination which lasts for 1 hour and 30 minutes. During this paper, the units covered in the Fitness and Body systems part of the course will be tested. This paper will constitute 30% of the final overall grade.

Component 2: Health and performance. This is a written examination which lasts for 1 hour and 30 minutes. During this paper, the units covered in the health and performance part of the course will be tested. This paper will constitute 30% of the final overall grade.

Component 3: Practical performance. This is comprised of three practical performances, each worth 10% of the final grade. They will be assessed throughout the duration of the course. There must be at least one individual sport and at least one team sport within the three nominated activities.

Component 4: Personal exercise plan. This is a written piece of coursework that makes students apply a wide range of the theoretical concepts taught into a practical manner to improve their own performance.

BEYOND YEAR 11

There are a number of different careers that can be pursued including: Coach, gym instructor, personal trainer, dietician, physiotherapist, occupational therapist and teacher. There is also scope to explore this subject in further and higher education with A-level, Btec options available from a wide range of colleges as well as most Universities having a sport and/or exercise science degree available.

PRODUCT DESIGN

CONTACT: MR. B. HILMI OR MS. W. ORANU, TECHNOLOGY TEACHERS

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

Are you interested in finding out how things are designed and manufactured? Do you want to be the next Robert Dyson? Do you enjoy designing products, modelling prototypes and manufacturing in a range of materials? This course offers you the opportunity to develop all of these skills as well as evaluating products currently available to the consumer.

WHAT WILL I LEARN TO DO?

There is an emphasis on designing and manufacturing with plastics, although wood and metal will be used where appropriate. You will also learn how to present and package your final products.

You will research marketing, consumer protection, product development and industrial processes; and use this information to help you design and make products. You will learn to design packaging, furniture, toys, and many other products. You will also learn how to make many of these products, using a variety of industrial processes, tools and in particular computer aided design and computer aided manufacturing. You will learn how to analyse products. You will learn how to organise and carry out research.

WHAT SKILLS DO I NEED?

- Analytical skills
- Planning skills
- Thinking Skills
- Evaluation skills
- Making skills
- Self-reflective skills

ASSESSMENT

Product Design is assessed in two different ways:-

Written exam - 50% (2 hours)

Coursework - 50% (Controlled assessment to be completed in Year 11)

BEYOND YEAR 11

Further Education: A Level in Product Design, Graphics or Textiles, BTEC Engineering

Higher: Degree in Product Design or Graphics

Studying Product Design may lead to the following professions.

- Architecture
- Product Design
- Industrial design
- Graphic Design
- Engineering

ENGLISH AS AN ADDITIONAL LANGUAGE

CONTACT: MR. C. HABBAD

EXAMINATION BOARD: CAMBRIDGE ESOL

ABOUT THE SUBJECT:

ESOL is for students who are relatively new to the learning of English. They get additional English lessons to help accelerate their English learning. Teaching is focused on building English language competency with an emphasis on passing the Cambridge ESOL Exam while also enhancing English Language GCSE skills. These lessons are taught in small groups and students are equipped with essential skills necessary for closing their achievement gap.

KS4 is focused on Cambridge ESOL for Schools which is designed to develop to students' competence in English language skills.

- Year 10: Year 10 ESOL is focused on laying the foundation of basic knowledge of the English Language which include necessary English grammar skills.
- Year 11: Year 11 is focused on reinforcing the skills learned in year 10 and building further to prepare students to be well equipped for their Cambridge ESOL exam and GCSE English. Skills are revised and honed in preparation for the final GCSE.

WHAT WILL I LEARN TO DO?

You will learn:

- a range of skills including awareness of the correctness of your English usage.
- how writers use language to create specific meaning in different forms of texts.
- how to write simple, compound and complex sentences for an effect.
- how to enhance your writing by using good punctuation skills.

WHAT SKILLS DO I NEED?

- Fluent decoding skills
- The ability to communicate ideas in writing
- The ability to use cohesive complex sentences and paragraphs
- The ability to analyse writer's language techniques
- The ability to construct steps to show textual evidence to support own ideas

ASSESSMENT

ESOL is assessed in the following ways:

Reading and Writing (1 hour 30 minutes); Reading: 5 parts; Writing: 3 parts -50% total marks.

Listening (36 minutes); 4 parts -25% total marks.

Speaking (10-12 minutes per candidate); 4 parts -25% total marks.

Successful candidates will be awarded the internationally recognised Cambridge ESOL certificate from the Cambridge University Assessment Unit.

BEYOND YEAR 11

Learning English Language opens plenty of future opportunities in both studies and career.

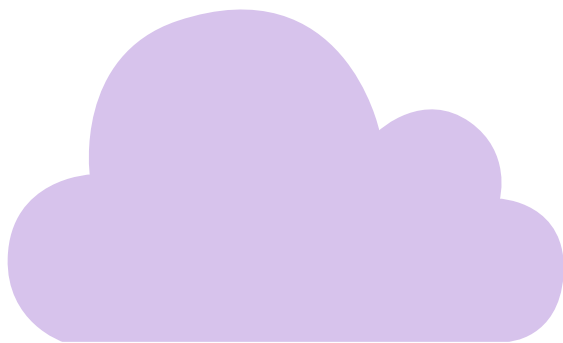
ADDITIONAL MATHS

CONTACT: MR. J. DATTA, HEAD OF DEPARTMENT

ABOUT THE SUBJECT:

Additional Mathematics is also part of the Preference Pathways. Some students need that extra time to work at certain topics. This programme gives those students the support to improve their knowledge, skills and understanding with the aim of them achieving a higher grade. KS4 is focused on Cambridge ESOL for Schools which is designed to develop to students' competence in English language skills.

PREFERENCE FORM



PREFERENCE FORM

Ensure that it is signed and dated and return **it to xxxxxxxx by xxxxxxxxxxxxxx**

NAME OF STUDENT:

TUTOR GROUP:

EBACC CURRICULUM PREFERENCES

All students must choose two EBacc subjects from French, Spanish, Geography, History and the Additional EBacc support.

To be eligible for the EBacc students will need to choose one language (French or Spanish) and one Humanities subject (Geography or History).

The Additional EBacc is a guided choice.

HUMANITIES PREFERENCE	PLEASE TICK	LANGUAGES PREFERENCE	PLEASE TICK
History		French	
Geography		Spanish	

You must select the language that you studied in KS3

PERSONALISED CURRICULUM PREFERENCES

Please tick your two preferred preferences and two reserve preferences.

The Additional Maths and English are a guided choice.

PERSONALISED PREFERENCE	1 ST CHOICE	2 ND CHOICE	3 RD CHOICE	4 TH CHOICE
Art and Design				
Business				
Computer Science				
Drama				
Food Technology				
Geography				
Music				
PE				
Product Design				
History				

Health and Social Care		
------------------------	--	--

Health and Social Care counts as 2 preferences as it is taught over 5 hours per week

GUIDED OPTIONS	1 ST CHOICE	2 ND CHOICE
Additional Maths		
Additional English		
Additional Ebacc		

I have considered the subjects carefully.

STUDENT SIGNATURE:

PARENTS/CARERS SIGNATURE:

DATE:

