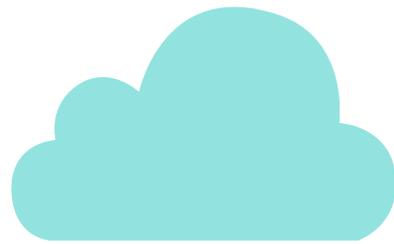


YEAR 9 PREFERENCE GUIDE 2016



WOODSIDE HIGH SCHOOL

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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 9 Student,

Welcome to our Preference Guide 2016. We are now at a really important phase in your education. Over the next few weeks you will be making crucial decisions that may lead into specific career pathways. It is the beginning of your plan for the future. We, at Woodside, are totally committed to your success and high achievement in your GCSEs and Btecs so that you have as much choice as possible for Post 16. We will support and guide you through this phase, in order for you to get what is best for you as an individual. You will receive guidance from:

- your tutor,
- in PRS,
- Preferences Information Evening,
- through our Aspiration Days,
- from our Careers Advisors
- from your subject teachers, and
- at an interview with a member of the Senior Leadership Team

Making the right choice of subjects for your study at Key Stage 4 should start with careful reading of this booklet. Every subject has provided detailed information about the content of the course and the assessment structure, the qualification achieved at the end and ideas for progression onto the Sixth Form or College.

We will make every effort for you to get your first preference. However, it isn't always possible to give everyone what they want. That is why we ask you to state a first and second choice.

Achieving good GCSE and Btec grades is very important to give you a wide choice for your progression into college or Sixth Form. Your responsibility will be to work with us to ensure you achieve the best possible qualifications at the end of KS4. We hope you do really well in whatever course you choose.

Once you have made your choice and completed the Preference form, you will bring that form to Ms Simmons. Ms Simmons will then arrange an appointment for you to have an interview with a Senior Leadership Team member, who will guide you through your preference pathway.

Contacts:

Mr L. Davis

Year 9 Attainment Manager

Tel: 0208 889 6761 ext: 199

Mr J. Thomas

Assistant Head Teacher

Year 9

Tel: 0208 889 6761 ext: 122

Ms J. Simmons

Assistant Head teacher

In charge of Preferences

Tel: 0208 889 6761 ext: 133

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



IMPORTANT DATES

DATE	EVENT	
Thursday 11 th February	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.
Throughout February	Student will make their preferences	Students will be using the booklet to explore ideas and discuss preferences with tutors. They will also be completing work in PRS on 'The importance of choosing the right preferences' Students will also have the opportunity to make appointments to discuss Careers with our external Consultant, Ms Squire, as well as with Ms Ozcelik.
Tuesday 8 th March	Girls' Aspiration Day	High profile female professionals will come in to share information about their places of work and to give advice and tips to help you reach your goals.
Wednesday 9 th March	Boys' Aspiration Day	High profile professionals will come in to share information about their places of work and to give advice and tips to help you reach your goals.
Monday 14 th March	Final deadline for preferences	All students' preference choices must be completed online.

USEFUL WEBSITES

EXAM BOARDS

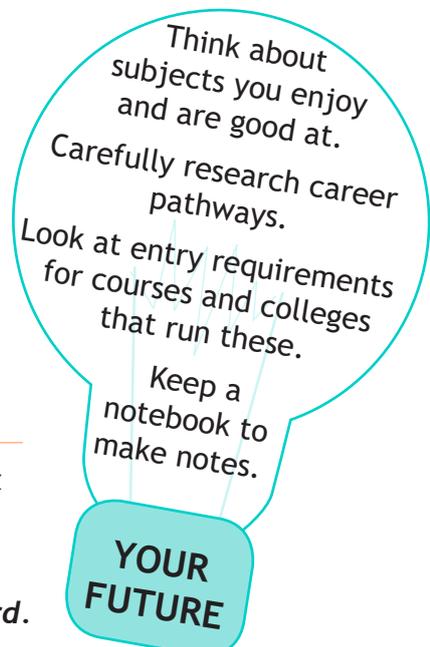
The courses offered by Woodside High School are awarded by the following exam boards:

-  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

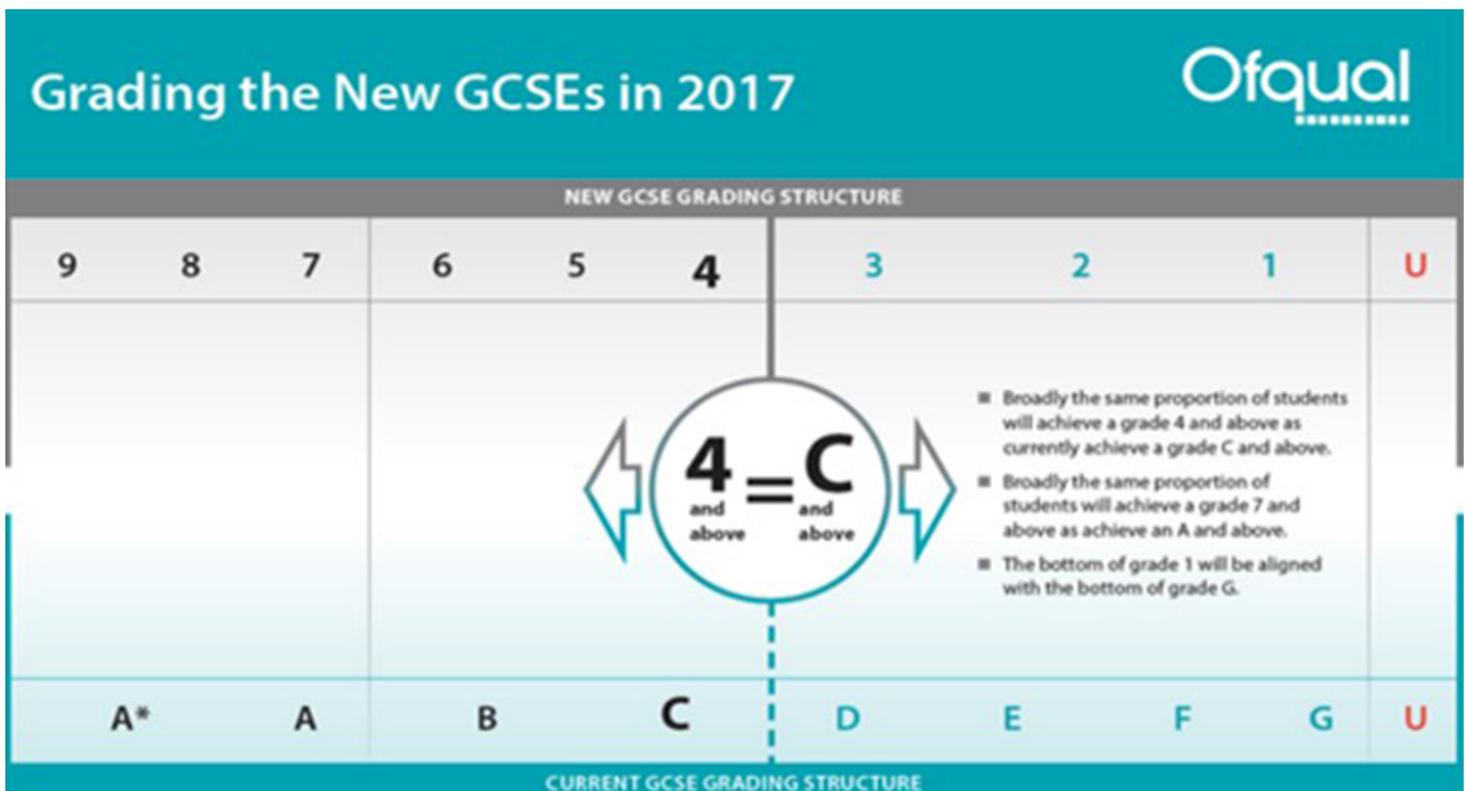
A significant number of subjects have a mixture of controlled assessments, coursework and examinations. Controlled Assessments are completed under examination conditions. Students will be fully prepared before completing their controlled assessments and the dates for these will be published to parents.

BTECs

All students taking a Btec will study the Btec Award or Extended Certificate, equivalent to the GCSE. Students must complete all core and optional units for the programme. Some units are teacher assessed and a few are external examinations. Grades in Btec are: pass, merit or distinction.

GRADING

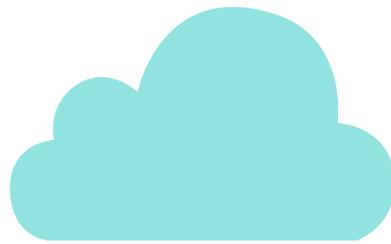
Under the Reformed GCSEs, the new syllabus for each subject and assessments will be “more demanding”. They are also designed as a two-year linear programme, with examinations at the end of Year 11. The new grades will be from grade 1 to 9. The chart below gives you a way of understanding the new system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



ENGLISH BACCALAUREATE

English Baccalaureate Students will be those who get a grade 4 or above in the following subjects: English, Maths, Core and Additional Science, A language (French or Spanish), History or Geography at the end of Year 11. The vast majority of students should be considering this route, especially because top universities do consider the English Baccalaureate as part of their entry requirements.

CORE SUBJECTS



ENGLISH LANGUAGE & LITERATURE

CONTACT: MS. W. SIMJEE, HEAD OF DEPARTMENT

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

English and English Literature are two separate GCSEs studied as part of one combined subject. Grades 1-9.

Year 10 focuses on Literature and 19th Century texts whilst delivering a range of exam skills from the KS4 curriculum. Year 11 focuses on preparing students for the Language and Literature final GCSE examination.

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
- Presentation skills
- Extended writing skills
- The ability to analyse text
- The ability to 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 is exam, taken in two written papers.

English Literature written examinations = 100% of the final grade is based on exam papers

Speaking and Listening = 0%

It will be 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: MS. S. SIMPSON, 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 both 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 Work covering the 6 areas which is 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.

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.

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

- Cells and biological processes
- Genetics and Medicine
- 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. 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:

Religious studies 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?

You will learn a range of skills including:

- 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

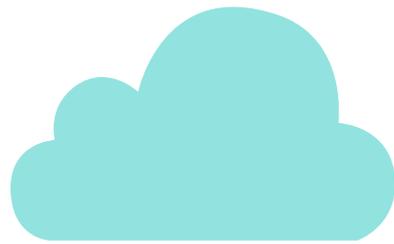
ASSESSMENT

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, 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



APPLIED BUSINESS

CONTACT: MS. H. AMPUDIA, HEAD OF DEPARTMENT

EXAMINATION BOARD: EDEXCEL

ABOUT THE SUBJECT:

The GCSE in Applied Business (Single Award) has been designed to equip students with practical knowledge, skills and an understanding of modern business organisations. This qualification will enable students to apply their learning both in further study and in the workplace. The specification has been designed to enable students to complete the course without prior vocational study.

WHAT WILL I LEARN TO DO?

The guiding principle of this specification is that students will best understand the complex nature of modern business organisations in a practical setting. Students will not merely learn 'about' business but will develop their understanding by directly engaging with practical business activities. This will be achieved through a variety of approaches including links with local employers, research and practical application via class based business enterprises.

Students will acquire knowledge in real or realistic contexts. They will explore business issues as they are directly experienced by real businesses and have opportunities to undertake real enterprise activities and participate in educational visits to prestigious national businesses.

WHAT SKILLS DO I NEED?

- basic proficiency in literacy
- basic proficiency in numeracy
- some aptitude for computers
- motivation to work independently

ASSESSMENT

Applied Business is assessed in two different ways:-

- Written exam - 40% - 2 papers
- Coursework - 60%

BEYOND YEAR 11

The qualification is designed to enable students to progress to further education, training or employment. It provides a suitable basis for further study in this subject or for related courses which could include BTECs, A levels, GCEs, NVQs or Modern Apprenticeships. It is suitable for either full-time or part-time study.

ART AND DESIGN

CONTACT: MS. A. FIORE, HEAD OF DEPARTMENT

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

If you enjoyed Art in KS3 and are thinking of further developing some of the skills you have been taught, Art is the right choice. On the other hand, you may wish to pursue Art as a career but you are unsure about what area in which to specialise, then this subject is also right for you.

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.

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

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.

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.

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 their 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?

- 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. 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. There are also written elements within Component 1.

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 TECHNOLOGY

CONTACT: MR. M. NEWMAN, HEAD OF DEPARTMENT

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

Are you interested in studying how food products are developed?

Do you feel inspired to develop your own ideas for new food products?

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 considering industrial practices. You will also study how food technology affects the manufacturer, user and environment, and the importance of health and safety issues related to manufacturing food products.

WHAT SKILLS DO I NEED?

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

Don't worry, you possess these skills or many forms of these skills already, from completing work in Key Stage 3 Technology.

ASSESSMENT

Food Technology is assessed in two different ways:-

Written exam - 40% written exam

Coursework - 60% course work

BEYOND YEAR 11

Further study could include a wide range of careers in the Catering and Food industries.

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: EDUQAS

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? Then GCSE Geography is the choice for you.

WHAT WILL I LEARN TO DO?

The three themes are assessed under the following headings:

- Changing Places
- Changing Environments
- Environmental Challenges

These units give pupils a range of geographical skills and the topics studied include:

Theme 1: Changing Places - Changing Economies

Urbanisation in contrasting global cities, Urban and rural processes and change in the UK, global perspectives on development issues.

Theme 2: Changing Environments

Coasts and coastal management; rivers and river management; weather and climate; climate change cause and effect.

Theme 3: Environmental Challenges

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:

- Investigating Geographical Issues - 1 hour and 45 minutes, 40% of qualification.
- Problem Solving Geography - 1 hour 30 minutes, 30% of qualification.
- Applied Fieldwork Enquiry - 1 hour 30 minutes, 30%

BEYOND YEAR 11

A Level Geography, Btec Level 3 Environmental sustainability, Btec Level 3 Environmental Sciences. Careers in Travel Leisure and Tourism Conservation jobs, 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 Extended Certificate in Health and Social Care is a work-related qualification designed to encourage learning in a vocational context and introduce students to career opportunities in the sector. It is a double preference subject, so you will need to put it in Preference 1 and 2.

WHAT WILL I LEARN TO DO?

You will learn a range of skills including:

- gain an understanding of health and social care.
- learning about the stages of personal development.
- having an opportunity to apply learning in a practical and realistic way.
- follow a programme of study that enables progression to further courses and employment in the health and social care services.
- developing Key Skills which are highly valued by employers and further education.
- gaining confidence by developing independent learning 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 services 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.
- want to move on to a related career or further education

ASSESSMENT

A combination of 2 externally examined units which will form 25% of the total mark, and 6 internally examined units which will form 75% of the total mark.

BEYOND YEAR 11

The Edexcel BTEC Level 2 Extended Certificate in Health and Social Care has been designed to provide a broad basis for further education, or further training for employment within the health or social care sector.

HISTORY

CONTACT: MR. A. WHITTINGHAM, HEAD OF DEPARTMENT

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?

Paper 1 - Thematic study and historic environment (30%)

Medicine in Britain, c1250-present and 1914-1918: injuries, treatment and the trenches

Paper 2 - Period study and British depth study (40%)

Section A - Superpower relations and the Cold War, 1941-1991

Section B - Early Elizabethan England, 1558-1588

Paper 3 - Modern depth study (30%)

Weimar and Nazi Germany, 1918-1939

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 History is assessed over three exams:

Paper 1: 1 hour 15 minutes

Paper 2: 1 hours 45 minutes

Paper 3: 1 hour 20 minutes

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. There are many jobs that use the skills or knowledge of history; here are a few: Law, Teaching, The Media (Journalism), Social Work, Archive Work, Policing, Museum Work, Travel Agent, Tourist Guide, Public Relations and Advertising.

Colleges and employers respect students who gained GCSE in history. They know it is a challenging subject, which helps students to develop thinking skills. It is also part of the English EBacc.

FRENCH

CONTACT: MS. M. SENIOR, HEAD OF DEPARTMENT

EXAMINATION BOARD: OCR

ABOUT THE SUBJECT:

All languages are about communication but also cultural awareness. Being able to understand messages in spoken or in written language is a key part of the course. It will enable you to use social networking and visit the country of the language you are studying at KS4. Most importantly, it will help you to be ready to work in an international context as required in today's economic climate. You will be able to export your skills abroad and try life in another language, in another country.

WHAT WILL I LEARN TO DO?

In addition to learning the core skills of listening, reading, speaking and writing the language, this new specification:

- develops language skills in a variety of modern and interesting contexts such as relationships and society.
- allows you to maximise achievement through the flexible structure helping you to work at your pace, personalising your learning skills.
- offers a choice of contexts and purposes in writing and speaking where you choose what you want to write and talk about.
- builds on Key Stage 3 study and prepares you for further study at KS5 and university and the world of work.

When you begin to study a language in Year 10, the emphasis initially is on developing the confidence to take part in pair work tasks and to enjoy your development in the language and culture you are studying. Using ICT as well as authentic materials is also part of the enjoyment of the course.

WHAT SKILLS DO I NEED?

In KS4, your skills will be developed and refined. You will need an ability to understand the French culture, and to expect to bring an European and worldly dimension

ASSESSMENT

Listening (END OF YEAR 11)= (25%)
Reading (END OF YEAR 11 = (25%)

Speaking (2 TASKS in Year 11)= (25%)
Writing (2 TASKS)= (25%)

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 KS4 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. There are many sectors of work where a foreign language is an asset - from hotel and service industries, sport and leisure to travel and tourism but also in the medical, Law and research field.

SPANISH

CONTACT: MS. M. SENIOR, HEAD OF DEPARTMENT

EXAMINATION BOARD: OCR

ABOUT THE SUBJECT:

All languages are about communication but also cultural awareness. Being able to understand messages in spoken or in written language is a key part of the course. It will enable you to use social networking and visit the country of the language you are studying at KS4. Most importantly, it will help you to be ready to work in an international context as required in today's economic climate. You will be able to export your skills abroad and try life in another language, in another country.

WHAT WILL I LEARN TO DO?

In addition to learning the core skills of listening, reading, speaking and writing the language, this new specification:

- develops language skills in a variety of modern and interesting contexts such as relationships and society.
- allows you to maximise achievement through the flexible structure helping you to work at your pace, personalising your learning skills.
- offers a choice of contexts and purposes in writing and speaking where you choose what you want to write and talk about.
- builds on Key Stage 3 study and prepares you for further study at KS5 and university and the world of work.

When you begin to study a language in Year 10, the emphasis initially is on developing the confidence to take part in pair work tasks and to enjoy your development in the language and culture you are studying. Using ICT as well as authentic materials is also part of the enjoyment of the course

WHAT SKILLS DO I NEED?

In KS4, your skills will be developed and refined. You will need an ability to understand the Spanish culture, and to expect to bring an European and worldly dimension

ASSESSMENT

Listening (END OF YEAR 11) = (25%)
Reading (END OF YEAR 11) = (25%)
Speaking (2 TASKS in Y11) = (25%)

Writing (2 TASKS)= (25%)
Writing (2 TASKS one in Y10, one in Y11) = (30%)

BEYOND YEAR 11

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MUSIC

CONTACT: MS. C. DANSO, HEAD OF DEPARTMENT

EXAMINATION BOARD: OCR

ABOUT THE SUBJECT:

The new 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 competition 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
- 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
- Good 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 Studies 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.

PHYSICAL EDUCATION

CONTACT: MS. Y. ASGILL, HEAD OF DEPARTMENT

EXAMINATION BOARD: AQA

ABOUT THE SUBJECT:

The course provides students with an opportunity to study both the practical and theoretical aspects of PE and games. It is designed to foster enjoyment in a variety of sports activities. The knowledge gained should enable students to develop an understanding of effective and safe physical performance.

WHAT WILL I LEARN TO DO?

The theory content has been put into two units. However, the final examination covering all the theory content takes place at the end of the two years course. The examination is worth 40% of the overall grade.

You will learn/study:

- Range of activities and the roles of the active participant
- Health, fitness and a healthy active lifestyle
- School Influences
- Culture and social factors
- The media
- You will learn through taught lessons, group discussions, research and individual study.
- You will spend a large amount of time “learning by doing”.

WHAT SKILLS DO I NEED?

- Commitment to playing sport
- Interest in a variety of sports
- Work as a team
- Participate in extra-curricular activities
- to be able to communicate well, both orally and in writing
- Ability to lead in different roles, i.e. a coach or referee

ASSESSMENT

Written paper of 1 hour and 30 minutes (40% of the final grade) consisting of:

- Multiple choice questions
- Short answer questions
- Extended answers based on a scenario issued prior to examination
- Controlled assessment (60% of the final grade)
- Four assessments from at least two sporting areas
- Two assessments must be as a player performer

BEYOND YEAR 11

Grade 6–9 in this subject can enable you to progress to an Advanced Level course.

- | | |
|---|--|
| <ul style="list-style-type: none">• Other Career Opportunities• Physiotherapist• Sports Therapist• Nutritionist /Sport Nutritionist• Sport Psychology | <ul style="list-style-type: none">• PE Teacher• Sports Marketing/ Event Management• Sport Massage• Fitness Professional |
|---|--|

PRODUCT DESIGN

CONTACT: MR. M. NEWMAN, HEAD OF DEPARTMENT

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 Trevor Baylis? Do you enjoy designing products, modelling prototypes and manufacturing in plastic? 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

Don't worry, you possess these skills or many forms of these skills already, from completing work at Key stage 3 Technology.

ASSESSMENT

Product Design is assessed in two different ways:-

Written exam - 40% (2 hours)

Coursework - 60% (Controlled assessment to be completed in Yr 11).

BEYOND YEAR 11

Studying Product Design may lead to the following professions. These are not exhaustive.

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

INCLUSION

ADDITIONAL ENGLISH

CONTACT: MS. W. SIMJEE, HEAD OF DEPARTMENT

Additional English is part of the Preference Pathways. We offer this preference to students whose teacher assessments show they have an additional need for extra English lessons. This will help to boost and support them to improve their skills and thereby achieve a higher grade in this very important subject.

ADDITIONAL MATHS

CONTACT: MS. S. SIMPSON, HEAD OF DEPARTMENT

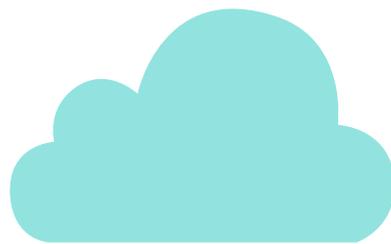
Additional Mathematics is also part of the Preference Pathways. Some students need that extra time to work at certain topics. This programme gives those students the support to improve their knowledge, skills and understanding with the aim of them achieving a higher grade.

ENGLISH AS AN ADDITIONAL LANGUAGE

CONTACT: MR. C. HABBAD, HEAD OF DEPARTMENT

Students who are relatively new to the country, get ESOL lessons to help to accelerate (speed up) their learning in English. These lessons are in small groups with expert staff who have had exceptional achievements with such students year on year.

PREFERENCE FORM



PREFERENCE FORM

After you have completed all your research (have spoken to your tutor, subject teachers, careers advisor, researched the internet and had your interview); you must decide your preferences. Remember the English Baccalaureate subjects are the core, plus Humanities (Geography or History) and a Modern Foreign Language (French or Spanish). Please tick (✓) your first and second preferences. Ensure that it is signed and dated and return it to Ms Simmons by Monday 14th March 2016.

NAME OF STUDENT:

TUTOR GROUP:

PREFERENCE 1	1ST CHOICE	2ND CHOICE
Art		
Business		
French		
Geography		
Health & Social Care		
History		
Spanish		
Additional English		
Additional Maths		
ESOL		

PREFERENCE 2	1ST CHOICE	2ND CHOICE
Computer Science		
Drama		
French		
Geography		
Health & Social Care		
History		
Spanish		
Additional English		
Additional Maths		
ESOL		

PREFERENCE 3	1ST CHOICE	2ND CHOICE
Art		
Business		
Computer Science		
Drama		
Food Technology		
Music		
Product Design		
PE		
Geography		

I have considered the subjects carefully.

STUDENT SIGNATURE:

PARENTS/CARERS SIGNATURE:

DATE:

