

Carshalton High School for Girls

A Specialist Humanities and Arts College



KEY STAGE 4 OPTIONS

RED PATHWAY
including Triple Science

Community | Harmony | Success | Growth

Introduction by the Deputy Headteacher

Dear Parent(s)/Carer(s)

At Carshalton High School for Girls we are committed to working together to ensure that your daughter's choices are appropriate and the process of choosing is as informed and stress free as possible. We have provided a number of pathways which will ensure that the option choices your daughter makes are appropriate for her and designed to maximise her potential.

In this booklet we provide information about the subjects which are available so that you will have the opportunity to discuss your daughter's future course of study with her during the coming weeks. In arriving at the final decision we shall consider your daughter's general aptitude in each subject, as assessed by the staff that teach her, her own preferences and her future career plans, if known.

Also there will be a talk by Mrs Jones and myself at the Year 8 Options' Evening on **Thursday 15th March 2012**.

When her proposed course of study has been confirmed, your daughter will bring home a form on which her choice of subjects is shown. We shall ask you to sign and return this to confirm that you know which subjects she will study. However, it is possible that questions may arise, so if you should wish to discuss any point directly related to your daughter's proposed course of study, there will be an opportunity for you to voice your query on the form when you return it. I will then contact you during the first part of the Summer Term.

I hope you find this booklet and the Year 8 Options' Evening informative and helpful.

Yours sincerely



Mr K A Elstone
Deputy Headteacher

March 2012

Calendar of Events

Spring Term 2012

2 February	Year 8 Parents' Evening
9 March	Options booklet issued to students
15 March	Options Evening, starts 6.00pm
19 March	Next steps meetings begin
16 April	Options forms returned
May	Formal letter of acceptance of final option choices for signature by Parent(s)/Carer(s)
June	Mr Elstone/Miss Ingham-Brown to resolve any last minute issues

Autumn Term 2012

September	Key Stage 4 curriculum starts
January 2013	Final courses start. There is no possibility of changing any of the choices agreed in the Autumn 2012 term

Students must enter these key dates in their planners

The Year 8 Curriculum Options Programme

The Year 8 Curriculum Option Programme is a relatively new initiative which should be seen in the context of the entire learning experience for the next 4 or 5 years. Our curriculum offers opportunities for students to choose to study subjects that they really enjoy whilst maintaining a strong focus on the development of core skills in literacy and numeracy.

In previous years all students have followed the same curriculum with few choices available. However, students have been allocated to a learning pathway based on their prior attainment in school. Each pathway has been devised to meet the needs and strengths of individual students.

There are four pathways and the pathway that your daughter will follow is given on the front of the booklet. All pathways will give a programme of study which will lead to formal qualifications whether they are GCSE or BTEC.

Some students already have clear ideas about what career path they would like to follow but for those who are unsure our advice is to choose the subjects which they enjoy. Studying for a subject that you enjoy is not a chore. The aim of this options programme is to increase the opportunities for students to review their learning and make new choices.

It is appropriate that we make reference to the English Baccalaureate. The English Baccalaureate is an additional certificate, which will be awarded to those students who achieve at least a C grade in:

- GCSE English Language
- GCSE Mathematics
- GCSE Additional Science, or at least 2 from GCSE Biology, Chemistry or Physics
- GCSE French, German or Spanish
- GCSE History or Geography

It is the intention of the current government that the percentage of students gaining the English Baccalaureate will be seen as a significant indicator in secondary school league tables. Despite this being introduced over a year ago, we are unclear as to the importance which universities and post-16 providers will attach to this qualification.

Students following the RED and GREEN pathway ARE STRONGLY ENCOURAGED to take:

- A GCSE in a Modern Foreign Language and either
- GCSE History or Geography

Students following the BLUE and PURPLE pathways may still wish to follow English Baccalaureate subjects. We do not wish to disadvantage our students as the English Baccalaureate may well become a requirement for entrance in to university in the future. If you are keen to achieve the English Baccalaureate qualification, you will want to plan which subjects you select in Year 9.

All students will follow Science which may lead to the Additional Science qualification depending on progress in Years 9 and 10. Triple Science is an option for those students who have achieved a level 6 in Science during the recent series of tests. These students already know that Triple Science is available to them.

This Options Guidance Booklet has been written to the student but we hope that parents and carers will be able to take time to go through it with them. If you have any questions or concerns about the Options process, please contact form tutors and they will ensure that the questions are passed onto the most appropriate member of our staff.

KA Elstone
Deputy Headteacher

What is compulsory?

You must continue to study Mathematics, English Language and Literature, Science, Physical Education, Religious Studies and Citizenship Studies. GCSE ICT can be chosen as an option subject.

What choices do I have to make?

- You will need to make **EIGHT** choices.
*You will study **FOUR** of these in the first half term of Year 9 and study the other **FOUR** in the second half of the first term in Year 9. This means you will do six weeks of each of your subjects. In this time, you will decide whether you wish to continue with these subjects until the end of Key Stage 4.*
- Towards the end of the autumn term 2012, you will be asked to choose **FOUR** subjects from the **EIGHT** taken as tasters. More information about this process will be given in Year 9.
- You need to be aware that we have restrictions on the **maximum** and **minimum** numbers in groups. If there are too few students wishing to take a subject then we cannot run it. Likewise, we have constraints on staffing and accommodation and occasionally there may be a chance of not being able to do your chosen subjects. It is with this in mind that we ask you to put down one reserve choice, in addition to your eight choices, just in case we cannot fit your choices around the timetable.

On the options form please list your eight subjects in order of preference.

Red Pathway

You will need to make **eight** choices. As we expect you to follow the subjects needed for the English Baccalaureate certificate, you are encouraged to choose:

- Geography and/or History
- A Modern Foreign Language

You are also able to choose TRIPLE SCIENCE if the Science Faculty are confident you will be able to succeed on this course. You will already be at level 6 in Science.

Your final four choices must include the subjects above. If you do not want to follow the courses required for the English Baccalaureate, please indicate this in writing for the attention of Mr Elstone, Deputy Head.

How to make your choices

Choosing option subjects is an exciting opportunity. Making the right choice now will ensure a rewarding and enjoyable experience.

You will need to talk to lots of people about the subjects you intend to study:

- Your form tutor – who will be able to consider your abilities
- Your parents – who know you best of all!
- Subject teachers – including teachers of subjects you may be interested in studying

All these people will help you make decisions about what you want to study, but only you can make the final choice.

Before you choose.....

Think about your own progress since arriving at Carshalton High School for Girls. Decide how well you have worked, achieved and improved, because this will have an impact on what courses you choose to study.

Consider the following:

- Do I enjoy this subject?
- If the subject is new, do I know what is involved?
- Do my teachers think this is a sensible choice?
- Do I feel I know enough about the subject?
- Have I considered how this might help me in the future e.g. entry to the Sixth Form or going into employment?

Don't choose a subject because:

- My friend is doing the course
- I like the teacher
- I think it will be easy

All courses on offer are in this options booklet.

Course Details

Core Subjects

English Language
English Literature
Mathematics
Science
BTEC ICT – for BLUE and PURPLE Pathway
Religious Studies for RED and GREEN Pathway
Citizenship Studies for RED and GREEN Pathway

Faculty/Curriculum Leader

Ms E Ridout
Ms E Ridout
Mrs C Foley
Mr C Hall
Ms M Hammond
Mrs C Elliott
Miss A Bernard

Option Subjects

Art and Design (Unendorsed)
Business and Economics
Dance
Drama
Food Technology
French
Geography
German
History
ICT (GCSE) for RED and GREEN Pathway
Media
Music
PE (GCSE)
Product Design
Sociology
Spanish
Triple Science - Biology / Chemistry / Physics

Miss L Care
Mrs D Gale
Mrs K Whitcomb
Ms V Pridham
Mrs B Cassell
Ms H Stebbings
Ms W Robertson
Ms H Stebbings
Mr S Godman
Ms M Hammond
Mr M Nott
Mr I Craig
Miss C Kerruish
Mrs B Pearce
Mrs P Durrett
Ms H Stebbings
Mr C Hall

BTEC Business
BTEC Health and Social Care
BTEC Music
BTEC Performing Arts
BTEC Public Services
BTEC Sport

Ms M Salvidge
Ms M Salvidge
Ms M Salvidge
Ms M Salvidge
Ms M Salvidge
Ms M Salvidge

Support Studies

Mr L Keane (Acting)

Core Subjects

English Language

English Literature

Mathematics

Additional Science

Religious Studies

Citizenship Studies

Subject	English
Curriculum Leader	Ms E Ridout
Awarding Body	AQA

The English department will enter every student for 2 separate GCSEs, **English Language** and **English Literature**. We will be following the **AQA** specification, for further details go to the AQA website (www.aqa.org.uk/). The requirements for the two GCSEs are similar; students will be expected to read widely, write well and to speak articulately & listen attentively. Students will be assessed on all 3 skills as follows.

English Language

Examinations Details

Unit 1: Examination (40% of the GCSE) “Understanding and producing non-fiction texts”

This will consist of two equally weighted sections:

Section A: Reading	Students will be required to answer questions on pieces of previously unseen non-fiction.
Section B: Writing	Students will have to do two compulsory writing tasks, one shorter than the other.

It is possible that suitable students will be entered twice for this exam to maximise their chances of success; once in January of Y11 and then again in the summer of Y11.

Controlled Assessments

Unit 2: Speaking and Listening (20% of the GCSE)

Students will be assessed on three equally weighted activities:

Presenting Discussing and Listening Role playing

Unit 3: Understanding Spoken & Written Texts and Writing Creatively (40% of the GCSE)

Each of these will take between 3 and 4 hours and will be written under strict supervision and in silence in the classroom. There are 3 controlled assessments:

Extended Reading (15%)	This will focus on a text used for Literature and will be one task chosen from a bank issued by the exam board.
Creative Writing (15%)	This will consist of two tasks chosen from a bank issued by the exam board.
Spoken Language Study (10%)	This is one task involving research into an aspect of the spoken word.

English Literature

Examinations Details

Unit 1: Exploring Modern Texts (40% of the GCSE, 1 hour 30 minutes)

There will be two equally weighted questions:

Section A: *Modern prose or Drama.* The texts will be chosen from a list set by the board and the students will have to answer one question in 45 minutes on their set text.

Section B: *Exploring Cultures.* The students will answer one question (45 minutes) in two parts on the set text, different from above, set from a list published by the board. This is likely to be the same text as the one they study for their English Language controlled assessment called "Extended Reading".

Unit 2: Poetry Across Time (35% of the GCSE, 1 hour 15 minutes)

There will be two questions:

Section A: One question from the poetry cluster issued by the board. (23%)

Section B: One question responding to a previously unseen poem. (12%)

Controlled Assessment (25% of the GCSE)

Unit 3: The Significance of Shakespeare and the English Literary Heritage

Students will complete a written task in 3-4 hours in class chosen from a bank of tasks published by the board. They will have to compare one of Shakespeare's plays with another pre-twentieth century text chosen from a list published by the board.

Subject	Mathematics
Curriculum Leader	Mrs C Foley
Awarding Body	Edexcel

Examination Details

There are two tiers of entry:

Higher with possible grades A*, A, B, C and D
Foundation with possible grades C, D, E, F and G

The tier of entry is carefully decided by the Maths teacher in conjunction with the student to maximise attainment. The tier of entry your daughter is selected for may change through year 9 and 10 as a final decision is not made until Year 11.

The most able students in Years 9 and 10 will cover material from the GCSE Statistics course, which they will take as an additional GCSE with the aim of completion at the end of Year 10.

How is it taught?

Our Maths students are grouped according to ability so that the content covered is appropriate for the entire group, however your daughter may move groups when and if the need arises. Students will work from a scheme of work that is tailored to their ability range. Year 9 is the start of the GCSE programme of study, and in Maths we continue to build on the work completed in Year 7 and 8. We change our focus from National Curriculum levels to GCSE grades. Our aim is to provide a seamless transition from KS3 to KS4, and therefore we continue to work using a 'spiral' approach to the learning of the subject. A notable difference from Year 7 and 8 Maths is that your daughter will now be **applying** many of the skills she is learning.

There will be more of an emphasis on Written Communication in Maths than ever before to prepare students to access the new GCSE examinations starting in the Summer of 2012. All students will be expected to be able to select and explain their Maths in real world contexts.

How can this course help me in the future?

The new specifications have been designed to prepare students for the world of work. Students will be expected to solve a range of 'real-world' Mathematical problems in context, with functional skills/problem solving being a focus. Students should find that they are being prepared to transfer skills learnt in Maths to other subjects and will find it is a more applicable subject to the real world than it has been in the past.

A grade B or better will allow access to A Level Maths. This is an essential component for many University courses and jobs involving Engineering, Sciences, Mathematics and Psychology to name a few.

Subject **Science**
Curriculum Leader **Mr C Hall**
Awarding Body **OCR Gateway**

Examination Details

Science is a double GCSE qualification, one grade for Core and one for Additional Science. Each GCSE is made up of:

75% Assessment from 2 written exams.
25% Assessment from Coursework as a controlled assessment in class.

What is studied on the course?

Students taking Additional Science will cover the GCSE Core Science course in Year 9 and half of Year 10

Understanding Organisms	Understanding our Environment
Carbon Chemistry	Chemical resources
Energy for the Home	Living for the Future

They will then study six more modules building on the Core topics for the rest of Year 10 and Year 11 to make up the Additional GCSE:

Living and growing (animals)	The Periodic Table
Forces for Transport	It's a Green World (plants)
Chemical Economics (manufacturing materials)	Radiation for Life

How is it taught?

Students taking Additional Science will have 10 hours of Science study per fortnight, split between two Science teachers. The course is very practically based with the emphasis on student participation.

How can this course help me in the future?

A science background opens up more opportunities than many students may have realised. Scientists have well paid and respected jobs - not all scientists wear white coats and work in laboratories! They are also active in:

Sports Science	Computer Development
Music Technology	Forensic Science
Photography	Health
Animal Health	Nutrition

Subject **Religious Studies**
Curriculum Leader **Mrs C Elliott**
Awarding Body **Edexcel**

Examination Details

Full Course GCSE - 100% written exam / no coursework

What is studied on the course?

The Religious Studies course is taught over two lessons per fortnight. Students study four units from the '**Religion and Life**' syllabus and four units from the '**Religion and Society**' syllabus based on a study of Christianity and Islam.

Religion and Life

Unit 1: Believing in God

Why people do or do not believe in God; how God can allow evil and suffering.

Unit 2: Matters of Life and Death

The ethics of abortion and euthanasia; whether there is life after death.

Unit 3: Marriage and the Family

The changing pattern of marriage, divorce and family life. The religious attitudes to these changes.

Unit 4: Religion and Community Cohesion

The role of men and women in Christianity and Islam; religious attitudes to racism; religious perspectives on other faiths.

Religion and Society

Unit 1 Religion: Rights and Responsibilities

Human rights in the UK; moral duties and responsibilities; genetic engineering

Unit 2 Religion: Environmental and Medical issues

The stewardship of the planet; pollution; transplant surgery; natural resources.

Unit 3 Religion: Peace and Conflict

War and peace; the causes of conflict; forgiveness; bullying; conflict with family and friends.

Unit 4 Religion: Crime and Punishment

Religious and non-religious attitudes to crime and punishment; justice: attitudes to drugs and alcohol.

How can this course help me in the future?

Religion is one of the most important forces shaping history, culture and personal experience. It helps you to think through some of the big issues of life and to become aware of other people's beliefs. Many employers regard a GCSE in Religious Studies as a good qualification as it shows an ability to think critically about important issues. It is also a good subject for anyone wishing to study Law, History, Sociology, Psychology, Medicine or Health and Social Care.

Subject	Citizenship Studies
Curriculum Leader	Miss A Bernard
Awarding Body	Edexcel

Examination Details

Full Course GCSE - 40% written exam, 60% coursework

What is studied on the course?

Democracies need active, informed and responsible citizens – citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process – this is what Citizenship lessons aim to produce!

Citizenship is about helping our children learn how to become active, informed and responsible citizens. It gives pupils a voice: in the life of their schools, in their communities and in society at large.

Citizenship Education has been statutory in schools in England since 2002. Its purpose is to prepare young people to participate in public life. At CHSG we believe that young people are citizens of today, not just citizens of the future, and we need to equip them for this.

Citizenship lessons enable students to make a positive contribution by developing the expertise and experience needed to claim their rights, understanding their responsibilities and preparing them for the challenges and opportunities of adult and working life.

Citizenship helps society create an active and responsible citizenry, willing to participate in the life of society, globally and in the democratic process.

The areas Citizenship covers at CHSG are:

- Criminal and civil law
- Consumer and employment law
- Government and politics
- Electoral systems
- Taxation and the economy
- The role of the EU, the Commonwealth and the UN
- Democracy, justice and the rule of law
- The media, control and advertising
- Diversity and identity
- Human rights and violations
- Charities
- Immigration
- Ethical shopping
- The environment and sustainable development policies

The aims of Citizenship at CHSG are:

- To empower students to know their rights and understand their responsibilities
- To become informed and critical citizens
- To appreciate and celebrate our diverse society and array of cultures
- To take an active role in the life of their school, community and global society.

Option Subjects

GCSE Subjects

Art and Design (Unendorsed)

Business and Economics

Dance

Drama

Food Technology

French

Geography

German

History

ICT (GCSE)

Media Studies

PE (GCSE)

Product Design

Sociology

Spanish

Triple Science

BTEC Subjects

Music

Performing Arts - Performance

Subject	Art - Unendorsed
Curriculum Leader	Miss L Care
Awarding Body	AQA

This is a **flexible** and **exciting** course that we have on offer to Year 9 students. Students will be introduced to a number of experiences, exploring a range of two and three-dimensional media, techniques and processes including traditional and new technologies.

What is studied on the course?

In Year 9 students will be introduced to the following endorsements: Fine Art, Photography, Textiles and Three Dimensional Design. In Year 10 through to Year 11 students will have the opportunity to **specialise in one area or continue to explore a range of media** to produce practical and contextual work. Students will then be entered for the endorsement that best suits their portfolio of work; this could be Fine Art, 3D, Photography, Textiles or the Unendorsed GCSE if they have worked across more than one media.

Fine Art: Drawing, painting, mixed media, sculpture, land art, installation, printmaking, lens-based and light media, photography.

Photography: Lens-based and light-based media, including theme based photography (portrait, landscape, and still life), experimental imagery, photographic installation, photo-journalism. Wet room processes.

Textile Design: Fashion and costume, printed and/ or dyed fabrics and materials, constructed and/ or stitched and/ or embellished textiles.

Three-Dimensional Design: Ceramics, sculpture, installation, body adornment.

Who should study the course?

Students who enjoy art and are passionate about the subject should pick this course. Students are often worried that they may not be able to draw which is why this course offers the flexibility for students to work to their own personal and individual strengths within the arts. You need to be hardworking, co-operative, independent and committed to working outside of lessons on your artwork. Most of all, you need to be full of enthusiasm and ready to take risks and experiment with new ideas.

How is it taught?

Students will be expected to demonstrate practical skills in the context of their chosen areas of study within Art, Craft and Design:

- Making appropriate use of colour, line, tone, texture, shape and form.
- Using different approaches to recording images such as observation, analysis, expression and imagination.
- Showing in their work an understanding of imagery and genres.
- Investigating different ways of working as appropriate to their chosen area of study.
- Evidence safe working practises.
- Working independently to develop individual and creative ideas.

Students must meet assessment objectives throughout the course and will be closely guided by teachers to work to their strengths and enjoyment within the subject. Students complete two units of work:

Unit 1 (coursework): Portfolio of work = 60% of the final mark

The portfolio of work is made up of all of the work completed over the course of three years. This will be made up of more than one project.

Unit 2: Externally Set Task = 40% of the final mark

Question papers will be given out from which you will pick a title to work from. Students will get six weeks preparation time which will lead up to a final exam made up of 10 hours.

As a specialism subject we pride ourselves in tailoring the Arts to the student's preferences and offer a good support network to guide and support throughout the course.

How can this course help me in the future?

Success in this GCSE may lead on to the study of Art, Textiles, 3D and Photography at A Level. Many of our students then choose to go on to complete Art Foundation courses before going on to University. Careers in the art industry are vast and rapidly growing. Some of these include: Health and Beauty, Fashion and illustration, Theatre production, Primary and Secondary school Teaching, Architecture, Web Design, Graphics, Marketing, Interior design, Photography, Curator.

Subject	Business and Economics
Curriculum Leader	Mrs D Gale
Awarding Body	Edexcel

Examination Details

Unit 1: 45 minute exam - Introduction to Small Business

Unit 2: Research / Investigation task

These account for 50% of the final GCSE grade (25% each)

Unit 5: 1½ examination - Introduction to Economic Understanding

This unit is worth 50% of the final GCSE grade

What is studied on the course?

Units 1 and 2 cover

- Spotting a business opportunity
- Showing enterprise
- Putting a business idea into practice
- Making the start-up effective
- Understanding the economic context

Unit 5 covers

- How can I start to think like an economist?
- Risk or certainty?
- Big or small?
- Is growth good?
- Is the world fair?

Who should study this course?

The department welcomes all students who have an interest in finding out about the world around them. The course is particularly suitable for students who enjoy keeping up to date with current business affairs. You will need an enquiring mind and enjoy facing challenges and problem solving.

How is it taught?

During the course you will be involved in many different learning activities such as discussions, debates, independent research and group work alongside the more traditional teaching and learning methods. We will be drawing upon real life scenarios to show the relevance of business & economic theory and to develop a better understanding of the business world and the economy.

How can this course help me in the future?

The course is directly relevant to the world of work, particularly for those students wishing to pursue careers in the Financial Sector, Management and Marketing. It will also provide an insight for those wishing to set up their own businesses.

Subject	Dance
Course Leader	Mrs K Whitcomb
Awarding Body	AQA

Examination Details

- Unit 1:** Critical Appreciation of Dance – 1 hour written exam (20%)
- Unit 2:** Set Dance – externally assessed (20%)
- Unit 3:** Performance in a duo/group dance related to a set professional work – controlled assessment (20%)
- Unit 4:** Choreography – controlled assessment (40%)

What is studied on the course?

- Safe practice
- The process of creating and improving choreography
- Performance - the physical, expressive, technical and mental skills needed for effective performance
- Factors which influence the achievement of high quality dance performance
- The work of different choreographers and professional dance works
- Critical, perceptual, evaluative and reflective skills in response to their own work and that of others

Who should study this course?

Anyone who enjoys dance; is willing to try out new ideas; and can answer yes to ALL of the following questions:

- I enjoy making up dances
- I enjoy performing to an audience
- I can make up movement ideas on my own
- I enjoy writing and researching about dance
- I am well organised and regularly participate in all KS3 dance lessons

It is important for you to be prepared to have a go and challenge yourself to try the unusual and difficult if you are to achieve a high grade in GCSE Dance.

How the course is taught?

The course is very practically based, but does involve some theory. It is a series of tasks or assignments, which involve learning new techniques, sharing knowledge and using professional works to create and perform in a variety of dance styles. You will also learn how to appreciate and evaluate your own and others dances in preparation for the written exam.

How can this course help me in the future?

GCSE dance will help you develop a variety of transferable skills: team work, co-operation, working to deadlines and give you confidence in yourself. All these skills will be useful in any profession where you work with others such as teaching, social work, in the 'arts' and many other professions. A Level Dance, BTEC National Level 3 Dance and Dance Leaders Award are available in the Sixth Form.

Subject	Drama
Curriculum Leader	Ms V Pridham
Awarding Body	Edexcel

Examination Details

Units 1&2: Coursework 60% - This component of the exam consists of two Drama workshops which are assessed by the class teacher, each over a six hour period. This is practical work which is then supported by documentary response consisting of written, pictorial and diagrammatic evidence which evaluates the workshops. These units of work are assessed by the class teacher and externally moderated. You will also be required to see and evaluate a live theatrical performance.

Unit 3: Performance: 40% - This is a piece of practical work devised by the students in response to a stimulus set by the exam board and performed in front of an external examiner.

What is studied on the course?

During the Drama course you will.....

- With others, devise and perform your own original productions
- Develop the various performance skills necessary to communicate clearly and theatrically with an audience
- Understand and use a range of explorative strategies to devise your drama
- Adopt and sustain a variety of roles
- Explore the use of the technical elements of a production, such as lighting, costume, set, music, sound and special effects
- Study a range of different drama texts
- Critically evaluate your work, the work of others in the class and work in both amateur and professional theatre

Who should study the course?

Students who wish to be successful in Drama should be sensitive to, and supportive of others. You need to be hardworking, co-operative, totally reliable and able to work as part of a team. You should be aware that the subject involves performing in front of others and a compulsory requirement is that all students be prepared to rehearse outside of lesson times. Most of all, you need to be full of enthusiasm and ready to experiment with new ideas. An excellent attendance record is vital in order to ensure success.

How is it taught?

Drama is taught in the Drama studio which is well resourced and has a theatrical lighting rig. Option groups are mixed ability. Group work is an essential element of the course.

How can this course help me in the future?

Success in GCSE Drama may lead on to the study of Drama and Theatre Studies at A Level. Students may then choose to go on to study at University, choosing to follow a number of different subject-based routes, for example, acting, technical courses or the teaching of Drama. It is however important for students to realise that the skills like sensitivity, co-operation, problem-solving and being a reliable member of a team which are developed throughout the Drama course, are skills which are vital for any student's successful future.

Subject	Food Technology
Curriculum Leader	Mrs B Cassell
Awarding Body	AQA

Examination Details

Written paper 40% and Coursework 60% (40 hours)

What is studied on the course?

- How to develop a specification for a new food product
- How to analyse existing food products
- How to generate a range of design proposals
- How to use the internet to current issues and users' needs
- Product planning and development
- How to select ingredients and work with tools and equipment
- How to evaluate products by tasting and testing them
- How to improve ICT presentation skills
- Developing your awareness of consumer requirements of a product
- Analyse products and the processes used to manufacture them, including CAD and CAM
- Work practically with food ingredients and components
- Latest food fads and nutritional implications
- Sustainable sources for food, transport & packaging

Who should study this course?

- Any student wishing to enter the fascinating and demanding world of the Food Industry.
- Any student wanting to gain skills which will be useful in a wide range of jobs, in further study of Design and Technology or in their personal life.

How is it taught?

The theory work for the course is taught through a range of short "Design and Make" projects, which cover all aspects of the examination. The coursework is taught through the production of a concise design portfolio and the development of a new food product.

How can this course help me in the future?

With this qualification you could go on to further study Food Technology at AS / A2 level or go to college and do a range of vocational qualifications which could lead to various careers in the Food industry. For example: Catering, Purchasing and Food Nutritionists.

Subject **French and BA Flag Award**
Curriculum Leader **Ms H Stebbings (Acting Mrs C Lopez)**
Awarding Body **Edexcel**

Examination Details

Listening	20%	Speaking	30%
Reading	20%	Writing	30%

Depending on their ability in a skill, students are entered at either Foundation or Higher Level.

What is studied on the course?

The GCSE examination course is very much a continuation of the Key Stage 3 National Curriculum course, and students will revise and build up the vocabulary and grammar learned in the topic Areas of Experience studied in Years 7-8.

The topic areas are as follows:

Media and Culture	Sport and Leisure
Travel and Tourism	Business, Work and Employment

Who should study this course?

Languages enhance students' employment prospects, widen their perspective and are a skill they can develop throughout their lives. We believe that all students should choose this very important and enjoyable subject. French is offered at AS and Advanced Level in the Sixth Form.

How is it taught?

The French "Taster"

The French taster, which takes place over the course of 6-7 weeks, encourages students to engage more with French culture through the study of the French language film "Amelie", alongside a project on Paris.

The BA Flag Award

In the spring and summer term of year 9, students work towards gaining the BA Flag Award. The Flag Award for Schools is based on the Internal Flag Tests developed for BA employees. The certificate is based around the student's ability to converse in French and is assessed through four different modules. This is a fantastic opportunity that few schools offer and is an award recognised by employers. In addition to receiving a BA Flag Award Certificate, students will get a BA French Flag badge, just like BA's cabin crew!

Year 10 and 11

At Key Stage 4 students read and listen to French in a wide range of contexts including the vocational and the topical. They develop their ability to talk and write about themselves, and learn to take part in role-plays in the real life situations they will encounter when they visit a French speaking country. They will learn how to shop, order meals, book into hotels and campsites, make a phone call etc. Lessons are fun and lively; students get involved regularly in group and paired work. The emphasis is on building the students' confidence in their ability to communicate in the target language.

How can this course help me in the future?

Languages are a skill that is highly sought-after in a wide variety of careers. Here are some employment areas where languages are considered either essential or very highly desirable: business and commerce, bilingual secretarial work, The Civil Service (Diplomatic Service, Foreign and Commonwealth Service, Immigration Service), the hospitality industry, import and export, travel and tourism, translating and interpreting, teaching. Translation and Interpreting are not the only careers that involve languages. Languages do not just tell employers that you can communicate in another language but that you are open minded and are interested in other cultures.

Subject	Geography
Curriculum Leader	Miss W Robertson
Awarding Body	AQA (B)

Examination Details

- Unit 1:** Written paper - 1 hour (25% of full GCSE)
- Unit 2:** Written paper - 1 hour (25% of full GCSE)
- Unit 3:** Written paper - 1 hour (25% of full GCSE)
- Unit 4:** Controlled assessments – in class (25% of full GCSE [15% + 10%])

What is studied on the course?

Geography GCSE involves the study of three main units:

- Unit 1:** Managing places in the 21st century - *The Coastal Environment*
- Unit 2:** Hostile world - *Living with Natural Hazards*
- Unit 3:** Investigating the shrinking world - *Investigating the Globalisation of Industry and Global Tourism*
- Unit 4:** Task 1: Local investigation including fieldwork (trip)
Task 2: Geographical Issue investigation (no trip)

The controlled assessments are done in class time, under direct supervision and none are completed at home.

Who should study this course?

Students who are interested in the world and how it functions; students who enjoy the outdoors and have a desire to know more about the world around them.

How is the subject taught?

You will study these topics in ways already familiar to you, using maps, diagrams, graphs, photos and written descriptions. Investigation, independent learning and value judgement in decision-making are skills you will get to develop.

Fieldwork, both local and further afield is an essential part of appreciating geography at a higher level. Data will be collected on field studies to be used in the Local Investigation and Geographical Issue Investigation. There will be at least one fieldtrip that will include a cost to cover travel.

How can this course help me in the future?

In the Sixth form Year 12 AS and Year 13 A2 Geography is offered. We are delighted that several of our past students have gone on to read Geography at university where it is regarded as both an Arts and Science subject. One past student studied Geography at Cambridge University. Alternatively you would find GCSE Geography a useful foundation for both level 2 BTEC in Leisure and Tourism and A Level Travel and Tourism. If you are considering higher education an academic subject like Geography is a must. Employers know that Geography involves important transferable skills.

Subject	German and BA Flag Award
Curriculum Leader	Ms H Stebbings (Acting Mrs C Lopez)
Awarding Body	Edexcel

Examination Details

Listening	20%	Speaking	30%
Reading	20%	Writing	30%

Depending on their ability in a skill, students are entered at either Foundation or Higher Level.

What is studied on the course?

The GCSE examination course is very much a continuation of the Key Stage 3 National Curriculum course, and students will revise and build up the vocabulary and grammar learned in the topic Areas of Experience studied in Years 7-8.

The topic areas are as follows:

Media and Culture	Sport and Leisure
Travel and Tourism	Business, Work and Employment

Who should study this course?

Languages enhance students' employment prospects, widen their perspective and are a skill they can develop throughout their lives. We believe that all students should choose this very important and enjoyable subject. German is offered at AS and Advanced Level in the Sixth Form.

How is it taught?

The German "Taster"

The German taster, which takes place over the course of 6-7 weeks, encourages students to engage more with German culture through the study of the German language film "Lola Rennt", alongside a project on Berlin.

The BA Flag Award

In the spring and summer term of year 9, students work towards gaining the BA Flag Award. The Flag Award for Schools is based on the Internal Flag Tests developed for BA employees. The certificate is based around the student's ability to converse in German and is assessed through four different modules. This is a fantastic opportunity that few schools offer and is an award recognised by employers. In addition to receiving a BA Flag Award Certificate, students will get a BA German Flag badge, just like BA's cabin crew!

Year 10 and 11

At Key Stage 4 students read and listen to German in a wide range of contexts including the vocational and the topical. They develop their ability to talk and write about themselves, and learn to take part in role-plays in the real life situations they will encounter when they visit a German speaking country. They will learn how to shop, order meals, book into hotels and campsites, make a phone call etc. Lessons are fun and lively; students get involved regularly in group and paired work. The emphasis is on building the students' confidence in their ability to communicate in the target language.

How can this course help me in the future?

Languages are a skill that is highly sought-after in a wide variety of careers. Here are some employment areas where languages are considered either essential or very highly desirable: business and commerce, bilingual secretarial work, The Civil Service (Diplomatic Service, Foreign and Commonwealth Service, Immigration Service), the hospitality industry, import and export, travel and tourism, translating and interpreting, teaching. Translation and Interpreting are not the only careers that involve languages. Languages do not just tell employers that you can communicate in another language but that you are open minded and are interested in other cultures.

Subject	History
Curriculum Leader	Mr S Godman
Awarding Body	OCR

Examination Details

There are two examination papers featuring short answers, structured mini-essays and evidence-based questions. Internal examination accounts for 25% of the final mark.

What is studied on the course?

The course is divided into three separate sections:

The first is a study in development, tracing the history of medicine from prehistory to the present day. This part of the course focuses on:

- Change and how factors like war, religion, science and individual brilliance make change happen
- The impact of medical change on the lives of men, women and children
- The nature of change, including when and why conditions improved and when they regressed

The second part of the course is an enquiry in depth, which focuses on Germany 1919-1945. The course looks at the development of Nazi Germany from Hitler's rise to power until the end of World War II. The emphasis is on the reactions of individuals and groups to the Nazi regime within Germany. The unit is divided into four themes:

- Origins and failure of the Weimar Republic
- The rise of the Hitler and creation of the Nazi state
- The extent of opposition in Nazi Germany
- The impact of Nazi policies on Germans

The final element of the course consists of an internal examination. Candidates will choose one Controlled Assessment task from a choice of two. The theme of the piece will be the struggle for peace in Northern Ireland.

Who should study this course?

Students who have an interest in History and in understanding how and why events in the past shape the modern world will be well suited to this course. Students who have enjoyed their study of History at Key Stage 3 or have done well at it so far should consider choosing it at GCSE.

How is this course taught?

The course is taught by full-time members of the History department. Students who study GCSE History can expect to make full use of the extensive resources offered by the History department. They will participate in a varied range of activities during lessons, including investigation of different sources of evidence, analysis of music, literature and film, group work, debate and independent research.

How can this course help me in the future?

GCSE History is a respected academic course that is valued by universities and employers. History is particularly useful for careers in law, business, journalism, the media, diplomacy and human resources.

Subject	Information Communication Technology
Curriculum Leader	Ms M Hammond
Awarding Body	AQA

Examination Details

60% of the marks are based on two coursework projects. These allow students to experience an appropriate variety of roles relevant to ICT: user, designer, system developer, manager and client. The remaining 40% of the assessment is a written examination paper sat in Year 11. The assessment plan for 2012-13 is outlined below:

Unit 2 Applying ICT: Internal Controlled Assessment - 30%

Exam board set assignment consists of a description of a situation where ICT may be able to solve some problems. Students are required to produce a piece of work that demonstrates their ability to analyse a problem and identify a solution and the possible use of ICT. They design, implement, test and evaluate their solutions.

Unit 3 Practical Problem Solving using ICT: Internal Controlled Assessment - 30%

Students select a scenario and create the ICT solution and go on to design, implement, test and evaluate their solutions.

Unit 1 Systems and Applications in ICT: External Exam - 40%

Who should study this course?

The GCSE ICT course not only develops students' capability in Information Communication Technology but on how it works and the effects it has on our daily lives. It also looks at ICT usage in the modern world (from business and communication, to politics and the music industry) and its implications for individuals and societies in an age of fast moving technological progress. This well recognised and valued qualification by AQA exam board will get students ready for their next steps, whether that may be college, university or employment in areas as varied as business studies, fashion, engineering, graphic or game designing, media studies, tourism, health or the environment.

How is this course taught?

Students study three units during the course. The units cover a broad range of topics including current and emerging technologies, ICT tools and techniques, society's use of ICT and collaborative working using ICT.

The GCSE ICT course content covers the following topics:

- How to solve problems using ICT tools and techniques
- The different stages of creating a new ICT system from generating ideas to producing the tool or system.
- What ideas and resources are needed to create the latest up and coming technologies produced by companies such as Apple, Sony, IBM, Google, etc.
- Tools used to predict natural disasters, control systems such as Sat Navs, financial modelling, DTP to tools used in leisure such as cinema booking systems to downloading music
- The impact of ICT on society - by exploring real life situations that ICT has an effect on, such as legal, social, economic and environment areas, including the growth of personal websites and social networks.
- How teams can work together using ICT - Looks at how people can work together if they are in different offices or working from home.

How can this course help me in the future?

A GCSE in ICT provides students with a pathway to A Level in ICT or computing, in addition the qualification combines well with many other A Level and vocational courses.

Subject	Media Studies
Curriculum Leader	Mr M Nott
Awarding Body	AQA

Examination Details

Paper 1 - Coursework 60% Students study a number of different areas of the media such as film, television, music videos and magazines and create versions of their own.

Paper 2 - Examination 40% Students will complete a mixture of practical and analytical tasks on a topic released by the exam board.

Who should study the course?

If you are interested in films, television, newspaper and radio and want to learn how to discuss and write about them and develop the skills to make them yourself then this course could be for you. You have to be prepared to work very hard; don't expect to be just watching films!

How will it benefit me?

It will...

- Give you an insight into what "the media" is all about and increase your enjoyment of media texts (films, TV programmes, magazines etc).
- Help you to understand how the media works in society to shape our ideas and beliefs.
- Give you the skills to analyse media texts so that you can recognise their codes and conventions and appreciate how media producers use those to create meanings or messages for audiences.
- Enable you to develop practical media production skills by making your own media products.
- Help you to reflect on how the media has changed over time and appreciate how new technologies are changing the way in which we use the media.

How can this course help me in the future?

There are a number of exciting careers in media - maybe as a journalist or working in the TV, radio or film industries. This course will enable you to find out more about the opportunities before taking other qualifications. You can study Media Studies at A level in the Sixth Form or at college. Every year several students go on to University to study media related courses. A number of former students have gone on to have careers in the media industry.

Subject	Physical Education
Curriculum Leader	Miss C Kerruish
Awarding Body	Edexcel

Examination Details

Paper 1:	40% Factors affecting participation and performance
Paper 2:	50% Practical Activities

Analysis of performance 10%

What is studied on the course?

The course is a mixture of practical and theory lessons and is very different from Key Stage 3 PE. In a ten day timetable cycle you will have practical and theory lessons. After each theory lesson you will be set homework which often involves going to the library to research topics, revising for end of unit exams, completing worksheets/answering questions, etc. A lot of written work is involved. To improve on your practical skills it will be expected of you to attend clubs, both at lunch times and after school. You will also be advised to attend out of school clubs within the community. To improve your knowledge of officiating in various sports you may also be asked to help run lower school clubs. This subject requires commitment from students to give up a lot of free time.

The practical activities that we cover in school lesson times are: **NETBALL, BADMINTON, TRAMPOLINING, BASKETBALL, ROUNDERS, ATHLETICS** and **FITNESS**.

We also give students the opportunity to go on trips to gain marks in sports OAA activities such as Canoeing, Mountain Biking and Rock Climbing.

If you take GCSE Dance you can also add this to your practical activities and if you play or take part in other activities outside school they can also be offered for your coursework provided that they are on the EDEXCEL syllabus.

The theory part of the course is taught in three units, Exercise and Training, Safety aspects and risk assessment in sport and physical activity and applied anatomy and physiology.

Who should study this course?

If you enjoys sport and physical education, if you are well motivated, if you attend extra-curricular activities, if you are organised, if you have a positive attitude and are willing to work hard and if you would like a career in this area then this course is for YOU.

How is it taught?

The course is a mixture of practical and theory lessons. Over the two week timetable you have 5 GCSE PE lessons, one of which will be theory (classroom based) and the other four will be practical. There is a lot of written work involved in this course and you will be expected to complete homework after every theory lesson. At the end of each practical module you will be assessed and given a coursework grade. Your best four grades from Year 9 - 11 will be chosen as your final coursework grade. You will also have to take a practical exam at the end of Year 11 which combines with your course work grade to make up 90% of your final mark. The final 10% will come from your oral analysis of performance also done in Year 11.

How can this course help me in the future?

AS/A2 Level PE are available in the Sixth Form which can lead into PE teaching, sports therapy and physiotherapy, sports psychology, exercise physiologist, personal fitness trainer, sports coach, sports development officer, sports administrator, outdoor pursuits manager, health promotions specialist and many more.

Subject	Product Design
Curriculum Leader	Mrs B Pearce
Awarding Body	OCR

Examination Details

Year 10: Design and Applying Design Skills Coursework, Design and Making Innovation Challenge exam.

Year 11: Making, Testing and Marketing Products coursework, 1 ½ hour written external exam.

Written paper, Coursework and Technology Challenge

What is studied on the course?

- Developing innovation, invention, imagination and flair
- How to develop a specification for a new product
- How to analyse existing products
- How to generate a range of design proposals
- How to use the internet to research ideas
- Product planning and development
- How to select materials and work with tools and equipment
- How to evaluate products
- How to improve ICT skills and learn all about CAD and CAM
- Developing your awareness of consumer requirements of a product
- Analyse products and the processes used to manufacture them
- Work practically with different materials and components

Who should study this course?

- Any student wishing to enter the fascinating and demanding world of the Design Industry including Engineering, Construction, Fashion and Architecture to name but a few.
- Any student wanting to gain practical skills which will be useful in a wide range of jobs, such as medical technology, in further study of Design and Technology and in everyday life.

How is it taught?

The theory work for the course is taught through a range of short Design and Make projects, which cover all aspects of the examination. The coursework is taught through the production of a concise design portfolio and a final new product. The 'Design Innovation Challenge' (set by the exam board) consists of a practical design-based task in the classroom and two 3 hour sessions marked by the examiner.

How can this course help me in the future?

With this qualification you could go on to further study Product Design at AS/A2 level and Degree level. You then may choose to specialise in one area. For example: theatre design or conference work, dental technology or architecture, structural engineering or textiles technology.

Subject	Sociology
Curriculum Leader	Mrs P Durrett
Awarding Body	AQA

Examination Details

The course is assessed through two examination papers, featuring short answer questions and mini essays. Both papers are taken at the end of Year 11. There are no tiered papers or coursework in this course.

What is studied on the course?

Sociology is the study of our society, through which we hope to understand why things happen the way they do. We break society down into manageable units which we study individually. Topics studied are: Family and Households, Education, Social Class and Inequality, Methodology, Mass Media, Crime and Deviance, Population Changes, The World of Work and Power and Politics.

Who should study this course?

Students who take an interest in what is happening in their society, by watching the news or reading a newspaper, will enjoy this subject, as will students who are open minded and are prepared to consider ideas that they may not always agree with. The course requires students to write essays in the examination and so a reasonable standard of written English would be an advantage.

How is the subject taught?

The subject is taught by asking and answering numerous questions about society. There are plenty of opportunities for students to engage in oral work and put forward their views on important issues related to the topics being studied. Producing high quality notes from which to revise for the final examination is an important part of the course. Good use is made of media and film clips on a variety of topics to enhance understanding and stimulate discussion.

How can this course help me in the future?

Sociology is a 'people' subject. It is very useful for a variety of careers including teaching, nursing, police work, legal work, public relations, journalism, social work, market research and any other job dealing with people.

Subject	Spanish and BA Flag Award
Curriculum Leader	Ms H Stebbings (Acting Mrs C Lopez)
Awarding Body	Edexcel

Examination Details

Listening	20%	Speaking	30%
Reading	20%	Writing	30%

Depending on their ability in a skill, students are entered at either Foundation or Higher Level.

What is studied on the course?

The GCSE examination course is very much a continuation of the Key Stage 3 National Curriculum course, and students will revise and build up the vocabulary and grammar learned in the topic Areas of Experience studied in Years 7-8.

The topic areas are as follows:

Media and Culture	Sport and Leisure
Travel and Tourism	Business, Work and Employment

Who should study this course?

Languages enhance students' employment prospects, widen their perspective and are a skill they can develop throughout their lives. We believe that all students should choose this very important and enjoyable subject. Spanish is offered at AS and Advanced Level in the Sixth Form.

How is it taught?

The Spanish "Taster"

The Spanish taster, which takes place over the course of 6-7 weeks, encourages students to engage more with Spanish culture through the study of the Spanish language film "Diarios de Motocicleta", alongside a project on Cuba and Che Guevara.

The BA Flag Award

In the spring and summer term of year 9, students work towards gaining the BA Flag Award. The Flag Award for Schools is based on the Internal Flag Tests developed for BA employees. The certificate is based around the student's ability to converse in Spanish and is assessed through four different modules. This is a fantastic opportunity that few schools offer and is an award recognised by employers. In addition to receiving a BA Flag Award Certificate, students will get a BA Spanish Flag badge, just like BA's cabin crew!

Year 10 and 11

At Key Stage 4 students read and listen to Spanish in a wide range of contexts including the vocational and the topical. They develop their ability to talk and write about themselves, and learn to take part in role-plays in the real life situations they will encounter when they visit a Spanish speaking country. They will learn how to shop, order meals, book into hotels and campsites, make a phone call etc. Lessons are fun and lively; students get involved regularly in group and paired work. The emphasis is on building the students' confidence in their ability to communicate in the target language.

How can this course help me in the future?

Languages are a skill that is highly sought-after in a wide variety of careers. Here are some employment areas where languages are considered either essential or very highly desirable: business and commerce, bilingual secretarial work, The Civil Service (Diplomatic Service, Foreign and Commonwealth Service, Immigration Service), the hospitality industry, import and export, travel and tourism, translating and interpreting, teaching. Translation and Interpreting are not the only careers that involve languages. Languages do not just tell employers that you can communicate in another language but that you are open minded and are interested in other cultures.

Subject **Triple Science**
Curriculum Leader **Mr C Hall**
Awarding Body **OCR Gateway**

Examination Details

Studying triple science will result in THREE Science qualifications in **GCSE Biology**, **GCSE Chemistry** and **GCSE Physics**. Each of the three qualifications is made up of:

- 75% Assessment** from written exams – there will be two exams for each subject in June of Year 11.
- 25% Assessment** from Coursework, one for each subject, which is a controlled assessment carried out in class.

What is studied on the course?

Students taking Triple Science will cover three modules in each subject in Year 9 and 10 and three more in Year 11:

Biology	Y9 & 10 Understanding Ourselves Understanding Our Environment Living And Growing	Y11 It's A Green World The Living Body Beyond The Microscope
Chemistry	Y9 & 10 Carbon Chemistry Rocks And Metals The Periodic Table	Y11 Chemical Economics How Much? (Quantitative Chemistry) Chemistry Out There
Physics	Y9 & 10 Energy For The Home Forces For Transport Space For Reflection	Y11 Living For The Future Radiation For Life Electricity For Gadgets

Who should study this course?

Students who have a keen interest in the Sciences, and are likely to be aiming to study one or more Science subjects in the Sixth Form and beyond, should consider this option. Students should be on target to achieve a Level 6 or 7 at the end of Key Stage 3. You must be prepared to work at a fast pace to cover the extended subject content.

How is it taught?

Students taking Triple Science will have 12 hours of science teaching in the two week timetable. Practical aspects of the course will be emphasised and there will be many opportunities for group work and discussions. Teaching will be conducted by specialist teachers as far as possible.

How can this course help me in the future?

Science forms the basis of much of the UK and World economy and science graduates are in demand in many areas. Biology students may move into the medical or veterinary field, microbiology or the environmental sciences. Chemistry graduates are found working in the food and brewing industries, in forensics and in pharmacy. Physics graduates may work in engineering, computing or in medical physics. All science students learn the key skills of problem-solving, team work and communications essential for many careers outside the sciences such as finance, business and marketing, journalism and the public services.

Subject **Music**
Curriculum Leader **Mr I Craig**
Awarding Body **Edexcel**

Award Details

BTEC Level 2 Certificate in Music

What is studied on the course?

Mandatory Units:

Working in the Music Industry
Professional Development in the Music Industry

Two Units from:

Planning and Creating a Music Product
Solo Musical Performance
Exploring Musical Composition
Working as a Musical Ensemble
Exploring Computer Systems Used By Musicians
DJ Technology and Performance
Producing a Music Recording
Developing as a Musical Performer
Rehearsal Techniques for Musicians
The Development of Music
Exploring Musical Improvisation
The Musical World
Developing Music Theory
Investigating an Area of Music

Who should study this course?

The BTEC in Music encourages learners to reach for the stars while keeping their feet on the ground, giving them the practical skills and knowledge they will need for a chance of success. Performance elements and ongoing assessment with no end of year examinations ensure learners remain engaged throughout their course. An increasing number of talented learners see the BTEC as a step on the way to achieving their goals and their dreams.

How is it taught?

The Music BTEC is a flexible qualification, made up of a number of units, these are listed above. The award is 100% coursework and rewards consistent hard work and allows students to demonstrate their knowledge. Students research their topics and present the results in a wide variety of ways other than written text. They don't have to work alone – group interaction can often play a part, for example through teamwork and role-play.

How can this course help me in the future?

A BTEC in Music offers active learning in a vocational context and builds confidence, competence and motivation in learners. Students, of all abilities, often fail to see the link between what they learn in an academic sense and the world of work. A BTEC in Music change all that. The vocational learning style is completely different from the more traditional routes. BTECs can engage and enhance the performance of all learners, who recognise that the skills they are developing are those that employers will value. You will learn in a practical way without the need to commit to an apprenticeship.

Subject **Performing Arts - Performance**
Course Leader **Mrs K Whitcomb**
Awarding Body **Edexcel**

Award Details

BTEC Level 2 First Extended Certificate

Equivalent to 3 GCSEs at grades A* - C

This subject is a combined dance and drama course. You will study 12 Units in total.

Two units are externally moderated and 10 units are internally assessed.

What is studied on the course?

The following 5 units are compulsory

Mandatory Core Units

Individual Showcase
– *externally moderated*
Preparing for Live Performance

Mandatory Specialist Unit

Performance to an Audience
– *externally moderated*

Knowledge Units

Performance in Context
The Performing Arts Industry

The 7 remaining units could include the following

Specialist Skills Units

Acting Skills
Dance Skills

Specialist Optional Units

Devising Performance Work
Contemporary Dance
Exploring Improvisation

Generic Units

Project Management
Project

Who should study this course?

Anyone who is thinking about working in the Performing Arts industry and loves performing, creating and researching Dance and Drama. You must be committed to the work ethic of a professional actor/dancer/performer, learning about the Performing Arts Industry and developing new techniques. Excellent attendance as well as commitment to out of lesson rehearsals will be vital.

How is it taught?

Lessons will be a mix of practical and theory depending on the unit. You will need to keep a portfolio of evidence. Practical lessons will be challenging, encouraging you to develop technically across a range of styles and genres. You will also take part in organising special events such as Dance Evenings and the school production as a way of learning about the Performing Arts industry.

How can this course help me in the future?

A BTEC First Diploma prepares you for employment and provides a good grounding to go on to a more advanced course such as:

AS/A2 Level Dance

BTEC National Diploma, Certificate or Award in Performing Arts

BTEC National in Dance is now on offer in the Sixth Form

Year 12 courses on offer for September 2012

Advanced Level Courses

Applied Business Studies
Art
Biology
Business Studies
Chemistry
Economics
English Literature
Film Studies
French
Geography
German
Government and Politics
French
History
ICT
Law
Mathematics
Media Studies
Music
PE
Photography
Physics
Psychology
Sociology

GCSE and One Year Courses

GCSE English
GCSE Mathematics

BTEC Courses

Dance
Health and Social Care
Travel and Tourism



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