

# Ellesmere College



## Year 10 Option Subjects

September 2012



## Art and Design at G.C.S.E.

AQA

### ***Aims of the Course:***

The study of this subject at GCSE will assist and encourage pupils to develop:

analytical, imaginative and intuitive capabilities;

the ability to articulate personal responses and insights and communicate ideas, concepts, observations and feelings through tactile and visual form;

understanding and appreciation of the work of artists, designers and craftspeople in contemporary society and in other cultures.

### ***Areas of Study:***

There are a broad range of areas in which students can develop their skills and creativity including the following:

Drawing and Painting

Fine Art

Textiles

Three Dimensional Studies

Lens Based Media

Pupils may specialise in one of these areas, but they can diversify if they wish in at least two of the areas.

### ***Assessment:***

Unit 1: Portfolio of Work

Candidates produce a portfolio of work in their chosen specialism and this must include more than one project.

80 marks – 60%

Unit 2: Externally Set Task

Candidates select one title from an externally set exam paper. They have 4/5 weeks preparation time before they embark on a 10 hour sustained focused study.

80 marks – 40%.

### ***Further Study Opportunities:***

As part of the course, pupils will have the opportunity to visit local art galleries and museums.

The study of this subject at GCSE level will enable the opportunity for further study on a variety of vocational courses and at AS/A2 level as well as IB Visual Arts.

### ***Career Opportunities:***

GCSE Art and Design helps to develop and foster a broad range of visual, practical and imaginative skills, amongst other things, thus providing pupils with a wide range of abilities that are useful for many types of further study and careers. It is a necessary requirement for all Art and Design degrees and is often seen by many employers as a welcome balance to the more traditional academic subjects.

**Business Studies at G.C.S.E.**  
EDEXCEL Examination Board, Syllabus Code: 1503

***Aims of the course:***

The approach to Business Studies is one which is both very practical and participative. Pupils have close involvement with the study of real life businesses and they are expected to follow their changing fortunes. The philosophy of the specification incorporates the belief that the study of Business Studies should require candidates both to understand the dynamic environment in which business operates and to appreciate the many and varied factors which impact upon business activity and business behaviour. Candidates will work towards gaining an understanding of the issues facing UK businesses in the 21st century.

***Areas of study:***

The GCSE in Business Studies is made up of three mandatory units.

Unit 1 Introduction to Small Businesses

Unit 2 Investigating Small businesses

Unit 3 Building a Business

***Assessment:***

Two units are externally assessed and one unit is internally assessed and externally moderated.

- **Unit 1 Introduction to Small Businesses** (25% of the total GCSE marks. This unit is externally assessed in a 45 minute exam)
- **Unit 2 Investigating Small businesses** (25% of the total GCSE marks. This is a controlled assessment. This unit is internally assessed.)
- **Unit 3 Building a Business** (50% of the total GCSE marks 1 hr 30 mins written paper) This unit is externally assessed (examination based on pre-released case study stimulus material).

***GCSE qualifications in business subjects enable students to:***

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

***Further Study Opportunities:***

Many pupils choose to continue their study of the subject by following A levels or the IB course. This can lead to a wide variety of subject choices and specialism at University.

***Career Opportunities:***

The skills and knowledge gained in the course will prove invaluable in whatever career path pupils follow. This may be directly in careers in business, management or other general roles as employees and consumers.

## **Design and Technology at G.C.S.E.**

### **AQA – Product Design**

#### ***Aims of the Course:***

The course is concerned with introducing pupils to the design of products ranging from furniture to high tech electronic gadgets, but including anything at all that has been designed and made. Pupils will come into a contact with a wide range of materials and gain experience manipulating and combining these to get high quality results. The course will test the creativity of pupils as well as their knowledge of materials and processes, aiming to equip pupils to tackle a range of design briefs with confidence.

#### ***Areas of Study:***

The course will introduce pupils to a wide range of materials such as timber, metals, plastics, electronics, card and textiles and the processes by which these are formed and combined to make products.

Pupils will develop a very wide range of skills such as problem solving, creative designing, modelling, investigation and evaluation. The course will introduce pupils to Computer Aided Design in the form of 3D design and electronic simulations.

#### ***Assessment:***

The course will be assessed in two units:

- Unit 1 – Written paper covering 3 topics – 120 marks – 40%
  - Materials and processes, such as plastics, metals and textiles
  - Design and market influences
  - Processes and manufacture
  
- Unit 2 – Design and making practice, project work – 90 marks – 60%

Pupils choose from a list of project briefs and complete a project including:

  - Research and investigation
  - Designing
  - Making
  - Testing and evaluation

#### ***Further Study Opportunities:***

There is the opportunity to study A-level in Design and Technology: Product Design in the Sixth Form.

#### ***Career Opportunities:***

The course leads well into Product Design, Engineering, Graphic Design, Architecture and other art and design based courses and careers. GCSE Design and Technology can be used as entry qualifications for any type of further education and teaches a broad range of skills that have a wide-ranging application.

**Drama at GCSE**  
WJEC Examination Board

**Entry Requirements**

Although there are no specific entry requirements for this course other than an interest in theatre and drama, we would expect pupils to have taken the drama option in Year 9. While students do not need to consider themselves to be “actors” in order to take this course, or to benefit from it, they do need to have a willingness to approach performance, and an interest in seeing live theatre. There is the option within the course to study the technical and design aspects of theatre in addition to performance.

**Aims of the Course:**

To experiment and develop competence in all aspects of Drama, including performance, design and technical theatre. To enjoy and explore dramatic styles and genres, in addition to appreciating dramatic literature as a source from which a performance is fashioned.

**Areas of Study:**

A practical component requiring students to:

- 1) Rehearse and perform one devised piece of theatre.  
(There is a design or technical theatre option in place of performing)
- 2) Rehearse and perform one piece of text-based theatre.  
(There is a design or technical theatre option in place of performing)

A written component requiring students to:

- 1) Visit theatrical performances and write a review of one of them.
- 2) Write an evaluation of the devised performance.
- 3) Keep a record of the working process of the text-based performance.
- 4) Answer questions on one set dramatic text.

The course is divided into 60% practical work and 40% written work. Both the written work and the practical work have coursework and terminal examination components.

**Assessment:**

Performance 1 (devised)	60% (20% written coursework)
Performance 2 (from a text)	20%
Evaluation & review (external examination)	10%
Set text & working process (external examination)	10%

**Further Study Opportunities:**

All pupils taking Drama will also be expected to participate in some form with school productions. Any extra creative classes candidates choose to pursue outside the course could enhance their dramatic performance, although are not essential elements for students to achieve top marks. The Drama GCSE course is an excellent preparation for Drama and Theatre Arts AS/A level and for IB Theatre Arts in the Sixth Form. It is also a very useful adjunct to the study of English Literature and Media Studies at a higher level.

**Career Opportunities:**

Drama at GCSE will help all students to develop their communication skills for future study and employment and can be a stepping stone towards careers in the theatre, the media and the creative and entertainment industries.

**French at G.C.S.E.**  
AQA French (4655)

***Aims of the Course:***

- To equip pupils with the necessary language skills to be able to understand and communicate effectively in French.
- To provide pupils with an understanding of how language functions and to equip them with language learning skills which they may apply to the study of other languages or to the further study of French. Some of these skills (such as the ability to listen carefully for pieces of information) will be valuable in areas other than language learning.
- To develop a knowledge and an understanding of France and French culture, as well as other French speaking countries, and by comparison, a greater appreciation of their own country.

***Areas of Study:***

The four Contexts and Purposes on which the assessments will be based are Lifestyle, Leisure, Work and Education and Home and Environment.

***Assessment:***

There are end of course examinations to test Listening Comprehension (20%) and Reading Comprehension (20%). Under the new specification, both Speaking (30%) and Writing (30%) are assessed using two Controlled Assessments during Years 10 and 11, rather than with an exam at the end of the two years.

***Further Study Opportunities:***

A pupil with a good pass at GCSE could consider studying French to AS level or A level. Equally, using the knowledge gained from studying French, a pupil may consider starting to study another language later on in life.

***Career Opportunities:***

The study of a language up to GCSE is an increasingly necessary requirement for many degree courses and fields of work. Some careers are more likely to involve knowledge of a foreign language such as Marketing and Sales; Hotel Catering, Travel and Tourism, Journalism and the Intelligence Corps.

## Geography at G.C.S.E.

### AQA Syllabus A

#### ***Aims of the Course:***

To develop an understanding and knowledge of place and the impacts of human decisions.

To develop an appreciation of the environment and the opportunities and constraints that face people in different places.

To appreciate the dynamism of Geography through changes in the world about us and changes in Geographical theory.

To acquire the skills needed to conduct a geographical enquiry e.g. map work, statistical analysis, I.T.

To understand and evaluate the values of other people(s) through the study of selected themes and places.

#### ***Areas of Study:***

Unit 1: Physical Geography – Three from:

The Restless Earth; Rocks Resources and Scenery; Challenge of World Climate; Living World; Water on the Land; Ice on the Land; The Coastal Zone.

Unit 2: Human Geography – Three from:

Population Change; Changing Urban Environments; Changing Rural Environments; The Development Gap; Globalisation; Tourism.

Unit 3: Controlled Assessment

Local Fieldwork Investigation

#### ***Assessment:***

Unit 1:	Physical Geography	(90 minutes)	37.5%
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Unit 2:	Human Geography	(90 minutes)	37.5%
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Unit 3:	Controlled Assessment – Local Fieldwork		25%
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#### ***Further Study Opportunities:***

Pupils will be encouraged to continue their study of Geography at AS and A level or IB, and subsequently University, with any combination of subjects although the subject has good links with Mathematics, Business Studies, Economics, Chemistry, Physics, Biology, Politics, History, Sociology and Language.

#### ***Career Opportunities:***

Geographers are employable people. If you have studied Geography you will have the following advantages:

- You will know about national local and global issues and be able to talk about them.
- You will have developed skills such as reading maps, photographs and diagrams. You will be able to analyse data and have developed your IT skills
- You will be aware of the world about you and appreciate that people have different viewpoints and there are different solutions to many social issues.

Geography can be read as a single subject at University or as part of a combination with a wide range of other subjects. Alternatively more specialist studies such as Geology, Surveying, Oceanography, Agriculture, Estate Management, Town and Country Planning, Transport and Logistics, Tourism, Retailing, Management, Architecture or Education can all be pursued at degree, PhD, HND or GNVQ levels.

## **History at G.C.S.E.**

### OCR Modern World History

#### ***Aims of the Course:***

- To stimulate interest in and enthusiasm for the study of the past
- To promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference.
- To develop essential study skills; especially how to analyse and organise evidence in order to present a logical argument.

#### ***Areas of Study:***

The core content is The Inter-War Years 1919-1939. This is complemented by the study of some topics in greater depth, for example: Britain 1890-1918 and Germany 1918-1945.

Besides using a range of textbooks we also have an extensive library of audio-visual material and we encourage pupils to use their own initiative in research projects. The addition of a smart board within the History Department as well as network links to the internet have expanded access to a variety of primary sources which are useful in a modern world history course.

#### ***Assessment:***

There are two written papers:

Paper 1	2 hours	45% (testing candidates' historical knowledge and understanding)
Paper 2	1½ hours	30% (a source-based investigation taken from the British Depth Study).

Controlled Assessment (25%) is completed on an aspect of the Cold War specified by the Board each year.

#### ***Further Study Opportunities:***

History is a well-regarded academic subject. It is suited either to an Arts, humanities, or inter-disciplinary combination of GCSEs. Looking forward to A Levels or the IB and beyond, History is an excellent subject for a candidate considering a range of Social Science options.

Each summer term we organise a Battlefields Expedition visiting the sites of conflict of either the First or Second World War. Pupils have found this a valuable help in consolidating their overall understanding, and it is particularly useful for the international relations modules.

#### ***Career Opportunities:***

History provides many of the transferable skills necessary for a wide range of careers. It is a traditional first degree for pupils considering law, accountancy, journalism and media. In addition research careers and business managers benefit from the skills taught within history.

**Information Communications Technology**  
National Certificate in Information Technology  
OCR Examination Board

National Certificate in Information Technology is a revolutionary suite of qualifications from OCR that focus on the practical application of technology.

***Aims of the course:***

The National Certificate in Information Technology is designed to:

Develop pupils' ability to select and use digital applications appropriately and produce high quality outcomes;

Promote the use of digital applications for achieving a goal, rather than for their own sake;

Enhance creativity and communications;

Equip students with some of the skills that they need in the workspace or in further education or training;

Develop project management skills;

***Areas of Study:***

The National Certificate in Information Technology contains a number of units. Unit 1 is mandatory.

Completing unit 1 allows the student to select 2 other units to complete. Successful completion of these 3 units results in one GCSE. Completing 8 other units may result in a total of four GCSE's (equivalent) if willing to put extra time in.

***Assessment:***

Each unit is assessed via a summative project in which pupils bring together the knowledge, skills and understanding they have acquired throughout the unit into one substantial piece of work. This is marked by the teacher and externally moderated. Pupils complete the project toward the end of the course. Marks are awarded for project planning, selecting and capturing information and evaluation in addition to the specific requirements of each of the four units.

***Further Study Opportunities:***

ICT enables the candidate to develop their skills in other subjects. This subject is fully cross-curricular. A sound training in ICT will be beneficial in all areas of higher and further education.

National Certificate in Information Technology prepare pupils for the real world of work or further education. They are designed to stimulate pupils' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.

***Career Opportunities:***

A qualification in ICT is an increasingly necessary requirement for office based employment. IT can be read as a subject at university or combined with other subjects.

## Latin at G.C.S.E.

### OCR Latin

#### ***Aims of the Course:***

- To develop an understanding of the Latin language;
- To develop the ability to read, understand and evaluate a range of original Latin authors;
- To understand the cultural context within which the literature was produced;
- To develop an understanding of the importance of Latin language and literature for the languages and literatures of the modern western world.

#### ***Areas of Study:***

Through reading and translating Latin texts, our pupils develop an understanding of how the language is constructed. Our pupils read a range of original Latin authors, which they are able to translate and interpret. They also develop an understanding of the cultural background in which these texts were written.

#### ***Assessment:***

The GCSE is assessed through four one hour papers, which are sat at the end of Year 11. Each paper is worth 25% of the assessment.

#### ***Further Study Opportunities:***

Our pupils are encouraged to take part in our annual trip to visit Roman sites in Britain or overseas. Regular theatre trips to see classical plays both in classical Greek and in English translation are also organized. Our pupils are also encouraged to take part in national and international competitions such as the Latin Reading Competition, the Golden Sponge Stick Story Competition and the Medusa Mythology Quiz.

The study of Latin enables the development of a wide range of skills which are useful in other subjects. It also provides an excellent introduction to Classical Civilisation for students who wish to take their studies further but without the Latin language.

#### ***Career Opportunities:***

Latin encourages the development of skills which are attractive to universities and employers. Pupils with a good grade in Latin will have developed skills in understanding and interpreting a language and in thinking logically that will put them in a good position to address a wide range of future challenges and opportunities. Some well-known Latinists include J.K.Rowling, C.S.Lewis and Boris Johnson, the Mayor of London.

*This course is subject to viable numbers.*

## Media at G.C.S.E.

AQA

### ***Aims of the course:***

To experiment with and develop confidence in all aspects of media including production, design and marketing. To enjoy and become informed about the media and to appreciate the variety of ways media texts are constructed.

### ***Areas of Study:***

Practical components which may require pupils to (*for example*):

- Produce a storyboard and a trailer for a proposed film project
- Design a pop press release and promote an act through the creation of CD covers and posters
- Create the front cover and opening pages for a teenage magazine

Written components which may require pupils to (*for example*):

- Write a treatment for a games show presenting a positive image of young people
- Analyse and evaluate the relationship between the music industry and the popular music press
- Research and explore the historical development of a given media genre, eg. TV sitcoms or documentaries.

### ***Assessment:***

The course is divided into 60% controlled assessment and 40% external assessment.

Controlled assessment comprises three assignments, each involving a practical element.

The external assessment involves two tasks on a prescribed topic which changes each year. Material for the test is received in advance and pupils will have the opportunity to research the prescribed topic before sitting the test.

### ***Further Study Opportunities:***

All pupils taking Media will also be very positively encouraged to widen and develop their understanding and appreciation of different media outside the curriculum. The course is also a very useful adjunct to the study of English at a higher level and complements the English, Drama, Music, Art and Design and Business Studies GCSEs. There is the opportunity to study A Level Media in the Sixth Form.

### ***Career Opportunities:***

Media at GCSE will help all pupils to develop their communication skills for future study and employment, and can be a stepping stone towards careers in the media industry.

## Music at G.C.S.E.

Edexcel

### ***Aims of the course:***

GCSE Music is about making and listening to music. It covers performing, composing and listening in a wide variety of musical styles. There are opportunities to use music technology such as sequencing and recording.

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

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

### ***Areas of Study:***

There is one exam in the summer of Year 11. You will listen to a CD and answer questions on the four Areas of Study which cover popular music, classical music and music from around the world.

The **coursework** is also related to the Areas of Study. You will **perform** (play, sing or sequence) **two pieces** altogether. One of the pieces will be a solo in any style and on any instrument. The other will be with other players. They will be recorded and marked by your teacher. You may also offer sequencing as part of your solo performing, and recording for group performing.

You will also **compose two pieces** according to a brief written by the teacher or yourself. These will be in a form or style that you have chosen from a list which includes pop song, African drumming, variations, rondo, experimental or electronic music and club dance remix. If you like, you could write a song for a musical. If you are interested in music technology, you may use computer sequencers, multitrack recorders, digital recording, and sampling in the preparation and presentation of compositions. You may also use technology to record work and to produce printed scores and extract parts.

### ***Further study opportunities:***

GCSE Music is a good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology as well as IB Music. You may wish to take a GCSE in Music for its own sake, perhaps to form the basis of a future interest.

### ***Career opportunities:***

You may wish to go into a job where it is useful to have had experience of music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.

## Physical Education at G.C.S.E.

OCR

### **Aims of the Course:**

To participate in different physical activities and to play different roles within activities;

To underpin practical performances with theoretical knowledge of the anatomical, physiological and psychological demands of physical activities and how these factors affect physical competence;

Understand the use of methods of practice to improve performance and the importance of being physically active as part of a healthy, balanced lifestyle.

### **Areas of Study:**

Unit B451 An introduction to Physical Education:

- Key concepts of PE
- Key Processes in PE
- Opportunities/pathways and participation in PE

Unit B452 Practical Performance and Analysis 1.

Unit B453

- Developing Knowledge in Physical Education:
- Developing Skills, Techniques and Motivation
- Developing Physical and Mental Capacity
- Decision Making

Unit B454 Practical Performance and Analysis 2

### **Assessment:**

Unit B451 20% 1 hour Written Paper

Unit B452 30% Practical Performance in 2 activities and Analysis Task.

Unit B453 20% 1 hour Written Paper

Unit B454 30% Practical Performance in 2 activities and Analysis Task.

### **Further Study Opportunities:**

A level PE. Outdoor pursuits instruction or Leisure and Recreation courses.

### **Career Opportunities:**

The study of the human body and sport in society allows successful candidates to enter a number of professions. The wide range of skills that you will develop allow entry into many professional fields; an in-depth knowledge of sport and its context within society is valuable for any type of leisure profession, from leisure management/tourism to sports coaching and teaching and indeed sporting professionals. A knowledge of the human body is relevant to care assistants, nurses and anybody wishing to work within a social caring environment. Sports specialism allows candidates to pursue physiotherapy and sports nutrition, while psychological aspects may lead onto sports psychology and will also benefit any person within an ever-changing dynamic environment where adaptation and quick thinking are necessary.

## Religious Studies at G.C.S.E.

### OCR AS

AS Religious studies is being offered for the first time for Year 10 beginning in September 2012. This is a challenging, exciting and demanding course for Year 10 pupils and should be chosen by those confident of attaining an A or above at GCSE. Performance in the forthcoming summer GCSE for year 9 will determine entry. New pupils to the school may apply for this course; entry will be subject to their current school report.

#### ***Aims of the course:***

To study AS Religious studies requires an open and inquisitive mind. It will stretch the mind and open pupils to new ideas and ways of looking at life. The course is examined in two modules, the first which could be taken at the end of Year 10 and the second at the end of Year 11. This would be an excellent opportunity for academically talented pupils to pursue a course that will allow them to stand out from the crowd.

#### ***Areas of study:***

The first module, Philosophy of Religion builds, on the work covered at GCSE. Pupils will have the chance to explore the philosophy of Plato and Aristotle, including Plato's Parable of the Cave, essential in all philosophy courses. Pupils will look at traditional arguments to prove god's existence, like the Ontological Argument, the Cosmological Argument and the Design Argument. Challenges to faith will also be examined, especially the challenge of evil to the concept of the goodness of God and the relationship of science to and religion.

The second module, Religious Ethics will study the meaning of ethical language, meta-ethics and theories of Natural Law, Kant, and utilitarianism. We will then study how theories can be applied to practical ethical situations, like abortion, euthanasia, genetic engineering, and war and peace.

#### ***Assessment:***

The course is assessed by two module exams. There is no coursework.

#### ***Further Study opportunities***

Completing this AS course will assist in their future studies as they will find that the knowledge and skills acquired at AS helpful in the pursuit of A levels in Sociology and other areas under the Humanities umbrella.

Entry Requirements: GCSE A\* or A Religious Studies short course

**Spanish at G.C.S.E.**  
AQA Spanish (4695)

***Aims of the Course:***

- To equip pupils with the necessary language skills to be able to understand and communicate effectively in Spanish.
- To provide pupils with an understanding of how language functions and to equip them with language learning skills which they may apply to the study of other languages or to the further study of Spanish. Some of these skills (such as the ability to listen carefully for pieces of information) will be valuable in areas other than language learning.
- To develop a knowledge and an understanding of Spain and Spanish culture, as well as other Spanish speaking countries, and by comparison, a greater appreciation of their own country.

***Areas of Study:***

The four Contexts and Purposes on which the assessments will be based are Lifestyle, Leisure, Work and Education and Home and Environment.

***Assessment:***

There are end of course examinations to test Listening Comprehension (20%) and Reading Comprehension (20%). Under the new specification, both Speaking (30%) and Writing (30%) are assessed using two Controlled Assessments during Years 10 and 11, rather than with an exam at the end of the two years.

***Further Study Opportunities:***

A pupil with a good pass at GCSE could consider studying Spanish to AS level or A level. Equally, using the knowledge gained from studying Spanish, a pupil may consider starting to study another language later on in life.

***Career Opportunities:***

The study of a language up to GCSE is an increasingly necessary requirement for many degree courses and fields of work. Some careers are more likely to involve knowledge of a foreign language such as Marketing and Sales; Hotel Catering, Travel and Tourism, Journalism and the Intelligence Corps.

## **English as an Additional Language**

### ***International students***

International pupils are assessed on entry by the EAL Department to find out how much language support is needed. Students who require language support will generally receive between 1 and 6 EAL classes per week in small groups of students with a similar language level. It is expected that extra English will be chosen as one of the four option subjects.

Some EAL classes focus on the language needed in specific mainstream subjects, while others are designed to develop the students' general language level. Lessons are developed around the language needs of individual students.

In years 10 and 11 international students who need EAL support are prepared for IGCSE ESL examination. A grade C in this exam fulfils the entrance requirement for English language at most universities.

Students may take First Certificate, KET and PET if required.

**These lessons are charged as extras**

### **Support for Learning**

#### ***Support for the Dyslexic Pupil***

Pupils known to be dyslexic are assessed within the Department in order to establish the level of support needed. In addition, any pupil whose work suggests there may be a dyslexic problem can be assessed. Where necessary, examination access arrangements are put in place.

Dyslexic children receive one to four lessons (either one to one or in groups of two or three) per week from graduate teachers specifically trained in the teaching of dyslexic children. Specialist Dyslexia Support programmes are used with older children in the Middle School, together with a range of study and learning strategies tailored to individual children's needs. Support is given across the curriculum and this becomes more focused in the Senior School, where all staff are very much aware of the need for study skills and help with examination technique.

All subject teachers receive regular in-service training so that they are aware of and sympathetic to the particular needs of our dyslexic pupils.

It is recommended that Support lessons are chosen as one of the four option subjects so that they can be timetabled into the school day.

**These lessons are charged as extras.**

# Compulsory Subjects

## English Language and English Literature at G.C.S.E.

Welsh Joint Education Committee (WJEC)

### ***Aims of the Courses:***

#### **English Language**

Candidates should develop:

- understanding of the spoken word and the capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose;
- the ability to read, understand and respond to all types of writing and develop information-retrieval strategies for the purposes of study;
- the ability to construct and convey meaning in written language using correct grammar and standard English (except in contexts where non-standard forms are needed for literary purposes), matching style to audience and purpose.

#### **English Literature**

Candidates are given the opportunity to explore their literary interests and are encouraged to develop:

- the ability to read, understand and respond to all types of literary text;
- to appreciate the ways in which authors achieve their effects and to develop information-retrieval strategies for the purposes of literary study;
- awareness of personal, social and cultural significance in the study of literature;
- the ability to construct and convey meaning in written and spoken language, using correct grammar and standard English (except in contexts where non-standard forms are needed for literary purposes), matching style to audience and purpose.

### ***Assessment:***

#### **English Language**

Written Paper 20% (1 hour)	Unit 1: Studying Written Language	Reading :Non-fiction texts
Written Paper 20% (1 hour)	Unit 2: Using Written Language	Writing: Information and Ideas
Controlled Assessment 30%	Unit 3: Literary Reading and Creative Writing	
	Studying Written Language: Extended Literary Text (15%)	
	Using Language: Creative Writing	
	(two assignments: 7.5% each: descriptive; narrative)	
Controlled Assessment 30%	Unit 4: Spoken Language	
	Using Language: Speaking and Listening (communicating and adapting language; interacting and responding; creating and sustaining roles) (20%)	

#### **English Literature**

External Assessment 35% (2 hours)	Unit 1: Prose (different cultures) and poetry (contemporary)	
	Section A (21%) Individual Texts in Context	
	Section B (14%) Comparative Study	
	Contemporary - unseen poetry comparison	
External Assessment 40% (2 hours)	Unit 2: Individual Texts in Context	
Controlled Assessment (Linked Texts) 25%	Poetry and Drama (Literary heritage)	

### ***Further Study Opportunities:***

A sound training in English Language skills is beneficial in all areas of higher and further education. A grade C or better is often required from British students who wish to study at university. English Literature provides an excellent foundation for literary studies at 'A' level but the subject is also a good basis for all branches of study requiring sensitive attention to detail.

### ***Career Opportunities:***

A qualification in English Language is a requirement of most employers. High levels of skill in English and English Literature would be desirable starting points for careers in journalism; the law; publishing; teaching; acting and all jobs requiring polished communication skills.



**Science at G.C.S.E.**  
OCR GCSE (Gateway) Science B Suite

***Aims of the Course:***

To foster an understanding of science that can be carried into adulthood, enabling pupils to make informed decisions relating to the science they encounter in everyday life.

***Areas of Study and Assessment:***

**All pupils** will study the core sciences comprising two examination blocks:

**Block 1: Science B** contains six modules plus coursework (A three part research and practical task)

2 Biology Modules – Understanding Ourselves, Understanding Our Environment

2 Chemistry Modules – Carbon Chemistry, Chemical Resources

2 Physics Modules – Energy for the Home, Living for the Future

**Block 2: Additional Science B** contains six modules plus coursework (A three part research and practical task)

2 Biology Modules – Living and growing, It's a Green World

2 Chemistry Modules – The Periodic Table, Chemical Economics

2 Physics Modules – Forces for Transport, Radiation for Life

**Each of these Blocks will lead to the award of 1 GCSE**

**2 separate GCSE grades will be awarded by the end of Year 11**

For our strongest scientists there may be the opportunity to study 2 extra modules in these sciences together with the extra elements of coursework that accompany them (Extended Sciences).

**Extended Sciences**

2 Biology Modules – The Living Body, Beyond the Microscope

2 Chemistry Modules – How Much? (Quantitative Analysis), Chemistry Out There

2 Physics Modules – Space for Reflection, Electricity for Gadgets

***Further study options:***

Every year a number of pupils choose to study A levels or IB in Biology, Chemistry and/or Physics having achieved good grades at GCSE Science and Mathematics (minimum grades B or above).