

**UPPER SCHOOL  
COURSES**

**2011/2013**

## Key Stage 4 Options

We want all of our students to enjoy courses that will give them the chance to achieve impressive qualifications.

“Impressive” is an important word – we want to help them get access to sixth forms and colleges, to university and to stimulating and rewarding jobs.

For many of our students, impressive means GCSE passes at C grade or better in a variety of academic subjects. The government is now promoting the idea of the “English Baccalaureate” as a desirable set of qualifications – this means GCSEs at C grade or better in English, maths, double or triple science, geography or history and a modern foreign language. We do not know whether this idea will be adopted by colleges and universities (although some universities already require something quite similar); students and their parents will have to make their own decision about how significant achieving an “English Bacc” will eventually be. Several of these courses are and have been compulsory at Crofton, but students have choices about history, geography and modern foreign languages.

Until recently, the government (and some colleges) talked about “the gold standard” – this meant C grade GCSEs in English, maths and three other subjects. All of our students study courses that allow them to achieve this level.

We also offer some non-GCSE courses. The diplomas are relatively new and are intended for students who can achieve the gold standard. Most of them are taught at other schools or colleges and involve students being away from Crofton for one day each week. They are more vocational than GCSEs but they are still intellectually demanding; student feedback about them has been very positive but we do not yet know a) what results will be achieved or b) what the future holds for them.

We also offer Young Apprenticeships and courses at Fareham College Skills Academy. These are even more vocational and have also been taught for a longer period of time. We have been really impressed by both groups of courses, but they are definitely not for everyone – we insist that any student who wants to opt for them (or for the diplomas) has an individual interview with Miss Knight.

We are here to help and advise students and parents. We hope that you will come to the Upper School Courses Evening on Thursday 10 February, when we will say more about the important choices that you need to make, but you are also welcome to get in touch directly at any time.

Mr Leeming  
Headteacher

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# The Key Stage 4 Curriculum

You will have to study the following core subjects at Key Stage 4

- English
- Mathematics
- Science – either triple or double.
- PE
- PDL (Personal Development Learning)

**In addition to your core curriculum most students study four subjects at GCSE level.**

Please be aware of the following:

- In order to timetable our curriculum you need to express a first preference for **four** of the subjects below.
- In addition you must choose a reserve. This will allow us some flexibility to give most students most choice. In the event that we cannot timetable one of your preferences your reserve preference **will** be used.
- If, having used your reserve, there is still a problem with your timetable, a senior member of staff will consult you.
- All students are encouraged to first consider selecting history and/or geography and French and/or German before making the rest of their preferences. This is to equip students with as desirable a set of qualifications as promoted by the English Baccalaureate
- You can select a **maximum** of:
  - 1 'D & T' subjects
  - 2 'Humanities' subjects (history, geography, travel & tourism or R.E.)  
- only **one** out of geography and OCR National Travel & Tourism)
  - 2 'Arts' subjects (art, drama, music, P.E. or dance)
- The number of teaching groups in each subject is dependent on staff availability.
- Courses may not run if there are insufficient numbers.
- Learning Support is available by arrangement with Mr Wootton (SENCO)
- **Diplomas.** If you choose to do a Diploma Level 2 (Higher), select only 1 GCSE option (and a reserve) \*
- Please refer to page 5 about if you wish to know more about work-related learning or Young Apprenticeship. \*
- If you choose to do either work-related learning, Young Apprenticeship or Learning Support, select

**Art**  
**Business Studies**  
**Dance**  
**D & T Food**  
**D & T Graphics**  
**D & T Resistant Materials**  
**D & T Textiles**  
**Diploma**  
**Drama**  
**French**  
**Geography**

**German**  
**History**  
**ICT**  
**Learning Support**  
**Media Studies**  
**Music**  
**P.E.**  
**Religious Studies**  
**Travel and Tourism (OCR National)**  
**Work-related Learning**  
**Young Apprenticeship**

\* Please be aware there will be restriction on numbers

# Out of Lesson Study Support

As you increase your skills and knowledge in Years 10 and 11, it is vital that you develop your organisation and independent study skills. Homework is an important at KS4 as it is in KS3. There is no homework timetable at KS4 because we expect you to organise your own time and plan your homework time effectively. Every subject will set homework regularly to be completed at home with the exception of PDL and core PE.

Successful students in the upper school spend on average up to 2.5 hours on their studies per evening. This will not only include ongoing written work but also coursework and revision. In KS4, you will be issued with a new planner which includes several useful pages to support your learning. You will be asked to write your homework down with the deadline dates and it is important that these deadlines are met.

If deadlines are not met then subject teachers will impose a sanction such as a detention to ensure the work is completed or a study support session if there is genuine confusion or need for support. If tutors, subject staff or the Head of Year are concerned about the quantity or quality of homework being completed, then parents will be informed. If you fail to complete coursework to deadlines it may jeopardise your exam entry for that subject.

In order to help you study, the library is open every afternoon except Fridays until 4.00pm. The computer facilities in the library are available for you to use after school. In addition, many subjects offer support and revision sessions, particularly in Year 11. There is an independent learning club available with staff support after school on a Monday and a Thursday in L11 and the library. During Years 10 and 11 your parents will be invited to several Parents' Information Evenings when the Heads of Years 10 and 11 will explain coursework requirements and revision techniques as well as other relevant issues.

## Key dates

- The Upper School Courses booklet is issued during week beginning Monday 31st January.
- Upper School Courses' Assemblies for students on 3rd February.
- Thursday 10th February - Upper School Courses evening. 6.00pm - 8.00pm  
Parents and students are welcome.
- Friday 11th February - Upper School Preference Sheets (coloured) issued.
- Friday 18th February - Upper School Preference Sheets to be returned to Tutors.
- Finalisation of the curriculum for each Upper School student takes place before the beginning of the summer term.

# EXPRESSIVE AND CREATIVE ARTS FACULTY



## Staff

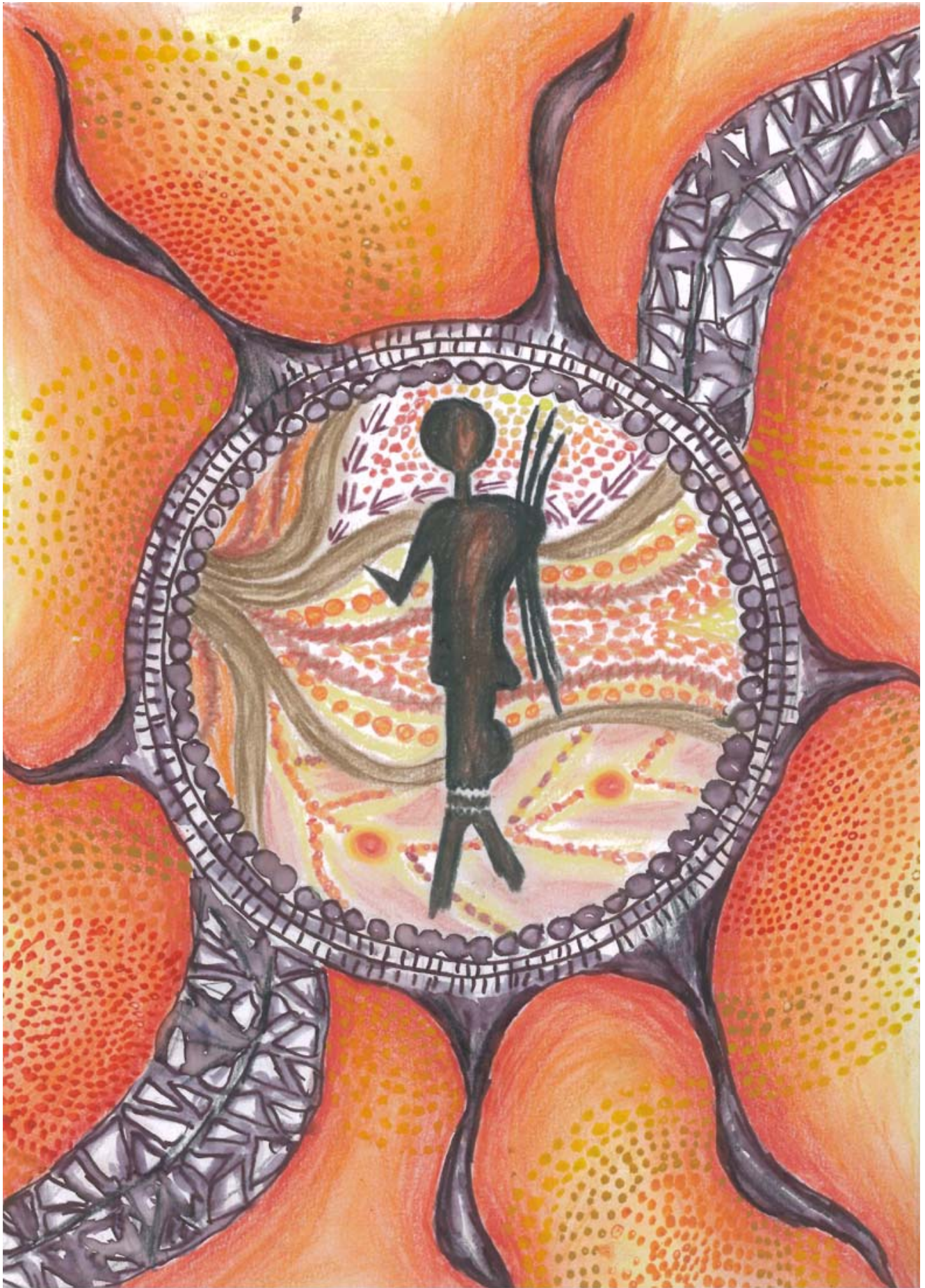
Faculty Leader: Mr P Williams

## Subject Leader

Art	Miss N Howard
Drama	Miss S May
Music	Mr J Oliver
Physical Education	Mr P Williams

## Contributions to the Upper School Curriculum:

Art	-	Preference Subject
Drama & Theatre Arts	-	Preference Subject
Music	-	Preference Subject
Core Physical Education	-	Core Subject
GCSE Physical Education	-	Preference Subject



GCSE Art Student's Work

# Art and Design



With a few exceptions, everything made by man is designed by an artist, from architecture to fashion design, from furniture to landscape design, from interiors to jewellery design and photography to graphics and publishing. The huge range of Art careers and further education courses available require a diverse and broad approach at GCSE.

## **Course Title & Exam Board**

The syllabus followed is **AQA Art and Design** which enables you to explore a wide range of exciting approaches, subject and media.

## **Course Description**

During the GCSE course a number of projects will be completed. You will work on producing:

- Visual Theme research
- Visual Artists research
- Your own development of ideas
- and an individual and unique final outcome.

Some written work is required in the form of notes about your own and others work and a project evaluation. A diary or feedback log will be kept in school and issued for use in every lesson. Students are to make notes about individual suggestions for improvement of work by class teacher that is not given to the class as a whole. Log should be updated by students noting response to advice. The log will be made available to the exam board when required.

Evidence from this work will make up a portfolio to be submitted to the examining board towards the end of the course.

You will complete a practical exam, in the form of another project.

## **Skills & Concepts**

Various interesting stimuli are used as starting points for your work and may include:

- Still life and natural forms
- Landscapes
- Art movements and Cultures
- Individual Artists

Your ideas will be realised in a variety of media which may include:

Pencil, colour pencils, black biro, oil and chalk pastels, paint, collage, print, fabrics and textiles, clay, ICT and new technologies.

**Method of Assessment**

Portfolio (Unit 1)	=	60%
Externally set task (Unit 2)	=	40%

The majority of work submitted for assessment should be completed under supervision, therefore, all work must be started in class and, if necessary, completed at home.

All key pieces of work are graded and feedback given to students. Stickers on reverse of work will be used to feedback grades and give general advice and guidance on the approach they may wish to adopt.

**Equipment needed**

You are required to purchase an A3 clear sleeve display file (expected to be available from the Art Department) and attend each lesson with a range of drawing equipment.

The course may offer the opportunity for you to visit an art gallery or exhibition.

# Drama and Theatre Arts



The skills you develop in this subject will be of considerable benefit to you in whatever career choice you eventually make.

## **Course Title & Exam Board**

Drama and Theatre Arts with the Edexcel Exam Board

## **Course Description**

The course is in three parts: Units 1, 2 and 3

- Unit one of the course you will use drama to express your feelings and ideas about a range of issues and themes
- Unit two of the course you will look at a play to see how a playwright expresses their ideas about a theme or topic and explore ways of making the play work on stage
- Unit three of the course you will have the choice of being involved in the performance of a play from an existing script or one you can create yourselves. There is a possibility for some students to do performance support.

## **Skills & Concepts**

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations and learn about theatre practitioners and even more different theatre styles. You will have the opportunity to create your own work as well as look at plays written by other people.

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play and performing. You will enjoy this course if you enjoy working as part of a team as Drama involves a lot of group work.

What makes a successful student? A person who enjoys lessons and rehearsals and is prepared to appreciate that learning and fun can go together.

The ideal student knows that because Drama is essentially a group activity you have to be able to co-operate with others. This means putting your group first, for what is good for the group is good for you. You will be attending rehearsals in your own time, usually an hour, on the same weekday when a production is being prepared for performance. This will increase towards the end of the rehearsal period if the production is a large one. This is called **commitment, which is very important and requires self discipline.**

## **Method of Assessment**

The course is divided as follows:

Unit 1	20% practical and 10% written portfolio		
Unit 1	20% practical and 10% written portfolio		
	Total	=	60%
Unit 3	Practical Performance	=	40%

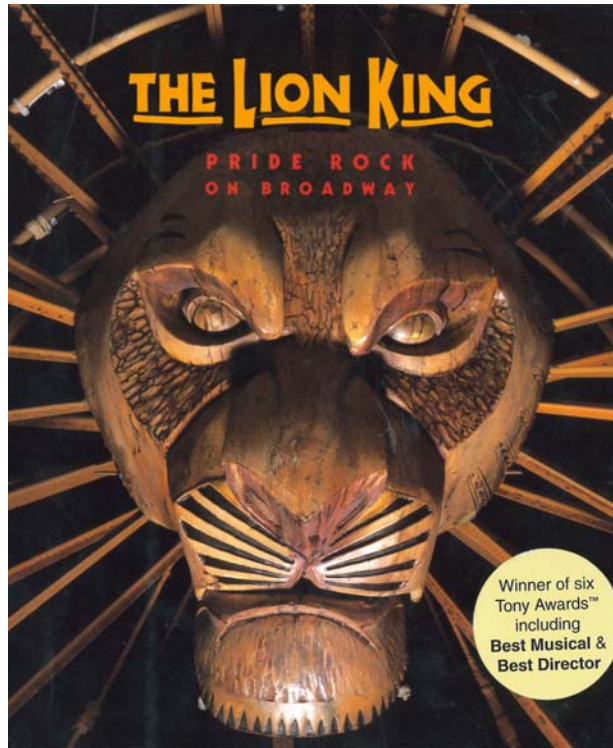
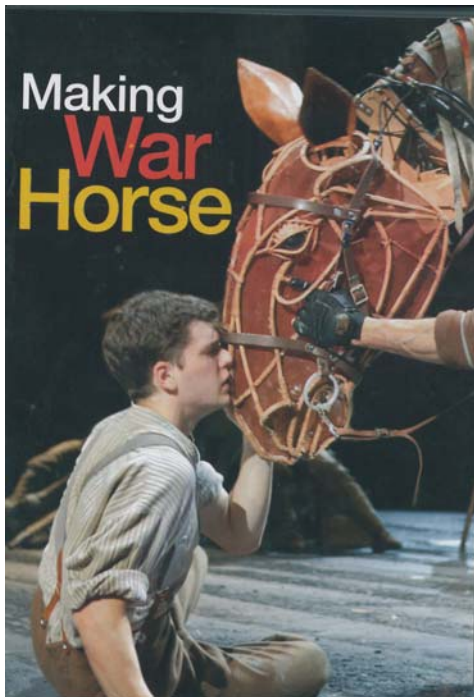
The 60% coursework consists of practical performance work and a written notebook of evidence. During your course you will take part in two series of workshops. In one of the workshops you will use all that you have learnt about Drama to explore your responses to a range of material presented to you. In the other workshop you will explore a play and show your understanding of drama by taking part in a number of exercises based on the play. You will be assessed on your practical work and on the supporting notes you keep during the workshops. Coursework is written under controlled conditions. You will be required to write a theatre review.

The examination is a practical performance. You will take part in a play that you have created as a group or rehearsed from a script. You can either be examined on your acting skills in the performances or on your design and technical skills (stage design, costume, masks and makeup, lighting or sound). You will perform the play in front of an audience and the examiner will be present at one of the performances.

PLEASE NOTE: ALL practical exam work is videoed as requested by the exam board.

**Student Groupings**

You will be taught in mixed ability groups.



# Music



## **Course Title and Exam Board**

GCSE Music with AQA Exam Board.

## **Course Description**

GCSE music ...

- is based on five areas of study:
  - ❖ Timbre and dynamics
  - ❖ Rhythm and meter
  - ❖ Texture and melody
  - ❖ Harmony and tonality
  - ❖ Structure and form
  
- has three major strands:
  - ❖ World Music (which covers Indian, African and Caribbean music)
  - ❖ Western Classical Tradition (which covers Baroque orchestral music, chamber music, the sonata, the concerto, music for voices and film music)
  - ❖ Popular Music (which covers the blues, music of the 1960s, R 'n' B and music theatre)



## **Skills & Concepts**

GCSE music allows you to develop your skills in three main areas

- Performing – you will develop your instrumental or singing skills within each strand as well as having the opportunity to develop your ability to perform music of your own choice and as part of a group.
- Composing – you will develop composition skills in each area of study and are also given the opportunity to compose music of your own choice.
- Listening and Appraising – you will develop your knowledge and use of music vocabulary and learn how to identify a wide range of musical characteristics and techniques. This will underpin your work in performing and composing.



## **Method of Assessment**

*Performing music (40%)*

- Perform one individual piece that lasts no more than five minutes
- Perform one group piece that lasts no more than five minutes

*Composing music (20%)* This is set in Year 10

- Compose a piece of music in any style or genre of your choosing. You will need to submit a recording of the composition on CD and a musical score, which is appropriate to the genre of your piece. This could include staff notation, graphic notation, tab, a written account detailing the structure and content of the music or any combination of these. There is no time limit on your composition but it must demonstrate a 'sufficient development of ideas'.

*Composing and appraising* (externally assessed) (20%) - equally divided between the composition and the appraisal.

- For your composition you will be required to compose one piece of music and must choose two or more of the areas of study. This includes a score and recording as for the previous composition. In addition, you will be required to appraise the process and the outcome of the composition in relation to the Areas of Study and indicate the link to the chosen strand. You will appraise your composition in a controlled two hour exam.

*Listening and Appraising* (20%)

- One hour exam which tests listening skills based on the Areas of Study.



### ***Student Groupings***

You are taught in mixed ability classes.



### ***Instrumental Lessons***

You do not...

- have to be good at reading music but it helps to have a basic knowledge of reading pitches and rhythms
- have to have reached a certain grade on your instrument/voice to take music but the students who reach the highest grades tend to be a grade 3 or above standard
- have to have instrumental or singing lessons to take music but the course is much easier if you do

You will...

- be encouraged to participate in the musical life of the school
- be given priority in receiving vocal or instrumental lessons, depending on space



# Core Physical Education



## **Course Description**

In Year 10, students follow a compulsory programme. Students are taught in single sex, mixed ability groups. They take part in courses which include, badminton, table tennis, volleyball, multi-gym, outdoor games, cricket, tennis, athletics, dance and basketball. Each course lasts for approximately twelve lessons.

## **Option Courses for Year 11:**

### On-Site Activities

In the Autumn term, students opt to follow a particular pathway. The four pathways are:

- Invasion Games e.g. rugby, football, hockey, basketball
- Net Games e.g. badminton, table tennis, volleyball
- Aesthetic Activities e.g. gymnastics, dance, trampoline, cheer leading
- Sports Leader Award This course develops the student's leadership skills through the medium of sport. In lessons, students take part in numerous sporting activities and various other teambuilding and group exercises. Students are required to work with students from our feeder schools and to this end, the completion of a small number of after school sessions are required to pass this course successfully.

In the spring term of Year 11, students can opt to take part in a ballroom dancing course with an outside professional company delivering the lesson. This is an ideal way to prepare for the final Prom! We also offer boxercise and street dance programmes. These are also run by external professional tutors.

## **Parental Contributions**

To increase choice and experience for our students the Physical Education Option Programme includes some activities which are taught by qualified experts, but who are not Crofton School staff members (ballroom dancing is an example of this). These courses may need additional funding to help cover the cost of the professional tuition and required resources. Without parent contributions towards costs it will not be possible for the courses to run.

## **Skills & Concepts**

Our aims include you:

- Gaining enjoyment and satisfaction from being involved in physical activity.
- Continuing to develop your physical competencies.
- Enhancing your self esteem through the development of your physical confidence.
- Coping with the challenges of competitive and co-operative situations.
- Encouraging you to adopt an active lifestyle while at school and throughout life.



# GCSE Physical Education



Students who take the P.E. Option will follow a BTEC/GCSE pathway in Year 10. The units of work which will be covered are appropriate to both courses. At the end of Year 10 all students will complete a BTEC level 2 certificate in sport. In Year 11 approximately one third of the cohort will continue with a BTEC level 2 extended certificate and two thirds will complete a GCSE in P.E. Further information on both courses as follows:

## **Course Title and Exam Board:**

Physical Education: Edexcel Full Course Physical Education

## **Course Description:**

You will have one double practical lesson each week and one single theory lesson each week. The practical lessons will cover a wide variety of activities. Badminton, cricket, netball and rugby are but a few. You will also take on different roles such as performer, coach, choreography, leader and official. GCSE P.E. builds on the skills and understanding that you have achieved in Years 7, 8 and 9.

## **Skills & Concepts**

This course helps you to:

- Develop your own performance skills
- Apply these skills in game situations
- Evaluate and analyse performances; your own and others
- Gain a further understanding of the link between fitness and health
- Enable you to develop an understanding of effective training

## **Methods of assessment:**

The scheme of assessment is not tiered.

The course is based on controlled assessments:

1. Final written exam - 40%
2. Practical Coursework - 60% This includes:
  - a) a fitness training coursework module which is completed in Year 10
  - b) controlled assessments in practical activities which are ongoing through the two years and moderated externally at the end of Year 11.

Homework is set on a weekly basis.

**Please Note: Some practical exam/coursework is video taped as requested by the exam board.**

## **Student groupings:**

You will be taught in mixed ability and mixed gender groups for theory lessons. You will be taught in single sex groupings for practical lessons.



# BTEC in Sport



## **Course Title and Exam Board:**

Edexcel BTEC Level 2 Certificate in Sport

## **Course Description:**

BTEC First Certificates are qualifications designed to provide specialist work-related qualifications in a range of sectors. The P.E. Department will be offering students the opportunity to gain a Level 2 Certificate in Sport.

These qualifications give the students the knowledge, understanding and skills that they need to prepare for employment. Students will have three lessons each week which will be a mixture of theoretical and practical activities. Units covered include Fitness Testing and Training and Practical Sport.

## **Skills & Concepts**

Students learn through investigation and active involvement. They are expected to be responsible for their own learning and to actively seek guidance for continued improvement.

Students will need to be successful in the following areas in order to gain the qualification:

- Complete assignment work on time
- Take an active part in all lessons - theory and practical
- Develop their confidence in the leadership and coaching of their peers

Units are taught through 'learning outcomes' and each unit assignment will concentrate on testing and extending the students' knowledge in one or more of the outcomes. The tutor/teacher will act as a learning resource for the students, offering advice and guidance as to how to approach the work.

## **Methods of assessment:**

This course is 100% coursework and students are assessed through a variety of assignments. An assignment must be completed to pass each unit of work which is covered on the course. These assignments are marked with a pass, merit or distinction grade. Students will need to achieve a minimum of a pass grade on all assignments if they are to gain the qualification at the end of the course.

Homework is set on a weekly basis.

## **Student groupings:**

Students are likely to be taught in mixed ability, mixed gender groups for the duration of this course. This will be dependant on the number of students who opt for the P.E. pathway overall.

# Dance



## **Course Title & Exam Board**

Performing Arts; Dance 3231 with AQA Exam Board.

## **Course Description**

This course focuses on contemporary dance and no previous experience is required.

You will follow the study areas of:

- Choreography
- Performance - Set study  
- Group work
- Theory - Dance appreciation, analysis and historical context

## **Skills & Concepts**

The course involves:

1. Good studio practice, which includes health and safety issues.
2. The expressive nature of dance skills paying particular attention to dynamics, spatial awareness and performance relationships.

Due to the requirements of the course the successful candidate will be able to contribute to GROUP WORK. As a consequence of this, commitment to the group is of VITAL importance.

There will be rehearsals after school. This requires strong organisational skills as you will be expected to attend. Throughout the course performance work will stem from various ideas, concepts, themes and established professional dance work.

## **Method of Assessment**

The course is divided as follows:

Written Paper	20%
Practical exam	20%
Coursework	60%

PLEASE NOTE:

ALL practical exam/coursework is videoed as requested by the exam board.

## **Student Groupings**

You will be taught in mixed ability groups.



# HUMANITIES & PERSONAL DEVELOPMENT FACULTY



## Staff

Faculty Leader:

Mr S Barnes

## Subject Leader

Geography (inc. Travel & Tourism)

Miss S Eagles

History

Mrs E McNally

Personal Development Learning

Mr D Clark

Religious Education

Mr R Milliken

## Contributions to the Upper School Curriculum:

Geography

-

Preference Subject

History

-

Preference Subject

Personal Development Learning

-

Core Subject

Religious Education

-

Preference Subject

Travel & Tourism (OCR National)

-

Preference Subject

# Geography



## **Course Title & Exam Board**

GCSE Geography - Specification B with OCR Exam Board.

## **Course Description**

This course looks at people and their interaction with the environment.

- You will learn to make sense of your surroundings, both human and physical
- You will gain knowledge of different places and environments around the world
- You will develop an appreciation of the threats to our environment, evaluate different solutions to these issues and learn how you can make a difference
- You will learn about the opportunities, constraints and challenges facing different people throughout the world.
- You will develop a range of skills including; mapwork, problem solving, groupwork, communication skills (presentation, writing, debating) and ICT

There are four main areas of study (themes):

### **I Rivers and Coasts:**

- Water systems
- Flooding
- River processes and landforms
- River management
- Coastal processes and landforms
- Coastal management

### **II Population and Settlement:**

- Population structure and change
- Migration
- Planning and urban change
- Retail services

### **III Natural Hazards:**

- Hazard Distribution
- Tectonic hazards
- Atmospheric hazards
- Impact on people
- Management of hazards

### **IV Economic Development:**

- Development
- Employment structures
- Economic activities
- Globalisation
- Economic activities and the environment

## **Skills & Concepts**

You will develop a wide range of skills in geography . . .

### **Geographers can:**

Make a concise report  
Handle data  
Ask questions and find the answers  
Make decisions about an issue  
Analyse material  
Manage themselves  
Solve problems  
Think independently

### **Geographers are:**

Good communicators  
Spatially aware  
Socially and environmentally aware  
Problem solvers  
Good team players  
Computer literate  
Well rounded, flexible thinkers

**Method of Assessment:**

The assessment takes the form of two written examination papers and a geographical enquiry (controlled assessment). The exam papers are set at two tiers. The foundation tier (grades C-G) is based on short structured questions and the higher tier (grades A\*-D) includes opportunity for more extended answers. Geography is therefore suitable for students of all abilities.

Key Geographical Themes (50%): This exam assesses knowledge and understanding of the key themes. You will be expected to analyse resources (e.g. graphs, newspaper articles; maps) and write about real places that you have studied.

Sustainable Decision Making (25%): You will be provided with information and resources on a controversial/topical issue, which will be released before the exam. The questions will assess your ability to make and justify decisions based on the material provided.

**Student Groupings**

Geography will be taught to mixed groups.

**Controlled Assessment** (Geographical Enquiry 25%)

The controlled assessment is based on two tasks. You will be required to participate in a field trip and undertake independent research.

- a) Fieldwork Focus - This will be focused on one of the key themes from the specification. You will collect primary data through a field trip and attend a lecture or talk from a leading professional. The information will be written up under controlled conditions.
- b) Geographical Investigation - You will investigate one topic from a choice of issues, such as disease, trade, ecosystems, sport, fashion, energy, new technologies, crime or tourism. You will research the issue and write up what you have found out under controlled conditions.

**Geography tackles the big issues!**

**Without geography.....  
you're nowhere!**

- As international links become closer, easier and faster, we need more than ever to understand the geography of the world;
- To help protect the environment - both at home and abroad - we need to understand geographical influences, and the geographical relationships linking people and their surroundings;
- To make the most of our multicultural society we need to understand and appreciate the cultures and backgrounds of people from all over the world.



**Geography - helping you make sense of the world**

# OCR National Travel and Tourism



## ***What are OCR Nationals?***

OCR Nationals are exam-free, vocationally-related qualifications that take an engaging, practical approach to learning and assessment.

## ***Why study OCR Nationals?***

There are many reasons to study an OCR National qualification:

- Students develop the vital skills needed by today's employers
- They suit a wide range of learning styles because they focus on ongoing assessment.
- Student study a broad range of units

## ***Why study an OCR National qualification in Travel and Tourism?***

The level 2 qualification gives students an insight into the nature of the travel and tourism industry. Student take an in-depth look at types of tourist attractions, how customer needs are met and how to plan and promote a destination.

Students will study the following units:

- Exploring travel and tourism
- Dealing with customers in travel and tourism
- Investigating tourist destinations
- Promoting travel and tourism

We will then choose two units from the following options:

- Investigating visitor attractions
- Investigating package holidays
- Investigating travel agency operations
- Exploring hospitality in travel and tourism
- Planning and running a travel and tourism event
- Using technology and the internet for travel and tourism
- The effects of travel and tourism on a community
- Exploring travel and tourism in a region of the UK
- Investigating airports and airlines

## ***How are OCR Nationals assessed?***

Assessments are ongoing through projects and investigations. There are no external exams or tests.

## ***How is the qualification structured?***

The OCR Level 2 National is equivalent to two GCSEs grade A\*-C (award).

## ***Where could I end up working?***

An OCR national qualification in Travel and Tourism can lead to a number of different career paths, including:

Travel and tourism operation  
Adventure tourism  
Business travel assistant  
Customer services  
Ecotourism

Retail travel consultant  
Hospitality  
Airport information assistant  
Transport planning  
Resort representative

# History



## **Course Title & Exam Board**

Modern World B History with OCR Exam Board

## **Course Description**

The course is made up of four components:

### Unit 1 Britain 1890-1918

- Living and working conditions at the end of the Victorian era
- The Liberal Reforms
- The position of women
- The fight for female suffrage
- The effect of World War One on civilians in Britain
- The attitude of British people to the Paris Peace Conference in 1919

### Unit 2a The Inter-War Years 1919-1939

- Were the Peace Treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?

### Unit 2b The Cold War 1945-1963

- Who was to blame for the Cold War?
- Who won the Cuban Missile Crisis

Unit 3 will be one of the following options:

#### The USA 1919-1945

- The economic boom of the 1920s
- Mass production, the impact of credit, the increased standard of living and consumerism
- The roaring twenties, tolerance and race relations
- Prohibition and gangsterism
- The Wall Street crash and the election of FDR
- The New Deal and its impact on American lives

### Unit 4 Controlled Assessment - A Study in Depth

Content Question: The First World War

**Please note: The exam board will change the style of the question each year but we will essentially be writing a piece in controlled conditions around this period.**

**Method of Assessment**

Unit 1 is 30% of final mark. The exam is 1 1/2 hours long, taken in June of Year 10 and the skill tested is Evidence Analysis.

Unit 2 and 3 are examined together and these carry 45% of the final mark. The exam is 2 hours and is taken in June of Year 11. The skills tested are Understanding, Explanation and Evidence Analysis.

Unit 4 is 25% of the final mark. The exam length is 8 hours, completed in class during Year 10. The skills tested are Evidence Analysis, Understanding and Explanation.

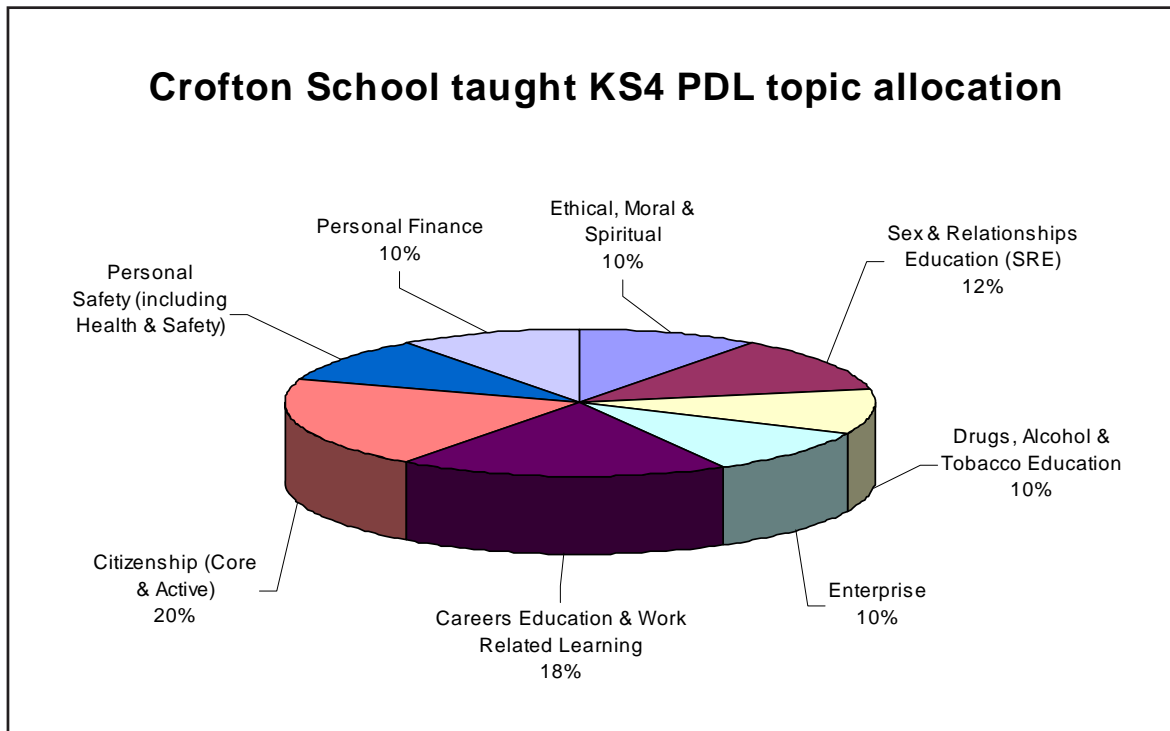
Please feel free to see Mrs McNally, Mr Farley or Mr Barnes if you have any questions related to the new GCSE History course.



# Personal Development Learning (PDL)

## Course Description

All students in Year 10 and 11 at Crofton School will study *Personal Development Learning*. It is an important element in the preparation for your life after school. It provides a unique opportunity for you to develop knowledge and skills about social, political, economic and health issues that will enable you to make the most of your life as one member of a larger society. The main themes of the course are outlined in the pie chart below and you can see how much time and emphasis is put on each one:-



## Skills & Concepts

PDL teaches many key skills and informs you about some of the important and challenging decisions that you may have to take in your young adult life. As well as developing your role as a young active citizen who recognises their rights AND responsibilities, the course will invite you to become a moral consumer who is able to work with others in a team, and identify the strengths and weaknesses of yourself and others. It invites you to develop more ways of solving problems peacefully and celebrate and respect a diverse society. An important part of being an Active Citizen is knowing how you can make your voice be heard and learning about the structures that govern our lives enables you to do this effectively.

## Method of Assessment

You will be assessed in a variety of methods to enable specialist teachers to comment accurately on particular life skills.

## Student Groupings

You will be grouped in mixed ability classes and be taught on a carousel basis.

# Religious Studies



## **Course Title & Exam Board**

You will study Religious Studies World Religions with OCR Exam Board. The Religious Studies course for the GCSE examination consists of a practical study of Christianity and Judaism.

## **Course Description**

The course covers:

- Festivals
- Rites of Passage such as birth, marriage and death
- Beliefs
- Pilgrimage
- Places and forms of worship
- Religion and conflict
- Religion and the family
- Sacred writings

## **Skills & Concepts**

As well as an academic study of the facts behind these two faiths, a variety of approaches are used to form an understanding of the way of life involved for the believers. This will enable you to appreciate how beliefs affect everyday decisions today. The course will include visits to a synagogue and churches, surveys on the street, and a wide use of texts and visual aid equipment.

Areas of study include:

- Jewish food laws and views on marriage and divorce.
- Debates on issues such as capital punishment, abortion, should a nation ever go to war and should women be priests.
- Responses to the holocaust, leading us to question social prejudice.
- Attempts to understand the conflict in Palestine.
- Looking at religious views on environmental issues.



Skills gained by the R.E. student:

- Can interact in group work
- Can conduct interviews
- Can formulate reasoned opinions
- Can understand various moral issues
- Can appreciate differing life styles
- Can have a better understanding of world news
- Can relate to people of different cultures and religion
- Can be better prepared for facing life issues

## **Method of Assessment**

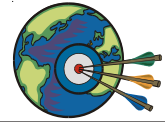
Employers will readily appreciate both the academic achievement, and the way in which the course has helped each student to learn the principles of tolerance and respect towards every human being, and an ability to work with others. Assessment is by modular examination; two taken each year. These can be re-sat to improve grades and each exam only contains material studied in the previous six months.

## **Student Groupings**

You will be in medium sized mixed ability groupings, enabling the teacher to devote good quality personal care and support.

# Things We Do

Use Computers often



## Canterbury (possibly)

*Guided Tour of Canterbury Cathedral, visit the pilgrims' routes, see the shrine to Thomas A Becket and the symbolism evident there.*



Witness Baptisms

## London

Coach trip to London to visit synagogue at Golders Green. Study of Jewish traditions and symbols, Mezuzah, scrolls, Jewish traditions. Visit Jewish young people, see Jewish Kosher food, taste samples, visit Jewish shops, take part in a Kosher meal.



Lively Debates

## London

Holocaust Memorial visit to view how the Jews survived in the Holocaust. Meet actual survivors of the Holocaust; find out how they lived in the barbed wire camps. Discuss the meaning of human rights in today's society.



Watching Videos

## Local Churches

Visit the local Churches: Methodist, Baptist, Roman Catholic, Church of England, Greek Orthodox Church, Free Church and go to St. Peters Church in Titchfield. - Wedding ceremony & reception.



Visiting Speakers

## Surveys

Carry out surveys with detailed questionnaires on topical subjects. Clipboard interviews in Stubbington village (umbrellas!). Discuss results and debate how we could change our society for the better.

Listening to Music

## Local Visits

Investigate local traditions, see local antiquities, churches and abbeys. Visit a Funeral Parlour to see what goes on behind the scenes. Look at the local culture and visit Asda for shopping to purchase Jewish foods.

Visit to London Synagogue

Surveys in the Village

Use of Computers  
Slideviewers  
Headphones

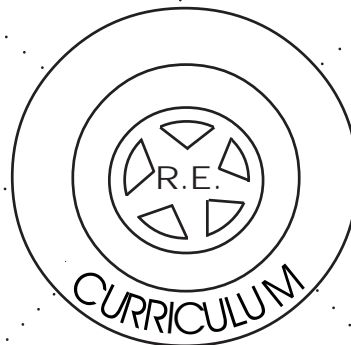
A possible visit to Canterbury

Visit the Holocaust Museum

Shopping for Kosher Meal

Wedding

Visiting Local Churches



# ENGLISH & MEDIA FACULTY



Staff

Faculty Leader:

Miss V Burr

Subject Leader

Deputy Faculty Leader for English  
& Subject Leader for Media:

Miss T Noble

Contributions to the Upper School Curriculum:

English	-	Single award for some
English Language & English Literature	-	for the majority
Media Studies	-	Preference Subject

# English



## **Course Title & Exam Board**

English, English Language and English Literature with WJEC Exam Board.

## **Course Description**

The skills of reading, writing, speaking and listening are of vital importance in many areas, both in the daily world and the world of the imagination. Not only are they essential in many careers, they also underpin successful study at all levels, and a proficiency in them can also add immeasurably to an individual's general quality of life. This specification is designed to aid and assess such development, and to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It will prepare learners to make informed decisions about further learning opportunities and career choices; to use language to participate effectively in society and employment; and to develop their enthusiasm for reading.

## **GCSE English -**

### **Summary of Assessment**

Written Paper - 20% (1 hour) <sup>1</sup>	Jan/June
Unit 1: English in the daily world (reading)	(40 Raw Marks; 40 UMS)
Reading: non-fiction texts	

Written Paper - 20% (1 hour) <sup>2</sup>	Jan/June
Unit 2: English in the daily world (writing)	(40 Raw Marks; 40 UMS)
Writing: information and ideas	

Controlled Assessment - 40%	Jan/June
Unit 3: English in the world of the imagination	(80 Raw Marks; 80 UMS)
Reading: literary texts (two assignments: 10% each): literary heritage poetry & Shakespeare; different cultures prose	
Writing: open writing (two assignments: 10% each): 1 <sup>st</sup> and 3 <sup>rd</sup> person narrative	

Controlled Assessment - 20% <sup>3</sup>	Jan/June
Unit 4: Speaking and Listening	(40 Raw Marks; 40 UMS)
Speaking and Listening: Communicating and adapting language; interacting and responding; creating and sustaining roles	

### Unitised Course

This is a unitised specification which allows for an element of staged assessment. Units may be re-taken once only (with the better result counting) before aggregation for the subject award. However, at least 40% of the assessment must be taken at the end of the course, to satisfy the requirement for terminal assessment, and the results from that terminal assessment must contribute to the subject award.

### English Literature - Summary of Assessment

External Assessment - 35% (2 hours)	Jan/June
Unit 1: Prose (different cultures) and poetry (contemporary)	(50 Raw Marks; 70 UMS)
Section A 21% (Individual Texts in Context)	
Different Cultures Prose: <i>Of Mice and Men</i> (Steinbeck); OR <i>Anita and Me</i> (Syall); OR <i>To Kill a Mockingbird</i> (Lee); OR <i>I Know Why the Caged Bird Sings</i> (Angelou); OR <i>Chanda's Secrets</i> (Stratton)	
Section B 14% (Comparative Study)	
Contemporary: Unseen poetry comparison	

External Assessment 40% (2 hours)	June
Unit 2a: Literary heritage drama and contemporary prose	(60 Raw Marks; 80 UMS)
Individual Texts in Context	
English/Irish/Welsh Literary Heritage Drama: <i>Othello</i> (Shakespeare); OR <i>Much Ado About Nothing</i> (Shakespeare); OR <i>An Inspector Calls</i> (Priestley); OR <i>Hobson's Choice</i> (Brighouse); OR <i>A Taste of Honey</i> (Delaney) (20%)	
Contemporary Prose: <i>Paddy Clarke, Ha Ha Ha</i> (Doyle); OR <i>Heroes</i> (Cormier); OR <i>Never Let Me Go</i> (Ishiguro); OR <i>About a Boy</i> (Hornby); OR <i>Resistance</i> (Sheers) (20%)	
<b>OR</b>	
Unit 2b: Contemporary drama and literary heritage prose	(60 Raw Marks; 80 UMS)
Individual Texts in Context	
Contemporary Drama: <i>The History Boys</i> (Bennett); OR <i>Blood Brothers</i> (Russell); OR <i>A View from the Bridge</i> (Miller); OR <i>Be My Baby</i> (Whittington); OR <i>My Mother Said I Never Should</i> (Keatey) (20%)	
English/Irish/Welsh Literary Heritage Prose: <i>Silas Marner</i> (Eliot); OR <i>Pride and Prejudice</i> (Austen); OR <i>A Christmas Carol</i> (Dickens); OR <i>Lord of the Flies</i> (Golding); OR <i>Ash on a Young Man's Sleeve</i> (Abse) (20%)	

Controlled Assessment (Linked Texts) 25%	June
Unit 3: Poetry and drama (Literary heritage)	(40 Raw Marks; 50 UMS)
English/Irish/Welsh literary heritage: Poetry (taken from WJEC GCSE poetry collection) and play by Shakespeare - chosen by the centre (but not <i>Othello</i> or <i>Much Ado About Nothing</i> ).	

### Student Groupings

Students will be taught in mixed gender groups, set by ability. Moderated teacher assessment, the use of APP folders which have been taken throughout the Key Stage Three and Key Stage Two data, will determine the group in which you will be placed.

# Media Studies



## **Course Title & Exam Board**

The 2009 GCSE Media Studies with AQA Exam Board.

## **Course Description**

The current AQA GCSE Media Studies course is an increasingly popular subject because it makes learning interesting, challenging, creative and fun. It encourages the development of critical understanding of the impact of mass media and its technologies on contemporary society. Candidates cover a range of media forms and are assessed on the Pre-production and Planning Skills, Production Skills and Evaluation of work produced.

Unit	Details
<b>Unit 1: Investigating the Media</b>	External examination - 40% of the overall GCSE <ul style="list-style-type: none"><li>• Based on a pre-released topic with guidance and stimulus</li><li>• Task 1: Knowledge and Understanding</li><li>• Task 2: Research, Planning and Presentation</li><li>• Task 3: Production and Evaluation</li></ul>
<b>Unit 2: Understanding the Media</b>	3 Controlled Assessments - 60% of the overall GCSE. <ul style="list-style-type: none"><li>• Introducing the Media</li><li>• Cross-Media Study</li><li>• Practical Production and Evaluation</li></ul>

## **Skills & Concepts**

The course aims to offer students an extensive coverage of media theory and practice, as well as the opportunity to learn about real media products and industries.

## **Student Groupings**

Media will be offered as a preference subject, based on a mixed ability grouping of D and above.

# LANGUAGE FACULTY

Every Lesson Counts...  
Jede Stunde zählt  
Chaque leçon compte



**M.F.L.**

Staff

Faculty Leader:

Mrs B Hlavaty

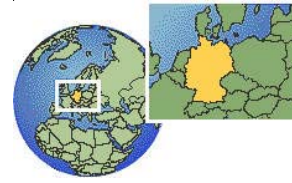
Contributions to the Upper School Curriculum:

Modern Foreign Languages - Preference Subject



# Modern Foreign Languages

## French & German



### Course Title & Exam Board

GCSE German/French with the Edexcel Examining Board.

### Course Description

At the end of Year 9 it is expected that you will continue the study of at least one foreign language to GCSE examination level. **Why?**

- It is essential in the world of today to be able to use another language other than English. Employers are looking for people who have already acquired the skills necessary for success at language learning. They don't want to teach these skills. Some major companies are adopting policies of employing only those people who have a knowledge of at least one foreign language. This is where your GCSE language qualification will prepare you for real life situations at work and on holiday.

### Skills & Concepts

- Here at Crofton you have had many opportunities to practice speaking, reading, writing and listening to French and/or German, but your language is not yet ready for the world that you will find yourself in when you leave school. The next two years leading to the examinations will help you.
- During the next two years you will not only continue to gain in confidence in the four skills, but you will have a qualification which is recognised as very important. In fact some Universities say that you must have a GCSE grade A\* to C in a language, for admission, even if your degree course is not in languages. If you want to become a primary school teacher, remember that all primary schools must be teaching a language from 2010.
- Many of you do not yet have firm ideas about future plans and so why not continue with two languages. You certainly will be in demand in the world of the future as so few people have two languages. You have been successful so far and with effort will continue to be so. Do not waste this excellent opportunity to have something more to offer and so, if you have the option, why not continue with two languages.

### Method of Assessment

- You will study topics which you have touched on already such as: leisure, home life, relationships and also look at new ones such as advertising, the environment and media.
- You will continue to develop your skills in listening, reading, speaking and writing. ALL four skills will be tested. Whilst reading and listening will be tested at the end of Year 11, speaking and writing will be assessed over two years.
- Controlled Assessments will take the following form:  
Year 11 Throughout the two year course - Three speaking and three writing assignments (60%)  
End of Year 11 - Listening and reading exam (40%)





### **Equipment**

- Remember: you need a dictionary of your own and a file will help with your organisation. Bring your equipment with you to each lesson.
- But most of all you need to bring along your enthusiasm and we will help you to achieve success.

### **Computers**

- We encourage you to use computers to support your language study.
- We have acquired language programmes where you can progress independently by accessing the language programmes as extra curricular activities as well as in class.
- We also recommend independent study by using TV/radio and Internet to experience the language as much as possible.
- VLE holds vocabulary revision programmes and other useful information

*Merci*

# MATHS FACULTY

## Staff

Faculty Leader:	-	Mr P Michelmore
Deputy Faculty Leader	-	Mrs C Henderson

## Contributions to the Upper School Curriculum:

Maths	-	Core Subject
Statistics	-	Option for top sets

# Maths



## **Course Title & Exam Board**

Mathematics with Edexcel Exam Board.

## **Course Description**

All students follow the national curriculum in Mathematics. You will study number (Arithmetic), Algebra, Shape, Space and Measures (Geometry) and Data Handling (Statistics), which together with Using and Applying Mathematics form the Attainment Targets on which your final assessment for GCSE will be based.

## **Skills & Concepts**

You will be encouraged to develop your knowledge of a wide variety of mathematical concepts, skills and techniques in order to develop problem solving abilities when presented with more open-ended tasks where there is no 'right' answer.

A great deal of emphasis will be placed on communication skills including both written and oral explanations of mathematical ideas.

## **Method of Assessment**

There are two tiers of assessment. Higher grades available A\* to D and Foundation C to G. These are 100% exam and there will be no coursework component.

There will probably be six groups taking the Higher Level course and four groups doing the Foundation Level course.

The Higher Level course will be examined 2012. The Foundation Level course will be modular with modules taken in March and November 2012 and a final paper in June 2013.

## **Teaching Groups**

You will be set according to your ability after discussions with your teachers and with reference to the National Curriculum level obtained in your KS3 test.

# Statistics

## ***Course Title & Exam Board***

Statistics with AQA Exam Board.

## ***Course Description***

This is a separate GCSE subject, which covers the same content as the Data Handling sections of the Mathematics Syllabus with some additional material. It is particularly suited to those who are considering studying courses beyond GCSE level with a high Statistical content e.g. psychology, sociology and biology, as well as 'A' level mathematics.

It will be taken by students in the two top Higher sets at the end of Year 10.

## ***Skills & Concepts***

The course concentrates on developing your ability to handle and to interpret data so that you become more aware of the potential uses and pitfalls of the statistics that you may meet in other subjects. You will be expected to analyse data using a variety of techniques and to examine critically the conclusions that others have made.

## ***Method of Assessment***

Only the Higher level will be offered (grades available A\* - D). This will consist of a single terminal examination (75% of marks available) and a controlled assessment. (25%).

# SCIENCE SPECIALIST COLLEGE FACULTY

## Staff

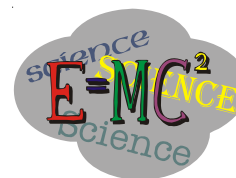
Faculty Leader: - Mr J Smith

Deputy Faculty Leader - Mr C Brown

## Contributions to the Upper School Curriculum:

Science - Core Subject

# Science



## Course Title & Exam Board

The courses offered are:

1. **AQA Science A:**
2. **AQA Additional Science:**
3. **AQA Separate Sciences:**

GCSE Year 10 course

GCSE Year 11 Course

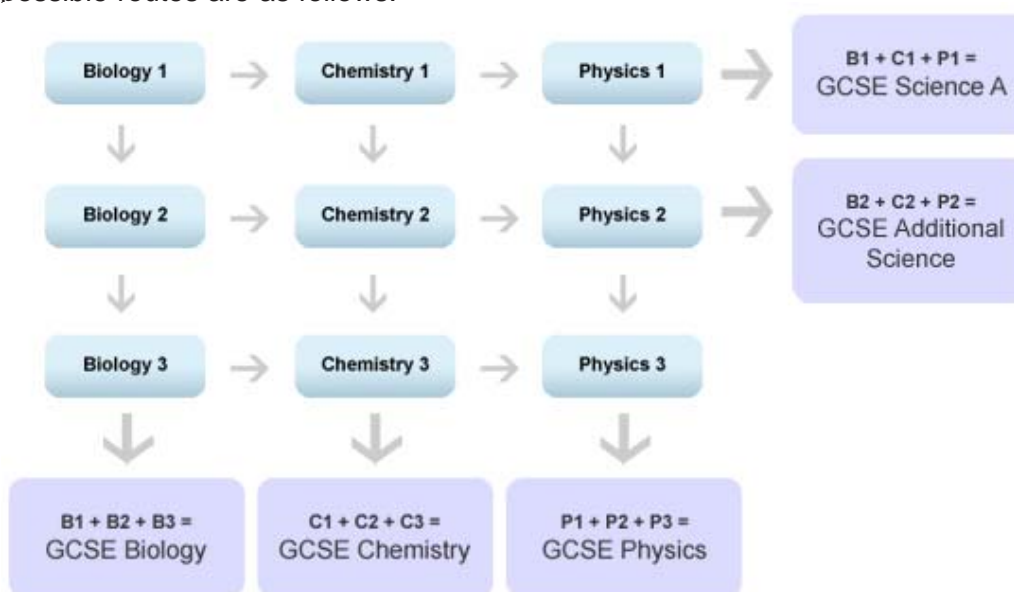
This is made up from:-

GCSE Biology year 10 & 11 course

GCSE Chemistry Year 10 & 11 course

GCSE Physics Year 10 & 11 course

The possible routes are as follows:



## GCSE Science A (1 GCSE)

This course is for most students in Year 10. Those who follow this course will then follow the Additional Science GCSE in Year 11.

### Course Description

GCSE Science A provides a Key Stage 4 science course for learners of any ability, whether you intend to study science further or not. The specification presents biology, chemistry and physics in separate teaching and learning units.

### Method of Assessment

GCSE Science A will be assessed as follows in the summer term of Year 10

Unit 1 Biology 1: Written paper - 1 hour (60 marks - 25%)

Unit 2 Chemistry 1: Written paper - 1 hour (60 marks - 25%)

Unit 3 Physics 1: Written paper - 1 hour (60 marks - 25%)

Unit 4 Controlled Assessment: ISAs - Two written assessments plus one or two lessons for practical work and data processing (50 marks - 25%)

### Student Groupings

You will be set according to your performance in KS3 and your KS4 target grade.

# GCSE Additional Science (1 GCSE)



This course will be followed by most students in Year 11.

## **Course Description**

GCSE Additional Science provides a Key Stage 4 science course for learners of any ability, whether you intend to study science further or not. The specification presents biology, chemistry and physics in separate teaching and learning units. This course, when combined with GCSE Science A provides a firm foundation for progression to AS and A Level Science.

## **Method of Assessment**

GCSE Additional Science will be assessed as follows in the summer term of Year 11

Unit 1 Biology 2:	Written paper - 1 hour (60 marks - 25%)
Unit 2 Chemistry 2:	Written paper - 1 hour (60 marks - 25%)
Unit 3 Physics 2:	Written paper - 1 hour (60 marks - 25%)
Unit 4 Controlled Assessment:	ISAs - Two written assessments plus one or two lessons for practical work and data processing (50 marks - 25%)

# GCSE Separate Science (3 GCSEs)

The most able students in Year 10 will be invited to follow the Separate Science option. This will allow you the possibility of three GCSEs at the end of Year 11. Further details of this will be explained at the Parents' Evening at a later date.

## **Course Description**

GCSE Separate Science provides a Key Stage 4 science course for learners of high ability, and is aimed at students who intend to study science further. The specification presents biology, chemistry and physics in separate teaching and learning units and provides a firm foundation for progression to AS and A Level Science.

## **Method of Assessment**

### **Biology**

Unit 1 Biology 1:	Written paper - 1 hour (60 marks - 25%) (Exam: Summer term Year 10)
Unit 2 Biology 2:	Written paper - 1 hour (60 marks - 25%) (Exam: Spring term Year 11)
Unit 3 Biology 3:	Written paper - 1 hour (60 marks - 25%) (Exam: Summer term Year 11)
Unit 4 Controlled Assessment:	ISAs - Two written assessments plus one or two lessons for practical work and data processing (50 marks - 25%)

### **Chemistry**

Unit 1 Chemistry 1:	Written paper - 1 hour (60 marks - 25%) (Exam: Summer term Year 10)
Unit 2 Chemistry 2:	Written paper - 1 hour (60 marks - 25%) (Exam: Spring term Year 11)
Unit 3 Chemistry 3:	Written paper - 1 hour (60 marks - 25%) (Exam: Summer term Year 11)
Unit 4 Controlled Assessment:	ISAs - Two written assessments plus one or two lessons for practical work and data processing (50 marks - 25%)

### **Physics**

Unit 1 Physics 1:	Written paper - 1 hour (60 marks - 25%) (Exam: Summer term Year 10)
Unit 2 Physics 2:	Written paper - 1 hour (60 marks - 25%) (Exam: Spring term Year 11)
Unit 3 Physics 3:	Written paper - 1 hour (60 marks - 25%) (Exam: Summer term Year 11)
Unit 4 Controlled Assessment:	ISAs - Two written assessments plus one or two lessons for practical work and data processing (50 marks - 25%)

# TECHNOLOGY, ICT & BUSINESS STUDIES FACULTY

## Staff

Faculty Leader: Miss C Jeffery

## Subject Leader

Technology Miss L Tyler  
ICT/Business Studies Mr G Whitehouse

## Contributions to the Upper School Curriculum:

D & T Graphics	-	Preference Subject
D & T Textiles	-	Preference Subject
D & T Food	-	Preference Subject
D & T Resistant Materials	-	Preference Subject
ICT	-	Preference Subject *
Business Studies	-	Preference Subject

\* Please note that all students are encouraged to develop their ICT skills through all the subjects they study in the Upper School.

# TECHNOLOGY

## Design & Technology



### **Course Title & Exam Board**

GCSE Design & Technology - Resistant Materials, Textiles, Graphics, Systems & Control with the OCR Exam Board.

### **Course Description**

The course covers all aspects of the National Curriculum for Design and Technology. It continues to offer a broad based technology experience, building upon the work that you have done at Key Stage Three. You will learn about a range of materials, manufacturing processes, techniques and technologies and be able to use them as appropriate to the design and make process.

### **Skills & Concepts**

You will use tools and equipment effectively and safely to make products that match your specification. You should have some understanding of a range of industrial processes. In your work you will manufacture single items and products in quantity ensuring high quality at all times. ICT will be used wherever possible; you will use CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) as part of the designing and making process.

In this course you will be taught how to cut, shape and form materials to specific tolerances. You will combine and process materials to create materials with more useful properties. The finishing processes applied to these materials will also be studied. Quality Assurance procedures will be applied to all practical work.

### **Method of Assessment**

#### Unit 1: Introduction to Designing and Making

- Developing research and investigation skills
- Developing drawing skills
- Modelling/Making
- Evaluating process

Internally controlled assessment project accounts for 30% of marks.

#### Unit 2: Sustainable Design

- Consideration of products
- Consideration of the environment
- Consideration of society and the economy

Externally assessed written examination which accounts for 20% of the marks.

#### Unit 3: Making Quality Products

- Designing and making for a need
- Working with tools and equipment
- Evaluating the product

Internally controlled assessment project which accounts for 30% of the marks.

#### Unit 4 Technical Aspects of Designing and Making

- Working with tools and materials
- Selecting processes
- Designing for success

Externally assessed written examination which accounts for 20% of the marks.

## ***Student Groupings***

Students may study one area from:

- Food
- Graphics Materials
- Textiles
- Resistant Materials

## ***Materials Areas***



In the Food Materials area you will be designing and making food outcomes. This will involve recipes, nutritional analysis, packaging, planning for special occasions and special diets. You will use CAD to help in your designing dishes and menus of your own choice.



In the Graphic Products area you will be using a variety of graphical media in your designing and making. You will use a range of processes and skills to broaden your practical ability and CAD and CAM to enhance your skills.



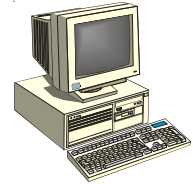
In the Textiles area you will learn more skills and techniques to help you make quality products. You will also use and learn about a range of fibres, fabrics and components. You will use CAD/CAM techniques to help in your designing, and making a variety of textile outcomes.



In the Resistant Materials area you will be designing and making products in wood, metal and plastic. You will have the opportunity to use CAD and CAM techniques and learn about a variety of workshop techniques and practices.

# ICT

## Upper School DiDA Course



### **Course Title & Exam Board**

Aida is the Award in Digital Applications, a revolutionary course from Edexcel that focuses on the practical application of technology.

### **Course Description**

"...designed to stimulate students' creativity and develop real world, practical skills..."

The Aida qualification prepares students for the real world of work or further education. They are designed to stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.

The Aida qualification is the equivalent of one GCSE and can be taken separately or paired with GCSE Business Studies. Either way this GCSE will offer invaluable skills, which will complement any subject options.

### **Skills & Concepts**

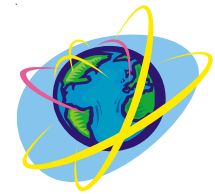
The Aida qualification is designed to teach students how to:

- develop their 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 communication;
- equip students with some of the skills that they will need in the workplace or in further education or training;
- develop project management skills;
- free students' work from paper, making it organised, searchable, dynamic and transportable; and
- encourage students to reflect critically on their own and others' use of digital applications.

### **Method of Assessment**

This GCSE is assessed via a 'summative project' in which students apply their knowledge, skills and understanding they have acquired throughout the course to produce a number of specified 'deliverables', they present their work in an E Portfolio which is marked by the teacher and externally moderated. Students complete the project toward the end of the course. The assessed project is completed at school and as a result students do not sit a traditional exam at the end of Year 11.

# Business Studies



## **Course Title & Exam Board**

Business Studies GCSE with the Edexcel Exam Board has been designed to offer students the opportunity to learn entrepreneurial skills that will be invaluable in the work place.

## **Course Description**

This course aims to increase students' ability to explore **independently** the business environment and:

- provide a rigorous yet flexible programme for delivery and promote a student-centred and practical approach
- offer some choice in the mode of assessment to enable students to demonstrate their capabilities in a way which is best suited to them.
- encourage students to develop independent thinking to solve problems
- encourage students to develop decision-making skills.

This course will appeal to students who are interested in the business environment and who have confidence and the ability to communicate well. **You must enjoy taking responsibility for your own investigations.**

## **Skills & Concepts**

You will study five main units during your GCSE, all designed to help to understand the dynamics of business activity and the influence this has on the decision-making processes within a business.

### Unit 1 - Business and its environment

Focusing on different types of business and how they operate in the UK and global economy.

### Unit 2 - Human Resources

You will learn about the role of the Human Resource Department, Employment Law, Motivation Theory and Methods of Communication.

### Unit 3 - Finance and Accounting

The function of the Finance Department is critical to any business and is a critical part of this course. You will learn about sources of finance and the evaluation of businesses profitability.

### Unit 4 - Marketing

You will learn about the role of the Marketing Departments, how to market products and services.

### Unit 5 - Production

In this wide ranging unit, you will learn about locations of business, methods of production, use of Computer Aided Design and other production methods.

## **Method of Assessment**

You will complete one piece of coursework worth 25% of the overall grade. The coursework will be a business case study in which you will have to solve a variety of business issues covered in the five main units. There will be a final exam worth the remaining 75% of the grade, which will take place at the end of Year 11 and will take two hours to complete. A research brief will be issued prior to the final examination to enable students to revise in a particular context.

***Please be aware that there will be restrictions on numbers of students taking any of the below.***

During Year 10 and 11, students can spend some of their time studying off-site with a college or training provider. The courses fall into three groups.

### **Skills Academy - Level 1**

This is completed at Fareham College, which teaches Level 1 courses and is a half day at the college. Students return to school in the afternoon.

Courses available:

Animal Care  
Beauty Therapy  
Construction  
Engineering  
Hairdressing

Hospitality & Catering  
Motor Cycles  
Motor Vehicle  
Photography  
Sport

### **Young Apprenticeship - Level 2**

These are Level 2 courses and are also at Fareham College or Paragon Training and last all day.

Courses available:

Hairdressing  
Health & Social Care  
Hospitality & Catering

### **Diplomas - Level 2**

The third type of course is the new diploma which takes place all day at a variety of schools and colleges.

Courses available:

Business Administration & Finance  
Creative & Media  
Environmental & land based  
Engineering  
Hospitality

ICT  
Product Design & Manufacturing  
Retail Business  
Social Health & development  
Travel & Tourism

If students are interested in any of these, they must see Miss Knight **before** completing the Preference Form.

# Key Stage 4 Preference Form 2011

Name .....

Tutor group .....

Carefully read the following four points **before** completing this form. Remember you are selecting **four** subjects and **one** reserve subject.

1. Follow steps 1-3 in the table below and put a tick next to each of the **four** subjects you would prefer to follow.
2. Now write the numbers 1-4 (in the 'Preference' column) against these four subjects to indicate your favourites (1 = your favourite preference and so on).
3. Write the letter 'R' next to a reserve subject in the 'please tick' column - REMEMBER this subject may have to be used. All students **must** provide a reserve preference.
4. If you follow courses in either of the following, an interview with Miss Knight must take place **before** completing this form: **(Please note there will be restrictions on numbers for these, except LS)**

Diploma		Learning Support		Young Apprenticeship		Work Related Learning	
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If you select 'Diploma' choose only 1 subject and a reserve. If you select any of the others choose 3 subjects and a reserve.

Follow steps 1-3 in order	Please tick	Preference?
<b>1. French and/or German?</b>		
Do you wish to take <b>French</b> ?		
Do you wish to take <b>German</b> ?		
<b>2. History and/or Geography?</b>		
Do you wish to take <b>History</b> ?		
Do you wish to take <b>Geography</b> ?		
<b>3. Make your remaining choices (up to a total of 4, including any from above) from the following:</b>		
<b>Triple Science and Statistics.</b> You should make this selection if you have been invited by the school to do so. However, if you have not been invited and may wish to be considered, you can select this as a preference.		
<b>Religious Education (RE)</b>		
<b>Art</b>		
<b>Drama</b>		
<b>Music</b>		
<b>Physical Education (PE)</b>		
<b>Media Studies</b>		
<b>Dance</b>		
<b>D &amp; T Graphics</b>		
<b>D &amp; T Textiles</b>		
<b>D &amp; T Food</b>		
<b>D &amp; T Resistant Materials</b>		
<b>ICT</b>		
<b>Business Studies</b>		
<b>Travel and Tourism (OCR National)</b>		
<i>Restrictions (please read carefully):-</i>		
<ul style="list-style-type: none"> <li><i>RE cannot be chosen if History <b>and</b> Geography are already selected</i></li> <li><i>Geography and Travel &amp; Tourism cannot be taken together</i></li> <li><i>Only one 'D &amp; T' option is permitted.</i></li> <li><i>A maximum of two is allowed out of: Art, Drama, Music, PE and Dance</i></li> </ul>		
I particularly want to study..... because (insert the name of a subject here)		
The positive reasons for my preferences are:		

**It is important that you understand that you are indicating a preference and it may not always be possible for you to have all your first choices.**

Signed ..... (student) .....(parent)

**Please ensure the copy of this form is returned to your tutor by Friday 18th February**  
**This copy is for you to keep**