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INTRODUCTION

From September 2010 you will be starting your KS4 courses; the next three years will be very important in your school career. This is an exciting time for you and you should take every opportunity to discuss your ideas with your parents and teachers.

We believe it is important that you continue to receive a broad and balanced education but one which is also tailored to your individual skills and needs, leading to a range of qualifications. This will allow you to have greater career and educational choices in the future.

This booklet is designed to inform you and your parents about the range of courses which we hope to offer in Years 9, 10 and 11. Most of the courses offered will lead to a GCSE (General Certificate of Secondary Education) qualification or a BTEC (Business and Technology Education Council - First Certificate or First Diploma).

The diagram below shows the National Qualifications Framework and explains the relationship between GCSEs and BTECs.
COMPULSORY EXAMINED SUBJECTS
These are courses that all students must follow.

<table>
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<tr>
<th>Subject</th>
<th>Number of sessions per cycle</th>
<th>Qualifications</th>
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COMPULSORY NON-EXAMINED SESSIONS

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<th>Session</th>
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<tr>
<td>Short Courses</td>
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<tr>
<td>Tutor Group / Assemblies</td>
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</table>

Personal, Social and Careers Education and Citizenship is an important part of a student’s studies. It will be taught throughout Years 9, 10 and 11 as appropriate.

Please note:
You will be asked to prioritise your preferences. Whilst every effort will be made to give you your first preference this may not always be possible. Careful thought must therefore be given to your choice of reserve subjects.

Why do you have to study all these subjects?
When you leave Walton High it will be very useful if you have followed a broad and balanced curriculum. At the moment you are about 13 years old and may not leave Walton High until you are 18 years old. Few students have a clear idea of what they want to do when they leave school. Regardless of the eventual career route you
choose, it is important to keep as many options open as possible. A lot of things can change in three years.

Studying a broad and balanced range of subjects in Years 9, 10 and 11 will enable you to choose what is best for you at a later date, when you have a clearer idea of the future education and career opportunities you may wish to pursue.

**MAKING CHOICES**

**How will you make the choice between subjects?**
You can help yourself by asking questions. Some of these questions are about yourself, but you should also ask questions about the different courses and career opportunities available.

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<thead>
<tr>
<th>STRENGTHS</th>
<th>Which subjects are you good at?</th>
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<tr>
<td></td>
<td>How do you know?</td>
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<tr>
<td></td>
<td>What do your teachers say about your strengths?</td>
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<table>
<thead>
<tr>
<th>LIKES</th>
<th>Which subjects do you like?</th>
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<tr>
<td></td>
<td>Is it the subject you like or the teacher?</td>
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<th>CAREER</th>
<th>Which careers are you interested in?</th>
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<tr>
<td></td>
<td>What knowledge / skills do you need for these careers?</td>
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<td></td>
<td>Which subjects would help develop the knowledge and skills you need?</td>
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<tr>
<td></td>
<td>Which subjects can you afford to no longer study?</td>
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</table>

With the exception of English and Maths, most careers do not require people to have studied a particular subject at KS4. Most employers and higher education institutes will probably be more interested in the range of subjects studied, grades achieved and your enthusiasm for learning.

There are many more questions you can ask – see your tutor for further help.

**Where can you get further information?**
You will get help and information from:
1. your Personal Tutor
2. your parents
3. this booklet
4. the Connexions booklet *Which way now?*
5. Walton High’s careers library
6. our Careers Consultant - Miss Mathias
7. subject teachers
8. the parents’ consultation evening

Details on the precise specifications for each subject can be found on the relevant exam board websites:
- www.aqa.org.uk
- www.edexcel.org.uk
- www.ocr.org.uk
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Three year KS4 & raising of compulsory age of education or training to 18
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<td>Health &amp; Social Care BTEC Level 2 Diploma</td>
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<td>Media BTEC Level 2 Diploma</td>
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<td>Drama GCSE plus BTEC Extended Certificate Performing Arts (Acting)</td>
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<td>Psychology GCSE</td>
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<td></td>
<td>Sociology GCSE</td>
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</tbody>
</table>

| Short Courses | 4 |
| Tutor Sessions | 4 |
| Individual Tutorials | 1 30 minutes per week |
| Total | 57 |

Upwards of 10 or 11 GCSEs will therefore be taken by the end of Year 11.
Compulsory Subjects

ENGLISH LANGUAGE GCSE (AQA)
ENGLISH LITERATURE GCSE (AQA)

WHY STUDY ENGLISH?

In studying English students develop skills in speaking, listening, reading and writing. They are encouraged to develop as confident and critical readers, to be able to express themselves creatively and imaginatively and to communicate with others effectively and with clarity.

HOW IS THE COURSE ASSESSED?

The GCSE English Language qualification comprises of three components:
- Unit 1: Understanding and producing non-fiction texts
- Unit 2: Speaking and Listening
- Unit 3: Understanding spoken and written texts and writing creatively

Unit 1 is assessed by a 2 hour written examination worth 40% of the final grade. Candidates are required to read and understand a range of non-fiction texts, identifying the writers’ crafts and transferring these skills into their own writing for a range of genres, audiences and purposes.

Unit 2 is assessed by a controlled assessment and is worth 20% of the final grade. Candidates are required to complete an assessed activity in each of the following categories: presenting, discussing, listening and role playing.

Unit 3 is assessed by a controlled assessment and is worth 40% of the final grade. Candidates are required to submit an extended reading response (one piece of work totalling about 1200 words written in a period of up to four hours), a creative writing response (two pieces of work totalling about 1200 words written in a period of up to four hours) and a spoken language study (written work totalling 800–1000 words written in a period of two–three hours)

The GCSE English Literature qualification comprises three components:
- Unit 1: Exploring modern texts
- Unit 2: Poetry across time
- Unit 3: The significance of Shakespeare and the English Literary Heritage

Unit 1 is assessed by a 1 hour 30 minute written examination and is worth 40% of the final grade. Candidates are required to study two modern texts, one of which will be based on exploring different cultures. Modern in this context is defined as post 1945. Candidates will be expected to consider: ideas, themes and issues characterisation, setting, underpinned by an understanding of the writers’ language and techniques.
Unit 2 is assessed by a 1 hour 15 minute written examination and is worth 35% of the final grade. In this unit candidates will take a skills-based approach to poetry, learning how to make an informed personal response to a range of poems.

Unit 3 is assessed by a controlled assessment and is worth 25% of the final grade. Candidates will submit one task that will explore links between one play by Shakespeare with one other text from the English Literary Heritage. Candidates must produce work totalling around 2000 words written in a period of up to four hours.

MATHEMATICS GCSE (AQA 4307)

WHY STUDY MATHEMATICS?

Mathematics equips students with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways. Mathematics is important in everyday life, useful in virtually every form of employment, and a pre-requisite for many careers and courses of further study.

We aim to teach students:

- to be confident in their numeracy
- to solve problems by effectively deploying an increasing range of mental, written and ICT based mathematical techniques
- to be able to think logically and communicate precisely through analytical thinking
- to enjoy mathematics and appreciate the beauty inherent in mathematical patterns and statements

WHAT WILL STUDENTS STUDY?

In the latter stage of Year 9 and during Years 10 and 11 students will cover the Key Stage 4 programme of Study in Mathematics, as outlined in the National Curriculum. This carries on where the Key Stage 3 programme leaves off and students will continue to study Number and Algebra, Geometry and Statistics.

Students will follow either the Higher or Foundation Programme of Study, as most will have achieved a Level 5 or higher by the end of year 8. There will continue to be differentiation to ensure that all students are challenged at a level appropriate to their needs.

Whilst in Year 10 there will be the opportunity for those students in the three top sets to extend their mathematical learning by following a double GCSE course in Maths. This will offer students the opportunity to develop and extend their mathematical knowledge and understanding and gain two GCSE qualifications. There may also be one top set that will run as an express group, completing GCSE Maths at the end of
Year 10. This group would then go on to study Additional Mathematics in Year 11. This leads to a Level 3 qualification at the end of Year 11.

**HOW IS THE COURSE ASSESSED?**
We follow the AQA Modular Mathematics course, assessing students through exams at three points during the course. The timings of these exams will vary slightly according to which group a student is in. The break down of the examined modules and their weightings is as follows:

<table>
<thead>
<tr>
<th>Module</th>
<th>Statistics &amp; Number (Calculator)</th>
<th>26.7%</th>
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</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>Number &amp; Algebra (Non-calculator)</td>
<td>33.3%</td>
</tr>
<tr>
<td>Module 3</td>
<td>Algebra &amp; Geometry (Calculator)</td>
<td>40%</td>
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</tbody>
</table>

Each exam now has 2 tiers of entry aimed at target grades as follows:

- **Foundation** Grades G – C
- **Higher** Grades D – A*

Students may change entry tiers between Modules, and no student will be limited as to their grade aspiration by the group they are taught in.

**SUPPORT**
Most of the work will be completed during lessons or supervised activities. There will be opportunities for students to extend their studies through the Maths Challenge, lunchtime and after school clubs and revision programmes.

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**SCIENCE with ADDITIONAL SCIENCE GCSE (OCR J640 and J641)**

**WHY STUDY SCIENCE WITH ADDITIONAL SCIENCE?**

Should I have my baby vaccinated? Should we build more nuclear power stations? What is the risk from bird flu? How can I cut my fuel bills?

Students will study GCSE Science during Year 9 and 10. This will equip them to make their own decisions based on their own scientific knowledge and understanding rather than headline grabbing media stories. The course will enable students to develop a critical approach to scientific evidence and methods and acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

Students will go on to study Additional Science during Year 11. This will equip students with the scientific skills, knowledge and understanding necessary for progression to further study in Science.
WHAT WILL STUDENTS STUDY?

OCR Specification B ‘Gateway’.

Students will study all of the components of Science in Year 9 and 10. It is expected that most students will fulfil both the externally examined and internally assessed components of Science in Year 10 and a GCSE grade from A* to G will be awarded.

This GCSE comprises two units (each worth 33.3% of the marks) which are externally examined; each unit is made up of one module from Physics, Chemistry and Biology.

The first is a series of skills (Can-Do tasks) which are assessed and recorded throughout the course and are worth 13.3% of the marks. The last piece of assessed work requires students to research the way in which scientific data and ideas are dealt with by the media and is worth 20%. Students will be provided with stimulus material from OCR; they will then have about a week to carry out their research before completing their written report under supervision.

In Year 11, students will go on to study Additional Science. Again, this comprises of two units (each worth 33.3% of the marks) which are externally examined, and comprise one module from Physics, Chemistry and Biology.

For Additional Science, students are assessed holistically on their ability to carry out practical tasks safely and skilfully (worth 3.4%).

They will also be expected to carry out a research study (worth 13.3%). They will be provided with stimulus material and will then have about a week to carry out their research before completing their written report under supervision.

The final piece of internally assessed work will be a data task (16.6%) where students will be expected to analyse and evaluate data and to plan further work.

TRIPLE SCIENCE

BIOLOGY GCSE (OCR J643)
CHEMISTRY GCSE (OCR J644)
PHYSICS GCSE (OCR J645)

WHY STUDY TRIPLE SCIENCE?

Triple Science is designed for students who plan to use Science in their career path and have a passion for understanding the natural world we live in. Those students planning to continue with one or more of the Sciences to A level must have either GCSE Triple Science or GCSE Science and Additional Science at B grade.
HOW IS TRIPLE SCIENCE ASSESSED?

Students are required to study two further modules for each Science that they wish to study separately, in addition to those studied as part of Science and Additional Science. For each Science studied separately they will be required to sit two one hour exams, one in each of the sciences at the end of Year 10 and one in each of the sciences at the end of Year 11. Each exam will make up 33.3% of their grade towards the 3 GCSE’s to be awarded.

The final 33.3% is a skills assessment made up of two components. The first is a series of skills (Can-Do tasks) which are assessed and recorded throughout the course and are worth 13.3% of the marks. The last piece of assessed work requires students to research the way in which scientific data and ideas are dealt with by the media and is worth 20%. Students will be provided with stimulus material from OCR; they will then have about a week to carry out their research before completing their written report under supervision.

LEVEL 2 BTEC EXTENDED CERTIFICATE IN APPLIED SCIENCE (Edexcel)

WHY STUDY LEVEL 2 BTEC EXTENDED CERTIFICATE IN APPLIED SCIENCE?

Level 2 BTEC Extended Certificate in Applied Science offers students core knowledge, understanding and skills in Science but requires them to take on the role of an employee in a Science based industry.

WHAT WILL STUDENTS STUDY?

Students will study Level 2 BTEC Extended Certificate in Applied Science for 5 sessions per cycle and over the three year duration of the course will study units on Chemistry Applications, Physical Science Applications, Biological Systems, Crime Scene Investigation and Designing and Making Devices in Science. Each unit will have a vocational basis and students will have the opportunity to explore how each aspect is applied in the work place.

HOW IS APPLIED SCIENCE ASSESSED?

The Level 2 BTEC Extended Certificate in Applied Science is a portfolio based course, with no external examinations. Students will be required to produce assignments which meet the exacting requirements of the grading criteria. For each of the three units studied students will be required to complete several pieces of work for their portfolio. Students can be awarded a pass, merit, distinction or distinction* at the end of the two year course. **BTEC can only be awarded if all assignments are submitted and reach the required standard.**

TIMESCALE

Students will be required to submit an assignment or task every three to four weeks in order to meet the requirements of the BTEC. Students doing this course may progress to the BTEC Level 3 Science course.
LEVEL 2 BTEC DIPLOMA IN APPLIED SCIENCE (Edexcel)

WHY STUDY LEVEL 2 BTEC DIPLOMA IN APPLIED SCIENCE?

The Level 2 BTEC Diploma in Applied Science offers a vocational qualification which covers some of the knowledge, understanding and skills necessary for employment in a Science based industry. It will also offer students the opportunity to continue with their studies to GCE Applied Science or BTEC National in Applied Science.

WHAT WILL STUDENTS STUDY?

Students will study BTEC Applied Science for 10 sessions per cycle and in addition to the units studied for the Certificate. They will study five further units. These are extended units in Biology, Chemistry and Physics, a practical investigation unit and a further unit on Chemical analysis and identification. Each unit will have a vocational basis and students will have the opportunity to explore how each aspect is applied in the work place.

HOW IS FIRST DIPLOMA IN APPLIED SCIENCE ASSESSED?

The Level 2 BTEC Diploma in Applied Science is a portfolio based course with no external examinations. Students will be required to produce assignments which meet the exacting requirements of the grading criteria. For each of the six units studied students will be required to complete several pieces of work for their portfolio. Students can be awarded a pass, merit, distinction or distinction* at the end of the two year course. BTEC can only be awarded if all assignments are submitted and reach the required standard.

TIMESCALE

Students will be required to submit at least one assignment or task every two weeks in order to meet the requirements of the BTEC.

FURTHER STUDIES

Progression into Level 3 BTEC Extended Certificate, Diploma or Extended Diploma in Applied Science is possible after completing the Level 2 BTEC Extended Certificate or Diploma in Applied Science. These courses can lead to further education at University or directly into employment in a laboratory.

LEVEL 2 BTEC EXTENDED CERTIFICATE IN HORTICULTURE

WHY STUDY LEVEL 2 BTEC EXTENDED CERTIFICATE IN HORTICULTURE?

Do you want to learn how to grow your own vegetables successfully; what to plant for a specific purpose in your garden? What about doing traditional hedgelaying or building bird boxes? Level 2 BTEC Extended Certificate in Horticulture offers
students core knowledge, understanding and practical skills in Horticulture, but require them to take on the role of an employee in a practical Horticultural environment.

WHAT WILL STUDENTS STUDY?
Students will study BTEC Horticulture for five sessions per cycle and over the three year duration of the course will study units on Amenity and Decorative Horticulture, Nursery Stockplant production and Protected Horticultural Crop Production. Each unit will have a vocational basis, and students will have the opportunity to explore how each aspect is applied in the work place.

HOW IS HORTICULTURE ASSESSED?
The Level 2 BTEC Extended Certificate in Horticulture is a portfolio based course, with no external examinations. Students will be required to produce assignments which meet the exacting requirements of the grading criteria. For each of the three units studied, students will be required to complete several pieces of written work and practical work in the poly tunnel and allotment for their portfolio.

Students can be awarded a pass, merit, distinction or distinction* at the end of the course. **BTEC can only be awarded if all assignments are submitted and reach the required standard.**

TIMESCALE
Students will be required to submit an assignment or task every three to four weeks in order to meet the requirements of the BTEC.

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PHILOSOPHY AND ETHICS GCSE (AQA B)

WHY STUDY PHILOSOPHY AND ETHICS?
Studying Philosophy and Ethics through Religion is vital for students to:

1. Acquire knowledge and develop understanding of the beliefs, values and traditions of religions.
2. Consider the influence of the beliefs, values and traditions associated with religions.
3. Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life.

WHAT WILL STUDENTS STUDY?
The content of the course is divided into ten topics of study, based on the study of **Christianity.**
The Nature of God
Students will learn about the nature of God; belief in God; the authority of sacred texts for believers and arguments for and against the existence of God.

Religion and Science
Religious understandings of the relationship between humanity and the rest of the planet; religious ideas about the origins of the world and of humanity; scientific ideas about the origins of the world and of humanity; religious ideas about the purpose of humanity.

Immortality
Understandings of the distinction between ‘body’ and ‘soul’; understandings about the afterlife from different religious viewpoints; atheist views about immortality.

Good and Evil
An understanding of ideas about supernatural forces of good and evil; religious approaches to the question of why there is evil and suffering in the world; understandings of ways of coping with suffering; religious approaches to the purpose of moral behaviour.

Religion and Planet Earth
Students will cover a range of religious responses to environmental issues such as deforestation, acid rain and other types of pollution. They will study different types of conservation being done and how these are influenced by religious concepts such as stewardship.

Religion and Prejudice
Students will investigate types of prejudice, including religion, race, colour, gender, age, disability, class, lifestyle, looks; as well as the causes and origins of prejudice, including ignorance, stereotyping, scapegoating, influence of parents or media, victims of prejudice, experience. They will consider religious responses to prejudice with reference to religious leaders and teachings.

Religion and Early Life
Student will investigate how students are brought up within different faith households including the role of specific religious ceremonies such as birth and commitment ceremonies. They will consider how young people make moral decisions within both religious and non-religious households.

Religion War and Peace
Student will consider the concepts of peace and justice and the sanctity of life in relation to war and peace; the causes of war; the reasons why religious believers might go to war; including the criteria for ‘Just War’ and ‘Holy War’; victims of war, including refugees, those maimed and also organisations which help victims of war, e.g. The Red Cross, The Red Crescent. They will study with a view to religious beliefs and teachings and modern statements about war and peace.
HOW WILL STUDENTS BE ASSESSED?

2 written papers (1hr 30 mins each), one which will be on Religious Philosophy and Ultimate Questions (the first four topics listed), and the other on Religion and Life Issues (the remaining four topics).

Additional Subjects Offered

ART AND DESIGN GCSE (AQA 3201)

WHY STUDY ART AND DESIGN?

Art and Design provides an ideal course for students who wish to develop their interests and enthusiasm for creative activities in art and design. It can lead to wide range of varied and creative vocations.

Creativity, challenges, learning through practical application. Making different artefacts using a wide range of media including; painting, print making, sculpture, ICT, mixed media and ceramics. Through this Art and Design experience, students will be encouraged to interact and be aware of the artistic world around them.

WHAT WILL STUDENTS STUDY?

Students will be encouraged to:

- Creative and imaginative abilities, and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design;
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills;
- Understanding of the conventions of art, craft and design and awareness of contexts in which they operate;
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

HOW IS ART AND DESIGN ASSESSED?

A controlled 10 hour test 40%. Students will respond to one starting point (from a choice of 7) after one term’s preparatory period (Exam papers can be issued from 1 January onwards)

Students need to submit a portfolio of work that covers the four assessment objectives. Included in their portfolio students should include a range of observational studies created in a range of media; research into the work of others and developmental pieces.
The work in the portfolio should represent approximately 45 hours worth of work and will be made up of projects completed over the course of study.

THE PORTFOLIO ACCOUNTS FOR: 60% OF THE FINAL GRADE

TIMESCALE

- **Natural Forms** – 8 weeks
- **Print Techniques** – 10 weeks
- **Portraiture** – 14 weeks
- **3D Processes** – 10 weeks
- **Graphics, 3D Design or Textiles** – 14 weeks
- **Flora and Fauna** – 14 weeks
- **Large scale pieces** – 20 hours

SUPPORT

Art Club, extra support days during the holidays, crib sheets, letters home.

ART AND DESIGN (BTEC Diploma) Level 2

WHY STUDY FOR A BTEC LEVEL 2 DIPLOMA IN ART AND DESIGN?

The BTEC Level 2 Diploma in Art and Design is a course that aims to provide education and training in the art and design sector primarily for those learners in full-time education, who are seeking progression either into employment or onto further study.

This course provides a broad-based approach to art and design to develop students’ knowledge, understanding and skills working in a range of 2D and 3D media. The vocational context of the qualification is key to effective delivery, and this is provided through project briefs and assignments.

This course will provide an opportunity for you to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

WHAT WILL THE STUDENTS STUDY?

Over Years 9, 10 and 11 students will study 6 core units.

Unit 1: **Contextual References in Art and Design** which aims to provide development of the skills needed to seek out, organise, select and record a wide variety of information and references that provide inspiration for originating ideas.

Unit 2: **2D Visual Communication** where students will be introduced to a wide range of 2D processes and techniques to encourage imaginative and creative design solutions. This unit will be broken down into 2 assignments.
Unit 3: 3D Visual Communication where students will be introduced to a wide range of 3D processes and techniques to encourage imaginative and creative design solutions. This unit will be broken down into 2 assignments.

Unit 4: Using Ideas to Explore, Develop and Produce Art and Design where students will be expected to develop skills and knowledge in an art and design project proposal that they have constructed themselves.

Unit 5: Building an Art and Design Portfolio where students will be selective of their work to build a portfolio of work to act as a vehicle for supporting an application for employment or further study. Students will demonstrate they can evaluate their work for a particular purpose.

Unit 6: Working in the Art and Design Industry will give students a broad understanding of the art and design industry and the employment opportunities within it.

The additional specialist units could be one of the following:

- Working with Graphic Design Briefs – learn how to respond creatively to specialist graphic design briefs.
- Working with Textiles Briefs – learn how to respond to specialist textiles briefs and find out how a professional textiles designer works.
- Working with Photography Briefs – explore, experiment with and understand how to respond to photography briefs.

HOW IS THE COURSE ASSESSED?

This course will be assessed in a variety of different ways through assignments and practical studio work, along with projects, performance observation and time-constrained assessments. Assessment is continuous with feedback through tutorials. Some written work is required for all units.

Each unit will be graded as unclassified, pass, merit, distinction or distinction*. You will need to get a minimum of eight pass grades to obtain a BTEC Level 2 Diploma in Art and Design.

Details of all assessments and deadlines will be issued to students at the start of the course.

SUPPORT

Support will be available in lesson time and in some Session 9 time. Depending on the nature of the assignment students may be required to spend time in work placements or in developing art and design work outside of lesson time.

Art Club, crib sheets, letters home.

*This course cannot be taken in conjunction with GCSE Art.
BUSINESS AND COMMUNICATION SYSTEMS GCSE (AQA SPECIFICATION 4134)

WHY STUDY BUSINESS AND COMMUNICATIONS SYSTEMS?

The business environment is dynamic and constantly changing. Business and Communications Systems enables you to explore the factors that influence this change, in both an investigative and practical way.

Through investigative research projects and links with local businesses you will be able to establish how the business environment, business administration, workplace organisation, human resource management and effective communication all impact on the successful running of a firm. You will also learn how to understand, use and apply a number of software applications to a range of business scenarios.

The recent rapid advances in the use of ICT have given businesses access to a wealth of information, enabled more efficient communication and reduced the time and effort required for many administrative tasks. You will be encouraged to reflect on these benefits, as well as issues such as the need for safe use of ICT equipment and the importance of the security of data.

Furthermore, you will develop and apply your ICT skills through solving real business problems.

Lastly, this course will encourage you to reflect on business changes and to build a strong base of knowledge, understanding and skills which can lead to further study and assist in future employment.

WHAT WILL STUDENTS STUDY?

The following Business theory is covered:
- **Administration** - aims, objectives, measures of success, stakeholders, the role and functions of administration, workplace organisation (office layout), developments in working practice (hot desking, teleworking and flexible working), storage and retrieval of information, security of data
- **Human Resources** - recruitment and selection of staff, training, rewarding staff, remuneration methods, employment rights and responsibilities
- **Communication** - benefits of effective communication, implications of poor communication, methods of communication, the internet and its role in business and the growth of e-commerce.
- **ICT in Business** - use and purpose of data, input, output and storage devices, software applications and local and wide area networks, explore a range of tools and documents used within a range of software

The following ICT practical skills will be developed in a business context:
- File managements
- Spreadsheets
- Word processing
- Databases
• Charting
• Graphics and clipart
• Composition
• Presentation software
• Web Authoring

HOW IS THE COURSE ASSESSED?

Written Paper – 40% of the marks (1 hour)

Students will sit either the foundation or higher paper. They will not sit both.

The foundation paper consists of a short answer test with some extended writing, which covers all aspects of the subject content. The higher paper will have a short answer test with some extended writing, which covers all aspects of the subject content.

Practical Paper – 35% (1½ hours)

Students will complete a series of four to seven compulsory tasks on the computer under exam conditions. The exam is set by the exam board, AQA, and expects students to demonstrate a range of practical ICT skills through the completion of the set tasks.

Controlled Assessment – 25% (12 hours in class)

Students will be required to undertake their own investigation from the pre-released material provided by the exam board. The controlled assessment will require students to plan and research the use of ICT in a business and practical exercise, presenting their findings using appropriate methods. All work will be produced in class under controlled conditions.

BUSINESS STUDIES GCSE (AQA SPECIFICATION 4133)

WHY STUDY BUSINESS STUDIES?

"The secret of business is to know something nobody else knows." Aristotle Onassis

"I want to work for a company that contributes to and is part of the community. I want something not just to invest in. I want something to believe in.” Anita Roddick (Body Shop Founder)

Business Studies complements a number of other GCSE courses and provides students with a sound understanding of how businesses operate within UK and European markets.

A successful Business student is one who asks questions and looks further than the obvious solution to a problem. In lessons, emphasis is placed on active learning and
investigation, with the aim of students learning research and presentation skills and developing the ability to apply business theory to real business situations.

WHAT WILL STUDENTS STUDY?

The themes that make up the core subject content are:

- Starting a Business
- Marketing
- Finance
- People In Business
- Operations Management
- The Business Organisation

The following Business theory is covered:

- **Starting a business** – business enterprise, aims, objectives, measures of success, business planning, stakeholders, business structures, location, expansion and growth
- **Marketing** – market research with limited budgets, using the marketing mix (price, product, promotion and place), product portfolio
- **Finance** – sources of finance for large and small business, profit and loss, cash flow forecasting, balance sheets,
- **People in Business** – recruitment, retention, motivation, employment rights and responsibilities, appraisals, internal business structures
- **Operations Management** – production methods for manufacturing and service based businesses, customer service, impact of ICT, quality assurance

HOW IS THE COURSE ASSESSED?

**Written Paper 1 – 40% (1 hour)**

Students will submit 1 piece of coursework, which will be based on an Enterprise investigation in the Summer Term.

**Written Paper 2 – 35% of the marks**

The written paper will be based on a pre-released Case Study. It consists of 2 sections and all questions are compulsory.

**Controlled Assessment – 25% (12 hours in class)**

**SUPPORT**

A significant proportion of the coursework will be completed during lessons, with additional support available during Session 9. Guidance sheets and regular feedback will be given to provide assistance at each stage of the coursework, before the final submission date.
BUSINESS STUDIES BTEC (LEVEL 2 DIPLOMA)

WHAT WILL STUDENTS STUDY?

You will study four core units on exploring business purposes, business organisations, financial forecasting for business, people in organisations plus additional specialist units. The core modules will look at how the business world is changing at a variety of scales, local to global.

Business Purposes - Understand the purpose and ownership of business and understand the business context in which organisations operate e.g. the role of the government.

Business Organisations - Be able to set business aims and objectives and understand the main functional areas in business organisations.

Financial Forecasting for Business - To know about costs, revenue and profit in a business organisation, be able to prepare a break even analysis and to be able to create a cash flow forecast.

People in Organisations - This unit gives you the opportunity part played by people in a business. You will look at the different roles and functions as well as considering your own career research and planning.

The specialist units we are planning to offer are:

Doing Business Online – You will look at different online business activities and understand the feasibility of going online and how to operate a business online.

The Marketing Plan – you will look at the most important aspects of promoting a business and its products. You will be asked to produce your own marketing plan for a small business or enterprise project.

Customer Relations in Business - you will know how customer service is provided in business and be able to apply appropriate presentation and interpersonal skills in customer service situations to understand how customer service contributes to customer satisfaction.

Promoting & Branding in Retail Businesses –You will understand the structure of retail businesses and their supply chains, the importance of branding and promotion to retail business and be able to develop and promote a brand for a retail channel.

Verbal and Non-verbal Communication in Business Contexts – students will be able to use non-verbal communication skills, understand the purpose of verbal communication in business contexts be able to use verbal communication in business contexts.

HOW IS THE COURSE ASSESSED?

This course will be assessed through the production of a portfolio, based upon internally set assignments. A variety of different assignments will be set including case studies research, work-based assessments, along with projects, performance observation and timed assessments.

Each unit will be graded as unclassified, pass, merit, distinction or distinction*. This qualification attracts the same number of points as four GCSEs at A*-C.

Details of all assessments and deadlines will be issued to students at the start of the course.

SUPPORT

Support will be available in lesson time and in some Session 9 time.
DESIGN AND TECHNOLOGY GCSE (AQA 4545)
FOOD TECHNOLOGY

WHY STUDY FOOD TECHNOLOGY?

Through this Design and Technology experience, students will be encouraged to interact and be aware of the designed world around them.

In Food Technology students will be given the opportunity to design, manufacture and create food products with a range of different processes. They will develop the skills, apply the knowledge and understanding, and explore and interact with the creative world around them through design projects and focused practical tasks.

WHAT WILL STUDENTS STUDY?

Students will be encouraged to:
- Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.

Acquire and apply knowledge, skills and understanding through:
- Analysing and evaluating products and processes;
- Engaging in focused tasks to develop and demonstrate techniques;
- Engaging in strategies for developing ideas, planning and producing products;
- Considering how past and present design and technology, relevant to a designing and making context, affects society;
- Recognising the moral, cultural and environmental issues inherent in design and technology.

HOW IS FOOD TECHNOLOGY ASSESSED?

Students will specialise in the focus area of food technology where they will learn about designing and making saleable food products in quantity.

The Controlled Assignment consists of a food product prototype(s) and a concise design folder and/or appropriate ICT evidence. The Controlled Assignment will be internally assessed and externally moderated.

A written 2 hour Paper 40%; preparation sheets will be issued which will give advance notice of the design context for some questions on the paper.

Controlled Assessment accounts for: 60% of the final grade.

SUPPORT

Due to the nature of the project, most of the work, especially the manufacturing element, will be completed in lessons or during Session 9 Tech Club.

The following resources are available:
- ‘Design and Make It’ book
• AQA Assessment Criteria
• Display work
• Technician Support
• British Nutrition CD Rom
• ‘PC in Food’ CD Rom
• Selection of text books
• Coursework guidelines sheets

DESIGN AND TECHNOLOGY GCSE (AQA 4550)
GRAPHIC PRODUCTS

WHY STUDY GRAPHIC PRODUCTS?

Through this visual and creative discipline, students will grow in their understanding of graphical communication from branding to illustration and marketing to model making.

The Graphic Products course gives students the opportunity to design, manufacture and critically evaluate products in a range of materials and create new designs using a variety of manufacturing processes.

They will develop and apply skills, knowledge and understanding associated with commercial graphic design practice, with a key emphasis of understanding how to communicate successfully using a range of visual media including traditional drawing techniques.

They will do this through a series of design projects and focused practical tasks.

WHAT WILL STUDENTS STUDY?

Students will be encouraged to:
• Demonstrate fully their textile design capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.

Acquire and apply knowledge, skills and understanding through:
• Analysing and evaluating products and processes;
• Engaging in focused tasks to develop and demonstrate techniques;
• Engaging in strategies for developing ideas, planning and producing products;
• Considering how past and present graphic design, relevant to a designing and making context, affects society;
• Recognising the moral, cultural and environmental issues inherent in graphic communication design.
HOW IS GRAPHIC PRODUCTS ASSESSED?

The Controlled Assignment consists of a range of graphic products and a concise design folder and/or the appropriate ICT evidence. Students will be expected to design a range of 2 and 3 dimensional products. The Common Assignment will be internally assessed and externally moderated.

Controlled Assessment accounts for: 60% of the final grade

A written 2 hour paper accounts for 40%; preparation sheets will be issued which will give advance notice of the design context for some questions on the paper.

SUPPORT
Due to the nature of the project, most of the work, especially the manufacturing element, will be completed in lessons or during Session 9 Tech Club.

The following resources are available:

- ‘Design and Make It’ book
- AQA Assessment Criteria
- Display work
- Technician Support
- Selection of text books & technical drawing equipment
- Coursework guidelines sheets

DESIGN AND TECHNOLOGY GCSE (AQA 4557)
PRODUCT DESIGN

WHY STUDY PRODUCT DESIGN?

Through this Design & Technology experience students will be encouraged to be aware of and interact with the designed world around them.

The Product Design course gives students the opportunity to design, manufacture and evaluate products in a range of materials such as paper, card, plastic and wood, using a variety of processes. They will develop and apply skills, knowledge and understanding associated with commercial product design practice. They will do this through a series of design projects and a series of focused practical tasks.

WHAT WILL STUDENTS STUDY?

Students will be expected to:

- Demonstrate fully their design and technology capability, requiring them to combine skill and knowledge in order to successfully design and manufacture high quality products in quantity.

Acquire and apply knowledge, skill and understanding in the following areas:

- Analyse and evaluate products and processes;
- Engage in focused tasks to develop and demonstrate practical techniques;
- Engage in strategies aimed to develop design development and planning;
• Consider how design and technology has changed with time and how that has affected society and informs present day designers;
• Recognise the moral, cultural and environmental issues inherent in Design & Technology.

HOW IS PRODUCT DESIGN ASSESSED?

Students carry out design and make activities using card, paper, plastics and wood with potential opportunities to utilise additional materials such as metals, textiles, ceramics and electronic components.

The Controlled Assignments consists of a final design project made up with a concise design portfolio and the related 3-dimensional outcome(s). The portfolio needs to communicate in detail the design process including the areas of Research, Analysis, Design, Design development, planning for manufacture, Technical drawing and Testing & Evaluation. It is expected within this document students will demonstrate effective use of ICT. Students' Controlled Assignment projects are internally assessed and externally moderated.

Controlled Assessment accounts for: 60% of the final grade

The remaining 40% of the grade is awarded for a 2 hour written exam paper testing related product design theory. This includes understanding of commercial design practice and related technical vocabulary, packaging, materials and components, manufacturing processes and sustainability.

SUPPORT

Due to the nature of the subject there is a necessity for practical outcomes in particular to be completed in lesson time with additional support available in after school Technology Clubs.

The following resources are also available:
  - ‘Design and Make It’ text books;
  - Orange theory Booklets;
  - AQA assessment Criteria;
  - Display Work;
  - Technician Support;
  - Pro Desktop computer Software for drawing and modelling.

DESIGN AND TECHNOLOGY GCSE (AQA 4570) TEXTILES

WHY STUDY TEXTILE DESIGN?

Through this Textile Design experience, students will be encouraged to interact and be aware of the designed world around them.
In Textile Design students will be given the opportunity to design, manufacture and create products and artefacts in a range of materials and with a range of processes.
They will develop the skills, apply the knowledge and understanding, and explore and interact with the creative world around them through design projects and focused practical tasks. Students will be encouraged to look at all areas of textiles including fibres, fabrics, colour, decoration, designing, production, manufacture, the Textiles Industry and ecological issues.

WHAT WILL STUDENTS STUDY?

Students will be encouraged to:

- Demonstrate fully their textile design capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.

Acquire and apply knowledge, skills and understanding through:

- Analysing and evaluating products and processes;
- Engaging in focused tasks to develop and demonstrate techniques;
- Engaging in strategies for developing ideas, planning and producing products;
- Considering how past and present textile design, relevant to a designing and making context, affects society;
- Recognising the moral, cultural and environmental issues inherent in textile design.

HOW IS TEXTILES DESIGN ASSESSED?

Students carry out designing and making activities. Students can combine textiles with other materials such as electronics and resistant materials, for example, for use in toy design or accessories design.

The Controlled Assignments consists of a 3-dimensional product and a concise design folder and/or the appropriate ICT evidence. The Controlled Assignment will be internally assessed and externally moderated.

The Controlled Assessment accounts for: 60% of the final grade

A written 2 hour Paper 40%; preparation sheets will be issued which will give advance notice of the design context for some questions on the paper.

SUPPORT

Due to the nature of the project, most of the work, especially the manufacturing element, will be completed in lessons or during Session 9 Tech Club.

The following resources are available:

- ‘Design and Make It’ book
- AQA Assessment Criteria
- Display work
- Technician Support
- Selection of text books
- Coursework guidelines sheets
DRAMA GCSE (EDEXCEL – 5210)

WHY STUDY DRAMA?

GCSE Drama is both a practical and creative subject. It 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. 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 enjoy working as part of a team as Drama involves a lot of group work.

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

WHAT WILL STUDENTS STUDY?
The course is in 3 parts:

- In part one of the course you will use drama to express your feelings and ideas about a range of issues.

- In part 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.

- In part 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, which will be based on a particular theme.

HOW IS DRAMA ASSESSED?
Unit 1: Drama Exploration (30%)
5DR01 Internally assessed practical work supported by portfolio written under controlled conditions.

Unit 2: Exploring Play Texts (30%)
5DR02 Internally assessed practical work supported by portfolio written under controlled conditions
Review of a Live Performance written under controlled conditions

Unit 3: Drama Performance (40%)
5DR03 Externally assessed practical exam that can be a devised performance or a scripted performance

CONTROLLED ASSESSMENTS
60% of the Drama course consists of practical performance work and a written portfolio of evidence. You will be assessed on your practical work and on the supporting notes you keep during the course.

SUPPORT
Session 9, rehearsal time after school with Drama staff is essential.
PERFORMING ARTS (ACTING) BTEC (EXTENDED CERTIFICATE) LEVEL 2 - THIS COURSE WILL BE STUDIED ALONGSIDE GCSE DRAMA

WHY STUDY FOR A BTEC EXTENDED CERTIFICATE IN PERFORMANCE?

This course will suit students who wish to study the Performing Arts and have a strong interest in the discipline of Drama. Within this BTEC it is possible to take a wide variety of options in Drama, allowing students to utilise their strengths to succeed. The course will prepare students for careers in the Performing Arts industry providing a broad educational base for further training, further education or for employment within the performing arts sector.

The course is taught through hands on experience of the Performing Arts. A log book will be kept and completed every lesson as evidence for assessment. Student involvement in school performances and attendance at after school clubs is an expected part of the course if students are to achieve their potential grade. BTEC qualifications are recognised by employers and education institutions and will provide a good progression route to more advanced qualifications e.g. BTEC Nationals.

Performing Arts has an importance in the culture and heritage of Walton High and is a valuable tool for developing confidence, creativity and key skills. It is a large industry full of challenge, high demands and change but it is highly rewarding.

This course will provide an opportunity for students to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

WHAT WILL THE STUDENTS STUDY?

Students will select one core unit and two specialist units in consultation with the teaching staff. These might include:

- *The Development of Drama*
- *Performing Scripted Plays*
- *Devising Theatre*

HOW IS THE COURSE ASSESSED?

This course will be assessed in a variety of different ways including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments.

Each unit will be graded as unclassified, pass, merit, distinction or distinction*. You will need to get a minimum of three pass grades to obtain a BTEC First Certificate in Performance.

Details of all assessments and deadlines will be issued to students at the start of the course.
SUPPORT

Support will be available in lesson time and in some Session 9 time. There is also a lively extra curricular programme in the Performing Arts with usually three or four productions per term.

Students should be encouraged to work at skills outside the classroom through extra music lessons and drama lessons and societies, visits to concerts and the theatre and work experience.

ECONOMICS GCSE (AQA SPECIFICATION 4135)

WHY STUDY ECONOMICS?

Government's view of the economy could be summed up in a few short phrases: If it moves, tax it. If it keeps moving, regulate it and if it stops moving, subsidise it” Ronald Reagan

Economics complements a number of other GCSE courses and provides students with a sound understanding of personal economics and a range of different economies and their ways in which they can be managed by as well as their effect on the businesses which operate within UK and European markets.

A successful Economist is a student is one who asks questions, looks further than the obvious solution to a problem and is able to use theoretical and realistic models. In lessons, emphasis is placed on active learning and investigation, with the aim of students learning research and presentation skills and developing the ability to apply business theory to real business situations.

WHAT WILL STUDENTS STUDY?

The themes that make up the core subject content are:

- Personal Economics
- Investigating Economic Issues

The following Economic theory is covered:

**Personal Economics:**
- Money - choosing to spend, save and borrow money, managing money through budgeting
- Work – understanding the nature and purpose of work, reward for work and consequences of unemployment.
- The National & Global Economy – understanding international trade, exchange rates, the power of the consumers.

**Investigating Economic Issues:**
- Managing the Economy – economic objectives of the government, the economy at work, the role of the EU
Current Economic Issues - environmental issues, global warming, globalisation, developing economies e.g. India and China, underdevelopment, dominant firms, poverty.

**HOW IS THE COURSE ASSESSED?**

**Written Paper 1 – 50% (1 ¼ hours)**
The written paper will be based on three unseen mini case studies. It consists of three sections and all questions are compulsory.

**Written Paper 2 – 50% (1 ¼ hours)**
The written paper will be based on a pre-released topic, students will be expected to undertake individual and class research into the current economic issue and then draw on this research in the exam in addition to their economic understanding. It consists of three sections and all questions are compulsory.

**SUPPORT**
Additional support available during Session 9.

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**GEOGRAPHY GCSE (AQA SPECIFICATION A 4030)**

**WHY STUDY GEOGRAPHY?**

Studying Geography is vital for students to:

- acquire and apply knowledge and understanding of a range of places, environments, spatial patterns and distributions;
- develop an understanding of global citizenship and the ways in which places and people are interdependent;
- understand the significance and effects of people’s values and attitudes;
- acquire and apply skills and techniques appropriately— including those of map work, fieldwork and ICT needed to conduct geographical study and enquiry.

**WHAT WILL STUDENTS STUDY AND HOW IS GEOGRAPHY ASSESSED?**

**EXAMINED UNITS**

<table>
<thead>
<tr>
<th>Unit 1: Physical Geography (37.5%)</th>
<th>Unit 2: Human Geography (37.5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Restless Earth</strong>&lt;br&gt;The landforms associated with plate margins. Detailed studies of earthquakes, volcanoes and tsunamis.</td>
<td><strong>Population Change</strong>&lt;br&gt;The exponential rate of world population growth. The Demographic Transition Model and population structures. Population policies used to control the population. The problems associated with an ageing</td>
</tr>
</tbody>
</table>
**Water on the Land**
How rivers erode, transport and deposit material and the landforms created by rivers. A detailed look at flooding events, along with a study of hard and soft forms of river management.

**The Coastal Zone**
Weathering and mass movement at the coast and the landforms created by erosion and deposition. The problem of rapid erosion and how this is managed. The threats of rising sea levels around our coast along with the importance of coastal ecosystems.

There are two examined units each lasting 1 hr 30 minutes. The examinations are offered at two levels of entry. Foundation level is designed for students working towards a grade C and the Higher level for students working towards an A* grade.

**CONTROLLED ASSESSMENT REQUIREMENTS**

<table>
<thead>
<tr>
<th>Unit 3: Local Fieldwork Investigation (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an extended piece of investigative work written by students under controlled conditions. Students will collect primary fieldwork data for their investigation during a one day field visit and will then receive 20 hours of write-up time to prepare their final assignment for submission. The total task must be less than 2000 words and represents 25% of the final GCSE grade.</td>
</tr>
</tbody>
</table>
GEOGRAPHY SHORT COURSE GCSE
(AQA SPECIFICATION A: 4030)

WHY STUDY GEOGRAPHY?

Studying Geography is vital for students to:

1. acquire and apply knowledge and understanding of a range of places, environments, spatial patterns and distributions;
2. develop an understanding of global citizenship and the ways in which places and people are interdependent;
3. understand the significance and effects of people’s values and attitudes;
4. acquire and apply skills and techniques appropriately– including those of map work, fieldwork and ICT needed to conduct geographical study and enquiry.

WHAT WILL STUDENTS STUDY AND HOW IS GEOGRAPHY ASSESSED?

<table>
<thead>
<tr>
<th>Examed Unit</th>
<th>Controlled Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and Human Geography (50%)</td>
<td>Local Fieldwork Investigation (50%)</td>
</tr>
<tr>
<td>Students will study two topics:</td>
<td>This is an extended piece of investigative work written by students under controlled conditions.</td>
</tr>
<tr>
<td>The Restless Earth</td>
<td>Students will collect primary fieldwork data for their investigation during a one day field visit and will then receive 20 hours of write-up time to prepare their final assignment for submission.</td>
</tr>
<tr>
<td>The landforms associated with plate margins. Detailed studies of earthquakes, volcanoes and tsunamis.</td>
<td>The total task must be less than 2000 words and represents 50% of the final grade.</td>
</tr>
<tr>
<td>Changing Urban Environments</td>
<td></td>
</tr>
<tr>
<td>The causes and pace of urbanisation. The different zones of a settlement and the issues facing urban areas such as housing and traffic.</td>
<td></td>
</tr>
<tr>
<td>The characteristics and management of squatter settlements in developing countries. The concept of a sustainable city.</td>
<td></td>
</tr>
<tr>
<td>The examination lasts for 1 hour and is offered at two levels of entry. Foundation level is designed for students working towards a grade C and the Higher level for students working towards an A* grade.</td>
<td></td>
</tr>
</tbody>
</table>
HISTORY GCSE (AQA 3041)

WHY STUDY HISTORY?
_History isn't just about the past. It's about why we are who we are._ Tony Robinson, Actor, Television Presenter and politician

_Historians are dangerous people._ Khrushchev, Leader of the Soviet Union 1956-1964

The study of History fires students' curiosity about the past and the present. Through studying history they consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions.

As they do this they see the diversity of human experience, and understand more about themselves and the world in which they live. In history, students research evidence, evaluate its usefulness and reliability and use it to reach their own conclusions and argue a point of view – skills that are highly valued in adult life.

WHAT WILL STUDENTS STUDY?
The course is arranged within the following units:

**Unit 1: Study in Development: Medicine and Public Health through Time**
A study of medicine through time gives an overview of the main changes and trends in medicine from prehistoric times to the present day with a focus on public health, surgery and anatomy, disease and infection.

**Unit 2: Enquiry in Depth: Germany 1919-1945**
This enquiry in depth focuses on the causes of the development of totalitarianism and its impact in Germany in the period 1919-1945.

**Unit 3: Historical Enquiry – History Around Us**
An assignment of approximately 2000 words based on the study of the visible remains of a locality or site in its historical context.

HOW IS HISTORY ASSESSED?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Exam (%)</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine Through Time</td>
<td>Exam (35%)</td>
<td>1hr 45 mins</td>
</tr>
<tr>
<td>Germany c.1919-1945</td>
<td>Exam (40%)</td>
<td>1hr 45 mins</td>
</tr>
<tr>
<td>TBC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All students will sit the same examination papers and have access to the full range of GCSE grades (A* - G).

SUPPORT
- Lesson time and homework
- Extra support will be provided during Session 9
**HISTORY GCSE SHORT COURSE A (AQA 4041)**

**WHY STUDY HISTORY?**

The study of History fires students’ curiosity about the past and the present. Through studying history they consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions. As they do this they see the diversity of human experience, and understand more about themselves and the world in which they live. In history, students research evidence, evaluate its usefulness and reliability and use it to reach their own conclusions and argue a point of view – skills that are highly valued in adult life.

**WHAT WILL STUDENTS STUDY?**

The course is arranged within the following units:

**Unit 1: Study in Development: Medicine and Public Health through Time**
A study of medicine through time gives an overview of the main changes and trends in medicine from prehistoric times to the present day with a focus on public health, surgery and anatomy, disease and infection.

**Unit 2: Historical Enquiry – History Around Us**
An assignment of approximately 2000 words based on the study of the visible remains of a locality or site in its historical context – this may focus on Chedworth Roman Villa or Newfoundland Park (a WWI battlefield site in Northern France).

**HOW IS HISTORY ASSESSED?**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Weighting</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine Through Time</td>
<td>Exam 50%</td>
<td>1hr 20 minutes</td>
</tr>
<tr>
<td>Historical Enquiry – History Around Us</td>
<td>Controlled Assessment 50%</td>
<td></td>
</tr>
</tbody>
</table>

All students will sit the same examination papers and have access to the full range of GCSE grades (A* - G).

**SUPPORT**

- Lesson time and homework
- Extra support will be provided during Session 9

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**HEALTH AND SOCIAL CARE (BTEC LEVEL 2 DIPLOMA)**

**WHY STUDY FOR A BTEC FIRST HEALTH AND SOCIAL CARE?**

This course will suit students who wish to study how to work with people within Health and Social Care settings and to gain practical work experience as part of the course. Within this BTEC it is possible to focus more on the Health Care sector or the Social Care sector if the student wishes.
The course will prepare students for careers in the Health and Social Care sector providing a broad educational base for further training or further education. The course gives students a licence to practice under supervision and therefore students could go straight to work in a job in the Health or Social Care area. The course is very practical and involves lots of active learning in the classroom. BTEC qualifications are recognised by employers and education institutions and will provide a good progression route to more advanced qualifications e.g. BTEC Nationals or A-levels.

Health and Social Care is a vital career area that the NHS and education sectors are keen to recruit for. The course will help students develop confidence, practical communication and problem solving skills and give them the opportunity to gain real life experience of working in this field. It is a large industry full of challenge, high demands and change but it is highly rewarding and provides excellent career development and progression.

This course will provide an opportunity for students to develop a range of skills and techniques, personal qualities and attitudes essential for working successfully in Health and Social Care fields.

**WHAT WILL THE STUDENTS STUDY?**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating in Health and Social Care</td>
<td>Diploma</td>
</tr>
<tr>
<td>Individual Rights within Health and Social Care Sectors</td>
<td>Diploma</td>
</tr>
<tr>
<td>Individual Needs within the Health and Social Care Sectors</td>
<td>Diploma</td>
</tr>
<tr>
<td>Ensuring Safe Environments in Health and Social Care</td>
<td>Diploma</td>
</tr>
<tr>
<td>Human Lifespan Development</td>
<td>Diploma</td>
</tr>
<tr>
<td>The Impact of Diet on Health</td>
<td>Diploma</td>
</tr>
<tr>
<td>Cultural Diversity in Health and Social Care</td>
<td>Diploma</td>
</tr>
<tr>
<td>Health and Social Care Services</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

**HOW IS THE COURSE ASSESSED?**

All units are internally assessed through portfolio based work. Each unit is assessed using the grading grid and grading criteria at Pass, Merit and
Distinction. There is also an overall qualification grade calculated from the unit grades. To achieve the BTEC First Certificate all units have to be achieved at least to a pass level.

SUPPORT

Support will be available in lesson time and in some Session 9 time.

Students should be encouraged to work at skills outside the classroom through visits to a range of Health and Social Care settings and in practising communication skills.

◆◆◆

GCSE (SHORT COURSE) IN ICT - AQA

WHY STUDY ICT?

*ICT expands horizons by shrinking worlds.*  David Brown, Chairman of Motorola

ICT is an exciting and dynamic subject, which is not standing still. Being able to use ICT helps you to develop initiative and allows you to take more control of your own learning. You need to be able to participate in a world that is changing rapidly. Work and other activities are being transformed by ever changing technology.

In ICT you learn how to use ICT tools responsibly and creatively to explore, analyse, exchange and present information. You learn to use ICT to gain access to ideas and experiences from a wide range of people, communities and cultures. You will learn when and how to use ICT and will consider its impact on home and work both now and in the future.

There is a shortage of people with ICT and computing skills in the UK. As a result there are many career opportunities for people with good ICT skills.

WHAT WILL STUDENTS STUDY?

The main areas covered are:

- Gathering, processing and storing information
- The function, purpose and organisation of information
- The use of ICT to solve problems, and create ICT systems for use by themselves and others
- Reflecting on the social, ethical and moral issues involved in the use of ICT
- The impact of ICT on commerce, industry and employment
- Exploring new and emerging technologies

HOW IS THE COURSE ASSESSED?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems and Applications in ICT</td>
<td>Written paper</td>
<td>40% Short Course</td>
</tr>
</tbody>
</table>
**The Assignment:** Applying ICT

<table>
<thead>
<tr>
<th>Controlled Assessment</th>
<th>60% Short Course</th>
</tr>
</thead>
</table>

The controlled assignment ‘Applying ICT’ will require students to solve a situation provided by the examination board. Students will be required to design and produce a range of different pieces of software in order to solve the current situation.

The external exam will consist of a paper of three sections. Section A will contain ten short questions, section B will contain 3 questions featuring short and extended answers and Section C will contain 1 essay question.

**ICT PRACTITIONER BTEC (LEVEL 2 DIPLOMA)**

**WHAT WILL STUDENTS STUDY?**

You will study three core units on communication in the IT industry, working in the IT industry and computer systems plus additional specialist units. The core modules will help students to be aware of the available job roles which involve professional IT, the attributes which employers demand in the IT industry and to use IT to communicate effectively with both technical and non-technical personnel.

The specialist units we are planning to offered are:

- Website Development
- Computer Graphics
- Animation Techniques
- Project Planning with IT

**HOW IS THE COURSE ASSESSED?**

This course will be assessed through the production of a portfolio, based upon internally set assignments. A variety of different assignments will be set including case studies, research, work-based assessments, along with projects, performance observation and timed assessments.

Each unit will be graded as unclassified, pass, merit, distinction or distinction*. This qualification attracts the same number of points as two GCSEs at A*-C.

Details of all assessments and deadlines will be issued to students at the start of the course.

**SUPPORT**

Support will be available in lesson time and in some Session 9 time.
BTEC LEVEL 2 DIPLOMA IN CREATIVE MEDIA PRODUCTION

WHY STUDY FOR A BTEC LEVEL 2 DIPLOMA IN CREATIVE MEDIA PRODUCTION?

The Media industry is very fast growing. Newspapers, magazines, books, radio, television, games, Internet, film, web design, photo manipulation, photography, interactive user displays, digital music and Mobile graphics, are all part of this global industry.

The aim of this focused vocational qualification is to prepare you to take an active part in this dynamic, cutting edge, world wide industry. It will emphasise the knowledge and practical skills which will enable you to understand, create and evaluate a range of types of media. As a vocational qualification it is important that you not only gain the technical skills and knowledge but a clear understanding on the ways of working relevant to the media industry and some appreciation of the culture of the workplace. By focusing on digital media production this course will particularly appeal to those students who enjoy using ICT as a creative design tool. If you enjoy ICT, English, Art and Music this qualification is for you!

It is broadly equivalent to four GCSEs at A*-C grade
Learners who complete a BTEC Level 2 Diploma in Creative Media Production will obtain a qualification which will enable progression to further study, training, or employment, and enable them to make informed choices with regard to a career in the creative media sector. They will also have developed media technology skills that may be applicable in other work situations or will enable them to progress to Level 3 qualifications in other sectors (for example, in Art and Design or Music Technology).

WHAT WILL STUDENTS STUDY?

The diploma is 60 credits and students will take 8 units over three years

The mandatory/core units

1 Research for Creative Media Production (5 Credits)
2 Communication Techniques for Creative Media Production (5 Credits)
3 The Creative Media Sector (5 Credits)
4 Media Audiences and Products (5 Credits)

And four additional units. These units will focus on the use and production of digital media for different purposes.

- **Video Production** – Learn the techniques and technology of video-based production work and how to edit you videos. (10 Credits)
- **Photography techniques**– explore and develop your understanding of the techniques, equipment and materials used in the production of photographs. You will explore both film based photographic methods and the processes involved in digital photography. (10 Credits)
• **Audio Production**- learn how to manipulate and produce your own audio products. Learn about the latest software, skills and technology for the production of digital sound. (10 Credits)

• **Print Production**- learn different ways of developing ideas for print products. You will investigate and practise hand, mechanical and digital print production methods. (10 Credits)

**HOW IS THE COURSE ASSESSED?**

This course will be assessed in a variety of different ways including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments.

Each unit will be graded as unclassified, pass, merit, distinction or distinction*. You must pass each unit in order to obtain a **BTEC Level 2 Diploma in Creative Media Production**

Details of all assessments and deadlines will be issued to students at the start of the course.

**SUPPORT**

Support will be available in lesson time and in some Session 9 time. Depending on the nature of the assignment, students may be required to spend time in work placements or in developing media outside of lesson time.

For direct access, all resources and assignments are placed on the student portal. Students may work in the Media suite, the Music Technology suite or the ILA to complete assignments.

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**ASSET LANGUAGES**(FRENCH/GERMAN/SPANISH OCR EXAM BOARD)

**MODERN FOREIGN LANGUAGES**
(FRENCH AQA 4655)
(GERMAN AQA 4665)
(SPANISH AQA 4695)

**WHY STUDY MODERN LANGUAGES?**

*My wife and I learnt Spanish and Japanese when I played at Barcelona and Nagoya. We spent hours and hours in tuition – yet we could have learnt either language years earlier at school. Modern languages prepare you for modern life.* — Gary Lineker, Footballer, TV presenter.

*Learning a language makes our minds stronger and more flexible. Actually using it gives us an entirely new experience of the world.* — John Cleese, Actor
The need to communicate is as important today in the 21st Century as it was in medieval times. It is just that there are more and varied ways to do it. Learning a foreign language allows the student to explore these ways and perhaps to learn not only something new but also to learn about something familiar. Through the study of a foreign language, students understand and appreciate different countries, cultures, people and communities.

Students learn about the basic structures of language. Their listening, reading and memory skills improve and their speaking and writing become more accurate. The development of these skills, together with students’ knowledge and understanding of the structure of language, lay the foundation for future study of other languages. The ability to communicate in a foreign language opens up opportunities in the fields of commerce, travel, education and diplomacy.

ASSET LANGUAGES

Asset Languages is a practical, nationally recognised qualification alternative to GCSE. It has been developed by OCR and the government as a flexible assessment scheme and its objectives are as follows:

- To motivate young learners to pursue their language learning further
- To increase the number of students learning languages
- To provide an alternative route for studying languages
- To enable students to have a more practical communicative language-based knowledge

WHAT ARE THE ADVANTAGES OF STUDYING ASSET LANGUAGES?

One of the strengths of Asset Languages is to provide students with an individual study route according to their strengths and ability. The course will be structured in two stages: Breakthrough and Preliminary with students working at their own pace in either all or some of the four skills, Speaking, Listening, Reading and Writing. Each skill area will be certificated in its own right after passing the appropriate skill test. This means, students will be able to opt for tests that work for their strengths.

The course will cover topic areas such as:

- Personal information
- Free time and leisure activities
- Healthy living
- Travelling and finding your way around places, booking a hotel
- Culture and customs of the target language countries
- Environmental issues

This is the first year that this course is being offered at Walton High. Please note, however, that should students wish to study a language at AS, A2 level and university we recommend that the more traditional route of GCSE be followed. The Asset Languages pathway can be continued into Post 16 with the Intermediate course.
GCSE LANGUAGES

French, German and Spanish will be offered to GCSE level and candidates will be tested in four Attainment areas – Listening, Reading, Speaking and Writing. Two tiers of examination (Foundation and Higher) will be offered in the Listening and Reading units. In the Speaking and Writing units, students will undertake two un-tiered tasks in controlled conditions, with the Speaking tasks being internally assessed and the Writing tasks externally assessed. Candidates may be entered for either the Foundation or the Higher tier paper in the Listening and Reading units.

**Listening** – candidates listen to a range of authentic recorded material and are tested using a variety of methods.

**Reading** – Candidates will be required to read a range of authentic written material of varying lengths.

**Speaking** – Candidates will carry out two un-tiered tasks in the form of a dialogue.

**Writing** – Candidates will complete two un-tiered controlled assessment tasks. Students will have access to dictionaries whilst writing their final version under supervision.

HOW ARE MODERN LANGUAGES ASSESSED?

<table>
<thead>
<tr>
<th>Paper</th>
<th>Tier</th>
<th>Weighting</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening</td>
<td>Foundation/Higher</td>
<td>20%</td>
<td>Terminal</td>
</tr>
<tr>
<td>2. Reading</td>
<td>Foundation/Higher</td>
<td>20%</td>
<td>Terminal</td>
</tr>
<tr>
<td>3. Speaking</td>
<td>Foundation/Higher</td>
<td>30%</td>
<td>Terminal</td>
</tr>
<tr>
<td>4. Writing</td>
<td>Foundation/Higher</td>
<td>30%</td>
<td>Terminal</td>
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SUPPORT

Students will be provided with a GCSE booklet outlining the requirements of the course, assessment details and marking criteria, as well as including grammar and vocabulary to be covered during the course.
MUSIC GCSE (AQA 4272)

WHY STUDY MUSIC?

This course will suit students who wish to develop their musical and theoretical skills. It is a practical course covering performance and composition, theoretical knowledge and listening to musical elements and style.

The three elements of composition, performing and listening that you have explored during Year 8 will continue throughout the GCSE course. It will offer you the chance to develop creative skills and also to use music technology to produce coursework that will be recorded and moderated.

GCSE Music may prepare you for studying Music further at A’ Level or beyond as well as working in the Media or Music Recording Industry. The software that you will be introduced to is used in the Music Industry and will provide an excellent stepping-stone towards working in this field.

WHAT WILL STUDENTS STUDY?

Throughout the course you will develop your performance skills including solo and group work. You will be taught how to compose music in a variety of styles, using Music Technology and Multi-track recording equipment if needed. This will build on composing skills that you have already gained during Key Stage 3.

You will also study music from different cultures and times so that you will be able to identify features and many other things when you listen to music.

The areas of study in the specification are as follows.

- The Western Classical Tradition - Baroque orchestral music, The concerto, Music for voices, Chamber music, The sonata
- Popular Music of the 20th and 21st centuries - Blues, Popular music of the 1960s, Rock music, R’n’B (Rhythm and Bass), Hip-Hop, Music Theatre, Film music
- World Music - Music of the Caribbean, Music of Africa, Music of India

HOW IS MUSIC ASSESSED?

Unit 1: Listening to and Appraising Music 42701
Written Paper – 1 hour – 80 marks – 20%

Unit 2: Composing and Appraising Music 42702
Externally assessed – 40 marks – 20%

Candidates have up to 20 hours of supervised time in which to complete the composition, under informal supervision.
Unit 3: Performing Music 42703  
Controlled Assessment – 60 marks – 40%

Each candidate should perform two different pieces:
- one for ‘Individual Performance’/Technology based performance, lasting no more than five minutes.
- one for ‘Group Performance’, lasting no more than five minutes.

Unit 4: Composing Music 42704  
Controlled Assessment – 30 marks – 20%

Candidates have up to 25 hours of controlled assessment in which to complete the composition.

IMPORTANT  
You do not have to take instrumental lessons to study GCSE Music.  
You do not have to be able to read music to take GCSE Music.

All composing and performing assessments are moderated by staff at Walton High.

The listening and appraising section is examined at the end of the course by a written exam.

BTEC MUSIC TECHNOLOGY

WHY STUDY FOR A BTEC LEVEL 2 EXTENDED CERTIFICATE IN MUSIC AND GCSE?

Welcome to this new and exciting course which will cater for students needs by teaching a range of skills required within the music industry. You may not go on to be a musician but this course teaches you more than music. Music aids confidence skills, planning, working as a team, problem solving and creativity. Above all it is fun and very practical and hands on.

YOU DO NOT HAVE TO READ MUSIC TO TAKE THIS SUBJECT  
YOU DO NOT HAVE TO PLAY AN INSTRUMENT TO TAKE MUSIC  
YOU DO NOT HAVE TO PERFORM IN FRONT OF AN AUDIENCE

WHAT WILL THE STUDENTS STUDY?

BTEC

- **Working in the Music Industry** You will gain a broad knowledge of employment opportunities in the music industry and the jobs undertaken by those who work in it.
- **Professional Development in the Music Industry** You will explore a range of career opportunities with a view to your own professional development within the music industry.
- **Exploring Computer Systems Used By Musicians** You will learn how to use Music software, Cubase or Sibelius and include your own original compositions.
- Producing a Musical Recording You will learn how to use audio recording equipment found in the recording studio, and create a finished music recording.

**GCSE**
- One Individual Performance
- One Group Performance
- Two Compositions
- One listening test

**How does the GCSE fit with the BTEC?**
GCSE Music (AQA- examination syllabus) The skills acquired at KS3 and in the BTEC course provide a stepping stone to GCSE Music, AS Music Technology and AS Music. At GCSE Performance and compositional skills continue through 2 Performance tasks (one Solo and One Individual) and 2 compositions. There is a final written exam worth 20% of the GCSE. 80% of the GCSE is Controlled assignments. Compositions at GCSE will be based around computer systems used in BTEC. Performances for GCSE will be recorded for the BTEC course.

**HOW IS THE COURSE ASSESSED?**
This course will be assessed in a variety of different ways including recorded or videoed performances, make an album of your performances and compositions, mp3 downloads, score and present your work. There will also be work based assignments, photos, use of microphones and recordings.

At BTEC each unit will be graded as pass, merit, distinction or distinction*. You will need to get a minimum of four pass grades to obtain the BTEC. Details of all assessments and deadlines will be issued to students at the start of the course.

**SUPPORT**
Support will be available in lesson time and in Session 9 time. Students may be required to spend time in the Music technology suite. They should also make use of the Yamaha Music School at Walton High or access Milton Keynes Music service staff. Students should be performing on a regular basis and be members of the School Choir and/or other ensembles. This is a general map of the course. Listening, Composing and Performing skills are taught together over the entire course.

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<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>Y9</strong></td>
<td>Working in the Music Industry</td>
<td>Exploring Computer Systems BTEC</td>
<td>Performance GCSE and recording BTEC</td>
</tr>
<tr>
<td><strong>Y10</strong></td>
<td>Professional Development in the Music Industry</td>
<td>Composition 1 GCSE</td>
<td>Ensemble GCSE and recording BTEC</td>
</tr>
<tr>
<td><strong>Y11</strong></td>
<td>Composition 2 GCSE</td>
<td>Listening Examination GCSE</td>
<td>Listening Examination GCSE</td>
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PERFORMING ARTS (PERFORMANCE) BTEC DIPLOMA LEVEL 2

WHY STUDY FOR A BTEC DIPLOMA IN PERFORMANCE?

This course will suit students who wish to study the Performing Arts and have an interest in Dance, Drama and Music. Within this BTEC it is possible to take options in Dance, Music and Drama, or solely in one discipline. The course will prepare students for careers in the Performing Arts industry providing a broad educational base for further training, further education or for employment within the performing arts sector.

The course is taught through hands on experience of the Performing Arts. A log book will be kept and completed every lesson as evidence for assessment. Student involvement in school performances and attendance at after school clubs is an expected part of the course if students are to achieve their potential grade. BTEC qualifications are recognised by employers and education institutions and will provide a good progression route to more advanced qualifications e.g. BTEC Nationals.

Performing Arts has an importance in the culture and heritage and is a valuable tool for developing confidence, creativity and key skills. It is a large industry full of challenge, high demands and change but it is highly rewarding.

This course will provide an opportunity for students to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

WHAT WILL THE STUDENTS STUDY?

Students will select three mandatory Units, 1 Specialist Unit and two optional . They will study optional units in consultation with the teaching staff. These include:

- Working in the Performing Arts Industry
- Professional Development in the Performing Arts Industry
- Performing Arts Production Process
- The Development of Drama
- Musical Theatre
- Solo Musical Performance

HOW IS THE COURSE ASSESSED?

This course will be assessed in a variety of different ways including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments.
GCSE PSYCHOLOGY (Edexcel)

WHY STUDY GCSE PSYCHOLOGY?

Psychology is a scientific subject that looks at the brain and behaviour.

It is about people both as individuals and as members of society and includes biological and environmental effects on the individual. The subject also looks at animal behaviour in itself and in order to study humans. This GCSE specification has been developed in consultation with students in order to focus on areas they find interesting, including genes, reasons for dreaming, characteristics of defendants that affect a jury and how offender profiling works.

This GCSE will help students gain another science-based GCSE and it provides a useful basis for studying the subject at GCE level. The subject complements the study of biology, childcare and other social sciences, as well as the study of personal development including citizenship and religious education. It can be applied widely to support and extend the study of many other subjects.

WHAT WILL STUDENTS STUDY?

You will be looking at answers to the following five topics:

- How do we see our world?
- Is dreaming meaningful?
- Do TV and video games affect young people’s behaviour?
- Why do we have phobias?
- Are criminals born or made?

Within these five topics you will look at:

- How illusions work, how we see things and whether aggression and antisocial behaviour comes from our biology (for example genes and hormones) or our upbringing
- The work of forensic, clinical and educational psychologists, as well as psychoanalysts
- Issues such as how reliable eyewitness testimony is and how someone’s race or accent can affect how they are judged by a jury
- The methods used in psychology, as well as ethics and wider issues such as nature-nurture.

HOW IS THE COURSE ASSESSED?

<table>
<thead>
<tr>
<th>Examination</th>
<th>Case Studies</th>
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<tr>
<td>There are two exams which include some multiple-choice questions, some short-answer questions and some extended writing.</td>
<td>There will be case studies with questions and you need to give answers about what happened in the study and the possible problems with it. You will be asked to use your understanding of psychology, such as commenting on a dream or comparing two different explanations of aggression.</td>
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SPORT – BTEC FIRST IN SPORT (Edexcel) (LEVEL 2 DIPLOMA)

WHY STUDY?

- Prepares you for a career in the sports sector
- Provides education and training for sports-related personnel who are employed in a variety of types of work, such as fitness, coaching support and land/water-based outdoor pursuits
- Motivates you via applied learning and assessment
- BTEC qualifications are recognised by employers and education institutions
- Provides a good progression route to more advanced qualifications eg BTEC Nationals
- Esteem of working in a sector of your choice

WHAT WILL STUDENTS STUDY?

Diploma

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Fitness Testing and Training</td>
<td>This unit gives learners the opportunity to explore the essential fitness requirements and training methods used to achieve successful sports performance. The unit also explores lifestyle and psychological factors and the effects these can have on sports training and performance. Learners will investigate their personal fitness levels by participating in a series of fitness tests.</td>
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<tr>
<td>Practical Sport</td>
<td>The aim of this unit is to develop learner knowledge of the rules, skills and techniques for one team and one individual sport through practical application.</td>
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<tr>
<td>Anatomy and Physiology for Sport</td>
<td>The aim of this unit is to give learners a good understanding of the structure and function of the skeletal, muscular, cardiovascular and respiratory systems of the human body.</td>
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<tr>
<td>Planning and Leading Sports Activities</td>
<td>The aim of this unit is to give learners an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sport activity and event.</td>
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<tr>
<td>Planning and Running a Sports Event</td>
<td>This unit gives learners the opportunity to be involved in the planning, organising and running of a sports event.</td>
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<tr>
<td>Psychology for Sports Performance</td>
<td>The aim of this unit is to make learners aware of the psychological factors which influence sports performance and how psychological skills can be developed.</td>
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<tr>
<td>Injury in Sport</td>
<td>The aim of this unit is to develop learner knowledge of common sports injuries and illnesses and their respective treatment. It will also consider risk assessment and its management.</td>
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**HOW IS THE COURSE ASSESSED?**

All units are internally assessed through portfolio based work. Each unit is assessed using the grading grid and grading criteria at Pass, Merit and Distinction. There is also an overall qualification grade calculated from the unit grades. To achieve the BTEC First Certificate all units have to be achieved at least to a pass level.

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**SOCIOMETRY GCSE (OCR)**

**WHY STUDY SOCIOLOGY?**

Sociology is the study of societies and the way that they shape people's behaviour, beliefs, and identity. Sociology enables us to make sense of the rapidly changing world that we live in. Some of the main changes that we have seen recently in Britain have been:

- Changes in family life: fewer people are living in the 'conventional nuclear family' – marriage rates are falling, divorce rates are increasing and other types of family/household are becoming popular. Roles and relationships are also changing dramatically within the family.
- Increasing inequalities as more people have experienced poverty and exclusion, and the gap has widened between rich and poor.
- Crime rates in the UK have been falling consistently since 1995 – but most people think that the opposite has happened because of the way that the media report crime.

Students develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. Sociology is exciting, interesting and relevant to peoples’ lives. This subject encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills.

Perhaps most fundamentally of all, sociology enables us to understand ourselves. The way that we think, behave and feel; indeed our very sense of identity, is socially...
produced. Students examine the structure of society, the mechanisms of its processes of change, the taken-for-granted but binding rules which govern the everyday behaviour of people in everyday situations - in the office, factory, supermarket, family home or classroom.

WHAT WILL STUDENTS STUDY?

The following modules are covered:
- Studying Society
- Education
- Families and Households
- Crime and Deviance
- The Mass Media
- Power
- Social Inequality

It is important to note that Sociology is not a subject that can be studied in terms of isolated conceptual areas. Each section of the specification is connected and inter-related.

HOW IS THE COURSE ASSESSED?

Students will sit TWO exams – each lasts 1 hour and 30 mins. Each exam paper is divided into four sections, from which students select three sections and answer all of the questions within each section. Each paper is worth 50% of the final GCSE mark.

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Walton High celebrated Sports Days on Wednesday 5 June for Walnut Tree Campus students and Friday 21 June for Brooklands.

Important Messages. Yamaha Music Point. Walton High is able to take online payments via WisePay for cashless catering, trips etc. If you already have your username and password and you would like to use this service, please click here. PE FIXTURES.
Walton High Open Mornings for September 2020 entry into Years 7 and 12. The open mornings for Walton High will be held as follows:
Brooklands Campus on Saturday 12 October 2019 from 10am to 12 noon
Walnut Tree Campus on Saturday 19 October 2019 from 10am to 12 noon.

Year 11 students at Walton High are celebrating many excellent GCSE grades across a range of subjects; the result of their hard work and ongoing support from parents and