



Meole Brace School  
Science College

# KEY STAGE 4 STUDY PROGRAMME

## OPTIONS 2011/2012

## YOUR CHOICE



## CONTENTS

	Page Number
Introduction	3
Key Stage 4 subjects and option blocks	4-5
People who can help you	6
Qualifications	7
Careers education and guidance	8
Work experience	9
Key Stage 4 study programme – core subjects	10
English Language and English Literature	11-12
Mathematics	13
Physical Education	14
Science	15-16
Options – your choice	17
Applied Health and Social Care – Double Award	18-20
Art	21
BTEC Construction	22-24
Business Studies	25-26
Design Technology -	27-28
Resistant Materials	29-30
Textiles	31-32
Drama	33
Food Technology	34-35
Geography	36
History	37
ICT	38-40
Modern Foreign Languages	41
Music	42
Physical Education – single award	43
Physical Education – double award	44
RE	45-46
Science	47
Controlled assessment	48
Additional SPET options	49
Options evening hall plan	50

# **KEY STAGE 4 STUDY PROGRAMME**

## **INTRODUCTION**

The purpose of this booklet is to provide information for parents and students about the courses on offer in Meole Brace School in Key Stage 4, and at this stage I would encourage you to think about further education/training beyond the age of 16.

In choosing options it can be difficult knowing just where to start. One appropriate starting point would be to look at those subjects which provide most interest. If you enjoy a subject you are more likely to do well in it. It is also often the case that you prefer your stronger subjects so again it makes sense to choose them. At the same time these interests will be beginning to guide your thoughts as to what you want to do after Meole Brace. The core subjects provide balance and breadth but your options remain important. If you are keen to follow particular courses beyond the age of 16 check on the most suitable subjects and likewise if you have particular career thoughts in mind look at how these match your option choices.

To summarise, in making options consider:-

- interests
- likes
- strengths
- career possibilities

Best of luck!

Hilary Burke  
Headteacher

## KEY STAGE 4 SUBJECTS (September 2011)

The core curriculum is followed by every student and consists of:

Subject	Lessons per fortnight (Y10)	Lessons per fortnight (Y11)	Accreditation
English	8	8	2 GCSEs
ICT	1	1	
Maths	6	6	1 GCSE
PE	4	4	
Science	10	10	2 GCSEs
PDC	1	1	
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>5 GCSEs</b>

NB Throughout the year there are RE focus days.

### Options

Option choices have a total time allocation of 20 lessons per fortnight.

**Students select 4 options**– note that Double Award PE and the ICT National Certificate are each the equivalent of 2 options.

Please remember that we cannot guarantee every student all her or his preferred choices but will provide a balanced range of subjects.

Subject	Lessons per fortnight	Accreditation
Applied Health and Social Care	5	2 GCSEs
Art	5	1 GCSE
BTEC Construction	5	2 GCSEs
Business Studies	5	2 GCSEs
DT Product Design, Resistant Materials <b>OR</b> DT Product Design, Textiles	5	1 GCSE
Drama	5	1 GCSE
Food Technology	5	1 GCSE
French	5	1 GCSE
Geography	5	1 GCSE
History	5	1 GCSE
ICT (National Certificate)	10	4 GCSE equivalent
Music	5	1 GCSE
PE Single Award	5	1 GCSE
PE Double Award	10	2 GCSEs
RE	5	1 GCSE
Separate Sciences*	5 (+10 from core)	3 GCSEs
Spanish/German	5	1 GCSE

### Rules for choices (relate to the tables overleaf)

- Chose only one subject from each block
- You cannot choose the same subject more than once
- ICT and Double Award PE count as two choices - so if you choose ICT or Double Award PE in Block A you cannot select a subject from Block B and if you choose ICT in Block C you cannot select a subject from Block D

### NB

Please discuss these options carefully with your child. Although we are aware that pupils can alter their decisions it may be impossible to change some Options after the initial choices have been made.

### PUPILS PICK ONE CHOICE FROM EACH OPTION BLOCK

Option Block A		Option Block B	
Art		Business Studies	
Business Studies		Construction	
Geography		D & T(Food)	
German		French	
History		Geography	
PE		RE	
Spanish			
ICT (Takes both Options A and B)			
PE Double GCSE (Takes both Options A and B)			

Option Block C		Option Block D	
Art		Business Studies	
Business Studies		Drama	
D & T (Res Mat)		French	
D & T (Textiles)		Geography	
Geography		Health & Social Care	
Music		History	
Science		Science	
ICT (Takes both Options C and D)			

Any pupil who cannot be allocated their choices will meet with Mr Pierce or Mr Langley to discuss alternative options.

## **PEOPLE WHO CAN HELP YOU**

**THE SCHOOL CAREERS CO-ORDINATOR - MR D TUNNAH**

**YOUR YEAR LEADER AND FORM TUTOR**

**YOUR SUBJECT TEACHERS AND SUBJECT TEAM LEADERS**

**YOUR PARENTS/GUARDIANS**

**THE CONNEXIONS PERSONAL ADVISER** - who is in touch with all the employers in the area and appointments with her/him can be made through your Head of Year and Mr Tunnah.

Please remember that all students can have access to the on-line program Launchpad. This has extensive advice on subjects and option choices as well as being tailored to our individual school's KS4 choices.

## QUALIFICATIONS

You are invited to choose subjects for study over the next two years which will lead to the General Certificate of Secondary Education (GCSE).

### GCSE Grades - used

### BTEC, OCR National Certificate and their equivalence to GCSEs

A*	Distinction = GCSEs (@ A)
A	Merit = GCSEs (@ B)
B	Pass = GCSEs (@ C)
C	
D	<u>NB</u>
E	OCR National Certificate in ICT is equivalent to 4 GCSEs.
F	
G	BTEC Science and OCR National Award Business Studies are equivalent to 2 GCSEs.
U	For more details see relevant pages in Options booklet.

GCSE	General Certificate of Secondary Education.
BTEC	Business and Technology Education Council.
OCR	Oxford Cambridge and RSA (Royal Society of Arts)

For most subjects there will be a compulsory coursework component and this covers all types of activity carried out by students which are used for assessment purposes. This activity can form a major part of the students' homework.

The courses are intended to meet the needs of all our students regardless of whether they plan to leave full-time education or to pursue further study or training. Students wishing to follow a course in further education - such as AS and A2 levels - would need to achieve the higher grades.

## **CAREERS EDUCATION AND GUIDANCE**

Emphasis is placed on practical advice and personal guidance as the student moves towards employment or further education. In addition, we aim to increase the individual student's awareness of the world of work and of wider community issues.

During Years 10 and 11, a policy of Careers Education and Guidance will continue to form an integral part of the preparation of our students to take on and enjoy the experience, opportunities and responsibilities of adult life.

Delivery of such material will be through:

- 1 individual subjects in a cross-curricular manner with the aim that careers awareness penetrates many aspects of the curriculum
- 2 FOCUS EVENTS eg half day occasions when local employers speak to students
- 3 two weeks of WORK EXPERIENCE in Year 10
- 4 mock interviews between local employers and students
- 5 individual interviews with personal advisers from Shropshire Youth Connexions and with post 16 providers
- 6 the use of post 16 Further Education institutions such as Shrewsbury Sixth Form College, Shrewsbury College of Arts and Technology, Walford College, Youth Training providers, and Modern Apprenticeship
- 7 the use by individual students of the Launchpad website, School's careers library and computer software KUDOS and Internet search engines
- 8 one to one counselling by form tutors/careers advisors

In addition to the above, opportunity is also provided for parents to play an important part in the careers decision making process of their children.

D Tunnah

## **WORK EXPERIENCE**

Work Experience is an integral part of the Key Stage 4 programme. All students will spend one week in the world of work with placements in a wide variety of manufacturing and service companies. Students are encouraged to play an active role in choosing and finding work experience placements.

There are close links with employers, the Sixth Form College, Shrewsbury College of Arts and Technology, and other educational establishments. Connexions Personal Advisors assist our well qualified staff helping students in all aspects of entry into employment and further education. There is also a well-established School Careers Information Centre to which students have access through Mr D Tunnah.

# **KEY STAGE 4 STUDY PROGRAMME**

## **CORE SUBJECTS**

English

ICT

Mathematics

Physical Education

Religious Education Focus Days

Science

# ENGLISH LANGUAGE AND ENGLISH LITERATURE

## KEY STAGE 4

### 1 There are two tiers of entry:

Foundation Tier (Tier F) targeting Grades G to C.  
Higher Tier (Tier H) targeting Grades D to A\*.

Candidates may only be entered for one tier per subject, but may be entered for different tiers for English and English Literature.

Schools are instructed by QCA (the government body controlling examinations) that candidates must be selected with precision for the relevant Tiers as no awards will be made outside the targeted ranges. Candidates for the Higher Tier must consistently achieve at Grade C or above during the course to be selected for the Higher Tier.

Decisions about tiers will be taken as late as possible in the best interests of individual candidates.

### 2 English Language

Examination Board: AQA

**Examination: 40% (one 2 hour exam; 2 sections)**

Section A: Reading media and non-fiction texts  
Section B: Writing non-fiction texts (2 tasks)

**Controlled Assessment Tasks: (60%)**

Extended Reading: 15%  
Creative Writing: 15%  
Spoken Language Study: 10%  
Speaking and Listening: 20% (3 oral tasks – role play, individual presentation, group discussion)

### 3 English Literature

Examination Board: AQA

**Examination: 75% (2 exams of 1 hour 30 minutes and 1 hour 15 minutes, respectively)**

Exam 1:  
Section A: Exploring Modern Texts  
Modern Prose or Drama (45 mins)  
Section B: Exploring Cultures (45 mins)

Exam 2:  
Section A: Poetry Across Time  
Anthology Poetry (45 mins)  
Section B: Unseen Poem (30 mins)

**Controlled Assessment: 25%**

The Significance of Shakespeare and the English Literary Heritage.

- 4 A small number of students will be delivered an alternative GCSE to English Language and English Literature GCSE, to meet their learning needs. This is the new English GCSE.

**English GCSE**

Examining Board: AQA

**Examination: 40% (one 2 hour exam; 2 sections)**

Section A: Reading Media and non-fiction texts

Section B: Writing non-fiction texts (2 texts)

**Controlled Assessment: (60%)**

Understanding creative texts: 20%

Producing creative texts: 20%

Speaking and Listening: 20% (3 oral assignments: role play, individual presentation, group discussion)

# MATHEMATICS

In KS4 students will follow the Edexcel Mathematics syllabus.  
All students will follow the Linear Course at either:

- Foundation Tier (GCSE grades G to C)
- Higher Tier (GCSE grades D to A\*)

## Assessment

Students will sit Examination papers in the Summer Term of Year 11.  
Some pupils may be given the opportunity to sit their GCSE in November Year 11.  
There will be NO coursework to the Mathematics GCSE.

## Course Content

The Mathematics GCSE course follows the National Curriculum Guidelines and will cover Using and Applying Mathematics, Number, Algebra, Shape and Handling Data at levels appropriate to each Tier.

Pupils will also be given the opportunity to develop their Functional Skills where they will apply their Mathematical knowledge in real-life situations.

## Setting

Students will be placed in groups according to their Mathematical ability within each half-year.

Students will sit regular internal assessments (5 per year) the purposes of which are:

- To inform students of their current working grade
- To inform students of the topics they need to revise individually
- To change students sets as necessary\*

\*It is not expected that there will be a great deal in movement between the sets in KS4 since most refinement will have been done throughout KS3.

## Equipment

All students will need to bring pen, pencil, ruler and scientific calculator to each lesson.

## **PHYSICAL EDUCATION**

The Physical Education (Key Stage 4) programme provides each student with the opportunity to participate in an extending range of physical activities based upon the needs and interests of the individual child.

### **Year 10**

Students will be given opportunities to refine their techniques and skills within their chosen in-depth activities. They will be challenged to adapt their performance by responding to different roles and tactics as well as ensuring they evaluate accurately and make judgements using the relevant technical terms. For the two chosen in-depth activities students will be encouraged to develop the highest possible levels of achievement as well as widening their knowledge of coaching and aspects of health related exercise.

### **Year 11**

Students are given more responsibility in planning and selecting the activities or sports they wish to develop. The range of activities is wide, allowing students both to continue to develop existing interests and to have the opportunity to foster new skills. An intrinsic part of all activities is the development of social and personal qualities together with an awareness of the importance of a healthy lifestyle. All activities, both familiar and otherwise, are designed to be enjoyable, vigorous and purposeful.

# SCIENCE

Science is a core subject in the National Curriculum and is compulsory for all students.

**The only decision pupils need to make is will they do ‘Triple Science’ (separate GCSEs in Biology, Chemistry and Physics) or ‘Double Science’.**

**Triple Science uses one option. If pupils do not choose to do this they will do Double Science.**

Triple Science is ideal for students who are keen on Science, providing they are reasonably good at Science eg those expecting a 5A at the end of Year 9. Please see Science page in ‘Options’ section towards end of booklet.

## **1 Triple Science Option**

Triple Science is three separate GCSEs: *Biology, Chemistry and Physics*. The course is **modular**. This means that there are small exams at regular intervals throughout Year 10 and Year 11. It is ideal for keen scientists particularly if they may wish to do A level Sciences at Sixth Form College. It uses up **ONE** option.

### **Coursework**

All coursework is done in lessons. Students carry out experiments, analyse the results and evaluate the quality of their investigation. They sit an exam paper based on their experiments. This provides 25% of the GCSE marks.

## **2 Double Science – GCSE**

This leads to two science GCSEs: GCSE Science and GCSE Additional Science.

It is not as rigorous as Triple Science but still provides a sound foundation for Science A levels.

The course is **modular**. This means that there are small exams at regular intervals throughout Year 10 and Year 11.

### **Coursework**

All coursework is done in lessons. Students carry out experiments, analyse the results and evaluate the quality of their investigation. They sit an exam paper based on their experiments. This provides 25% of the GCSE marks.

## **3 Double Science – BTEC**

Some students will follow a vocational science course called Applied Science. This is a BTEC and covers science that is more relevant to the world of work. The BTEC qualification is equivalent to two GCSEs.

## **Coursework**

The course is 100% coursework and there are no exams at all. All the coursework is done in lessons.

**The Triple Science Option is described in more detail in the options section of this booklet.**

## **OPTIONS**

In the following pages you will find short descriptions of the subjects you could be taking in the optional section of the study programme. **READ THESE DESCRIPTIONS CAREFULLY.** Study your latest report, consult some of the people previously suggested in this booklet, and then complete the option form and return it to your FORM TUTOR as soon as you are sure that you have made the best possible choices.

Having made your decisions you must understand that if you are accepted for a particular subject, it will not be possible for you to give that subject up once you have started upon the course.

## **YOUR CHOICE**

Applied Health and Social Care  
Art  
BTEC Construction  
Business Studies  
Design Technology (Resistant Materials)  
Design Technology (Textiles)  
Drama  
Food Technology  
Geography  
History  
ICT National Certificate (equivalent of 2 options)  
Modern Foreign Languages (French, Spanish or German)  
Music  
Physical Education (single award)  
Physical Education (double award)  
Religious Education  
Science – Biology, Chemistry and Physics

# **APPLIED HEALTH AND SOCIAL CARE – DOUBLE AWARD**

## **What is a GCSE in Health & Social Care?**

A GCSE in Health & Social Care is a nationally recognised work-related qualification designed to provide you with a choice of routes into further education or employment.

## **What is a Double Award?**

A double award is a qualification equal to two GCSEs – although some candidates will be able to simply take the single award leading to one GCSE.

## **What do I need to know before taking the Applied GCSE in Health & Social Care?**

You **do not** need to have studied health or social care before starting this course. It is important that you have a lively and enquiring mind, an interest in health and social care, a willingness to explore new ideas and an ability to communicate your ideas effectively.

## **Why should I choose this course?**

You will:

- gain an understanding of health and social care services and how they operate through personal investigation
- learn about the stages of personal development and health issues
- examine issues which affect the nature and quality of human life including an appreciation of diversity and cultural issues
- gain an understanding of the importance of motivation and support when improving health
- have an opportunity to apply learning in a practical and realistic way
- follow a programme of study that enables progression to further courses and employment in the health and care services
- want to move on to a related career or further education and develop Key Skills which are highly valued by employers and further education

## **Do I complete work experience on this course?**

Not directly, however you are expected to complete the normal two week work experience at the end of Yr 10 in a related field. This will help with the controlled assessments.

## **How is it graded?**

An Applied GCSE in Health & Social Care is a double award so is awarded two grades. The grades will be the summary of your results for each of the four units. These will be reported as A\*A\* through to GG depending on how well you have done in each unit.

## What assessments will I do?

During the course you will carry out a number of controlled assignments based on Units 2 and 4. For example the type of task could be, being asked to produce a health plan for an elderly relative, or a friend who is training for a sports event.

After completing your assignment your teacher will mark your work. During your course you will build up a folder containing your work for Units 2 and 4. This portfolio will count towards your final grade. As part of your course you will take a written exam paper based on Units 1 and 3, set and marked by AQA. The mark for your written exam will also count towards your final grade.

## The structure of the GCSE in Health and Social Care

<b>Unit Title</b>	<b>Assessment method</b>	<b>Subject Content</b>
Unit 1: Understanding Personal Development and Relationships	1 hour 15 min external examination worth <b>20%</b> of total marks	<ul style="list-style-type: none"><li>• The stages and pattern of human growth &amp; development</li><li>• The different factors that can effect human growth &amp; development</li><li>• The development of self concept &amp; personal relationships</li><li>• Major life changes and how people deal with them</li><li>• The role of relationships in personal development</li></ul>
Unit 2: Health, Social Care and Early Years Provision	20 hour internal project worth <b>30%</b> of total marks	<ul style="list-style-type: none"><li>• Care of major client groups</li><li>• Types of care services</li><li>• Ways of obtaining care services and barriers to access</li><li>• The main jobs in health, social care and early years services</li><li>• The principals of care</li></ul>
Unit 3: The Nature of Health & Well-being	1 hour 15 min external examination worth <b>20%</b> of total marks	<ul style="list-style-type: none"><li>• Definitions of health &amp; well being</li><li>• Common factors that effect health &amp; well being across the life span</li></ul>
Unit 4: Promoting Health & Well-being	20 hour internal project worth <b>30%</b> of total marks	<ul style="list-style-type: none"><li>• Understanding health &amp; well being</li><li>• Indicators of physical health</li><li>• Positive and negative factors which influence health &amp; well being</li><li>• Health promotion and improvement methods</li></ul>

### **Can I develop my full range of skills by doing this course?**

As well as covering aspects of health and social care, you will also develop your Key Skills in the areas of:

- Communication
- Application of Number
- Information Technology
- Problem solving
- Working with others
- Improving own learning and performance

### **What courses or employment can I progress to at the end of my course?**

The GCSE in Health and Social Care is a good starting point for jobs in the care services such as nursing, social worker, care assistant and working with children. The options open to you depend on the results achieved, entry requirements and your own interests, your teacher will be able to help you decide on the next step.

If you wish to continue studying health and social care in a vocational context, you may consider a Vocational A level in Health and Social Care. You may wish instead to study one of the three related BTEC National courses in Caring, Health Studies or Early Years. Otherwise, you may wish to study an Advanced Subsidiary or Advanced GCE in Psychology or Social Policy. You can then continue your studies in Higher Education on either a BTEC Higher National or degree. There are a large variety of higher education courses that are based around health, and social care.

## **ART** **(UNENDORSED) GCSE COURSE**

We look forward to seeing all those students in Year 10 who are willing to work hard and wish to express their ideas in a personal and imaginative manner.

The Art course is a multi-media based course offering students a wide range of skills and techniques. It encourages them to work in both 2 and 3 dimensions using observational drawing and then developing work in painting, clay, batik, papier mâché and many more areas. A sketchbook is a major requirement of the course for gathering visual materials, research and developing ideas.

The 5 term course is designed for students to experience a varied and exciting approach to Art. They develop self-awareness and the ability to express themselves visually as well as expanding and integrating their knowledge and understanding of Art history and its influences. Trips will be arranged for students to get first hand experience of visiting Art galleries and working with artists in workshops.

The GCSE Art course consists of 2 units.

- 1 The **Portfolio of Work** (coursework)
- 2 The **Externally Set Task** (exam)

The Portfolio of Work must include at least two projects of work and is worth 60% of the GCSE grade.

The Externally Set Task consists of 10 hours of sustained focused study whereby the students respond to a chosen starting point. The Externally Set Task is worth 40% of the GCSE grade.

# **CONSTRUCTION**

## **BTEC LEVEL 1 INTRODUCTORY CERTIFICATE**



### **Progression:**

SCAT, Walford & TCAT offer a range of practical based courses including Foundation courses & Diplomas as well as work related learning through apprenticeships.

### **Career Paths:**

Construction services  
Building Services  
Engineering services  
Painting & decorating  
Joinery

### **Exam Board:**

Edexcel

### **What's it worth?**

The BTEC is graded as Pass, Merit or Distinction and equates to two GCSE grades D-G

### **What's a BTEC Level 1?**

This qualification has been designed to provide a broad educational basis for further training, further education or for moving into appropriate employment within the construction sector. This qualification may provide a useful stepping stone to a Foundation Modern Apprenticeship.

### **Why should you choose a BTEC?**

The BTEC Introductory Certificate is an important step in the framework of BTEC vocationally related qualifications, offering a broad introduction to a vocational sector and developing the personal skills and attributes that learners need in order to develop confidence in their ability to work, learn and achieve their full potential at Level 1. These skills and attributes, coupled with basic and key skills mapped to the qualification, will provide a suitable qualification for students to progress on to a range of further study at levels 1, 2 and 3 and to a Level 2 Apprenticeship.

### **Who should take this option?**

The BTEC stimulates and recognise achievement in students who may:

- wish to follow a vocationally related course
- have predicted achievement at GCSE grades D–G
- wish to make a fresh start on a course that offers a different learning and assessment style
- want to prepare for employment, further education or training

### **What are the aims of the course?**

The BTEC is designed to develop a range of *employability skills* and techniques, understanding, *personal qualities* and attitudes essential for success in working life, develop and enhance learners' ability in areas of construction and building services through effective use and combination of the knowledge and skills gained in different parts of the qualifications, provide specialised studies directly relevant to construction, building services and related sectors in which learners are working or intend to seek employment, provide a stepping stone into employment where previous experience is needed to gain initial employment. Students need the chance to show current and future employers that they can:

- Communicate effectively, in a variety of situations
- work well with others, so that work can be properly planned
- use number, not just within routine tasks and functions, but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role solve problems in a variety of circumstances.

Students will study **ALL** the following units and collect evidence of their learning. There is no external exam, but some units are assessed externally.

### **Unit 1: Starting Work in Construction**

**Learning hours: 30 hours**

In this unit you will identify a variety of jobs drawn from a range of different specialist areas within the construction and built environment sector. You will explore the reasons why such a wide range of specialist jobs is needed within the sector and you will begin to understand which skills are needed for which jobs and what kind of training is needed to develop such skills. The unit will also provide you with an opportunity to explore the different types of organisations that operate within the construction and built environment sector in terms of their size, the scope of their activities and the type of work they undertake. The job choices people make can have a great impact on their lifestyle. Conversely, their lifestyle may influence the job choices they make. In this unit you will begin to investigate the relationship between lifestyle preferences and job choices.

### **Unit 3: Developing Skills and Working Safely in Construction**

**Learning hours: 60 hours**

This unit provides you with an introduction to the health, safety and welfare issues associated with developing craft skills in the workshop. The unit content reflects the potential work environments to which you may be exposed and encourages you to be aware of hazards and risks at all stages. The knowledge, understanding and skills acquired in this unit will be reinforced during practical activities. There is also an opportunity for you to explore the typical causes of accidents and how health and

safety issues are dealt with in the workplace. This unit should be considered as an extended induction into workshop practices.

**Unit 5: Social Responsibility at Work**

**Learning hours: 30 hours**

The focus of this unit is on recognising the contribution you can make in your working environment in the sector. You will look at the environment you work in, why it is important to have legal systems to protect you and the people that you work with, and how you might have an influence on society through an exploration of environmental issues at work. **This unit is internally assessed.**

**Unit 6: Financial Management**

**Learning hours: 30 hours**

This unit is designed to provide you with the knowledge and confidence to manage your money by looking at how money is earned and developing personal budgeting skills. **This unit is internally assessed.**

**Unit 9: Developing Painting and Decorating Skills**

**Learning hours: 60 hours**

This unit introduces you to the commonly used hand tools, equipment and craft skills required to perform basic painting and decorating operations. Such operations will include the application of paint to a previously painted surfaces and the application of patterned wallpapers to walls. Emphasis will be placed on the correct selection and safe use of all relevant hand tools, materials and low-level access equipment.

## **BUSINESS STUDIES**

Students will follow the OCR National Award in Business. This award is equivalent to 2 GCSEs and is recognised by employers and colleges as such.

The course is assessed entirely by coursework. There are no examinations for students to sit. This means that students are rewarded directly for their efforts and the work they produce in the classroom.

This innovative course has been designed with work related learning in mind. Students will learn, and be assessed on, skills to prepare them for life after school. The government and employers have urged schools to develop these skills in their students. Students study existing businesses and complete practical exercises based on these businesses in order to learn and develop Business Studies skills and knowledge.

### **Course Content**

There are 3 units of work that students have to complete:

**Investigating Business** – students learn about the different types of businesses that exist in the UK and how they are organised. They also look at how we are affected by businesses and the way they behave.

**Enterprise and Operations** – students come up with an idea for a business to set up. They carry out research into their idea and plan out how the business should be set up and run.

**Communication in Business** – students look at the ways in which businesses communicate and research the market. They also look at how businesses present their ideas and the impact of ICT on how businesses communicate.

Students are expected to produce a folder of work for each unit which is then assessed. Work is graded as a Pass, Merit or Distinction.

The Business Studies department is well equipped with classes taught in a teaching room which also contains 29 networked computers to enable students to make use of ICT in their work.

### **What type of student is Business Studies suitable for?**

This course is particularly suitable for students who are interested in learning more about business and want to develop their Key Skills in communication and ICT. It also allows students to develop skills in Enterprise.

As the subject leads to a qualification equivalent to 2 GCSEs Business Studies would suit a student who is willing to work hard during lesson time. The student will need to be able to keep to deadlines and keep up with their work. However all work produced will go towards your final grade so this makes your efforts in class all the more worthwhile.

There is no examination and for some students this will be a big plus as it means students do not face the uncertainty of how they perform on the 'big day' of their final examination.

If you want to know a little more about the world we live in, are well motivated and able to work independently but also share ideas and co-operate with others, then Business Studies could be the ideal subject for you.

## DESIGN TECHNOLOGY



### **Progression:**

Higher Education A-levels are offered at VI Form and both SCAT and Walford offer a range of practical based courses including Foundation courses and Diplomas as well as work related learning through Apprenticeships.

### **Career Paths:**

*'Everything that is made is designed'*- this course enables students to go on to either further study post 16 or into the world of work. The skills learnt within Design and Technology are unique within the curriculum. Students could progress onto careers in Product Design, Interior Design, Fashion Design, Furniture Design, Architecture, the Food Industry, Packaging Design or thousands of other exciting careers in the design industry

### **Exam Board:**

AQA

### **Useful websites:**

[www.aqa.org.uk](http://www.aqa.org.uk) This allows you to see past exam papers and answers!

[www.style.com](http://www.style.com) This is useful to stay up to date with current trends and fashion news and designer shows.



We think that Product Design is one of the most exciting and interesting options available to your child and hope that they will share our enthusiasm and enjoy it as much as we do.

Students opting for GCSE Design and Technology will either choose to follow a two year course in Food Technology or Product Design. If they choose the Product Design route, they will opt to either study in the focus areas of Resistant Materials or Textiles. The structure of each subject is the same. These specifications have a **single tier** structure consisting of:

### **Written Paper**

One 2 hour paper with two sections taken in Year 11

40% of the total marks

120 marks

**Section A**

30 marks

A design question based on context  
Supplied before the exam.

**Section B**

90 marks

Covers all aspects of the  
specification content

**Controlled Assessment**

60% of the total marks

90 marks

A single design-and-make activity selected from a choice of AQA set tasks, consisting of the design, development and making a good quality product and a concise design folder and appropriate ICT evidence. The design folder should consist of approximately 20 pages of A3 paper or equivalent. It is expected that students should spend approximately 45 hours on this activity.

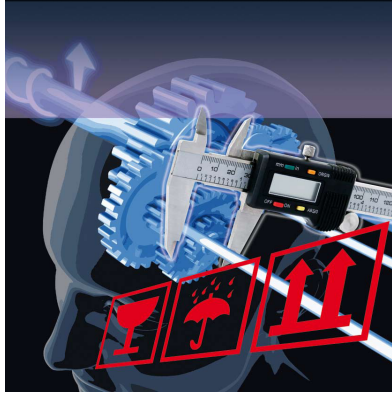
The design folder will explain the problem chosen from a list of set briefs from AQA, the research students undertake, the specification for the product, the design ideas they come up with and how the students develop these ideas towards a final design proposal. It will also need a plan for making, the testing students undertake and a final evaluation of their work which takes account of how the product would be commercially manufactured. Students will need to manufacture a prototype or scale model of their design. The folder shows the student industrial understanding and their ability to communicate their thinking. It is expected that students use a variety of ICT.

This practical approach encourages students to design and make good quality products with creativity and originality in a variety of practical activities, using a range of materials and techniques. Packaging, labelling and instructions are also encouraged as part of the complete design proposal.

Good Product Design involves creating products that work beautifully. But to be successful it also has to be commercially viable. During the course students will be expected to work in ways similar to professional designers.

**For Health and Safety reasons, each class is limited to a maximum number of students.**

## RESISTANT MATERIALS



### Employment Opportunities:

- Mechanical & civil engineering
- Architecture
- Industrial designer
- Furniture Designer
- Automotive Design
- Graphic Designer
- Set Designer
- Interior Designer
- Marketing Consultant
- Advertising
- Jewellery Designer
- Exhibition Designer
- Retail Designer
- Image Consultant
- Animator
- Web and Media Designer
- Illustrator
- Model Maker
- Even TEACHING!



Former CBI Director General **Sir Digby Jones** argued that creativity is vital if the UK is to compete in modern global markets. He said: '***Design & Technology gives children the opportunity to be resourceful and practical and gives them the satisfaction of actually creating something. These are skills which are highly valued in the workplace.***'

Students build on KS3 tackling more in-depth and challenging projects to design and make high quality products that people want. Our students seek to develop products which balance aesthetics, function & creativity along with market demands. Students

explore volume production linking to industrial practices and the use of *computer aided design* (CAD) and *computer aided manufacture* (CAM) in our dedicated suite. This will be done by a series of Product Analysis, Focused Practical Tasks and Design & Make assignments in different context. The underlying themes in all areas are: Health & Safety, development of practical skills, expressing creativity and design appreciation.

Our practical approach encourages students to design and make good quality products with creativity and originality in a variety of practical activities, using a range of materials and techniques. Packaging, labelling and instructions are also encouraged as part of the complete design proposal.

Product design develops and uses transferable key skills - communication skills, numeracy, and the management of their own learning, collaborative working, problem-solving, critical and analytical thinking, flexibility and adaptability. The skills they learn on this course, and the qualification that they achieve, will help students to qualify for an enormous range of higher education and employment.

### **How will I know if I would be successful at it?**

You should be self-motivated and enjoy both the design and manufacture of objects. You will need good graphic and manufacturing skills. You should enjoy planning your own learning, problem solving, working with others, and oral communication. The use of information technology is also quite important. You will work on long-term projects that suit your own interests. Most of your investigative work takes place outside the subject area and may draw on a wide variety of other subjects and disciplines. Your work will be challenging and varied and will develop a wide range of skills, practical, social and intellectual. You must be prepared to be hard-working, creative and experimental in your outlook.

### **What skills will I develop and where could studying this subject lead me?**

You will develop an ability to apply knowledge, understanding and skills about design and production processes - making practical use of what you know, understand and can do. You will use Information and Communication Technology (ICT) in a range of ways. You will develop as discerning consumers, able to make informed choices and foster positive attitudes of co-operation and citizenship in preparation for adult life.

### **Important things to consider**

Students need to demonstrate commitment to the folder and practical work as the distinguishing feature of this subject is its coursework and practical nature. Good ICT skills and a willingness to sketch design ideas are needed for the major coursework project.

## TEXTILES



### **Employment Opportunities:**

- Fashion Designer
- Fabric Designer
- Pattern Cutter
- Costume Designer
- Fashion Journalist
- Sportswear Designer
- Protective equipment
- Stylist
- Window Dresser
- Clothes Buyer
- Merchandiser
- Jewellery Designer
- Image Consultant
- Illustrator
- Fashion Retailer
- Upholstery
- Geo textiles
- Textiles Teacher!

### **How will I know if I would be successful at it?**

This course will appeal to students who:

- Are self motivated and well organised.
- Enjoy designing and practical making of products.
- Are creative, with good design ideas.
- Enjoy Fashion and looking at new trends
- Want to develop a range of skills – practical, social and intellectual.
- Are prepared to work hard and meet coursework deadlines.
- Enjoy investigating and researching historical fashion and art movements.

Textiles at GCSE level is a practical-based subject which requires students to apply their knowledge and understanding of how fashion garments, textile products and furnishings are developed, planned, produced and evaluated. Products that are made need to meet the demands of clients and consumers, consider moral, cultural, economic and social values and take into account environment issues and smart materials.

The course is closely linked to industrial practices and processes. Students will be using ICT and CAD (computer aided design) and CAM (computer aided manufacturing) throughout the course, and take into account different types of production.

This is a two-year course. In Year 10 students will undergo a series of interesting, stimulating and diverse modules which will enable them to develop essential technological skills. This prepares them well for Year 11, when the major GCSE project takes place.

The course provides excellent links into careers in fashion; designing for the stage; product design and the textile industry. It also links into further and higher educational courses.

### **What skills will I develop and where could studying textiles lead me?**

You will develop an ability to apply knowledge, understanding and skills about Textiles, design and production processes - making practical use of what you know, understand and can do. You will use Information and Communications Technology (ICT) in a range of ways. You will develop as discerning consumers, able to make informed choices and foster positive attitudes of co-operation and citizenship in preparation for adult life.

Textiles Technology develops and uses transferable key skills - communication skills, ICT and management of your own learning, collaborative working, problem-solving, critical and analytical thinking, flexibility and adaptability.

Finally you would develop and demonstrate management skills, e.g. in projects and tasks, setting targets, reviewing and monitoring progress, time and resource management, planning and organisation.

The skills that you learn on this course, and the qualification that you achieve, will help you to qualify for an enormous range of higher education courses and work.

### **Important things to consider**

Students need to demonstrate commitment to practical work as the distinguishing feature of this course is its practical nature. Good ICT and sketching skills are needed for the major coursework project.

## **DRAMA**

The Drama Course offers students the chance to expand upon the work they have done in the lower school and to explore new areas they may not have experienced. The course covers the following areas:

- Devised work: students create work using a series of stimuli. In creating these performances they have the chance to apply new technology, digital video, slides and computers to their work.
- Scripted: students will study plays by a diverse range of playwrights and perform sections of the plays for assessment.
- Theatre Craft: students also have the chance to study lighting design, mask making and theatre make-up.

The course gives students the opportunity to explore their world and make choices for themselves. They have a large degree of personal input into their work and this leads to close and productive relationships within the group.

### **Assessment**

The course is fully assessed in Year 11. Year 10 is a foundation year used to develop and consolidate skills. The mark criteria are as follows:

#### **Coursework**

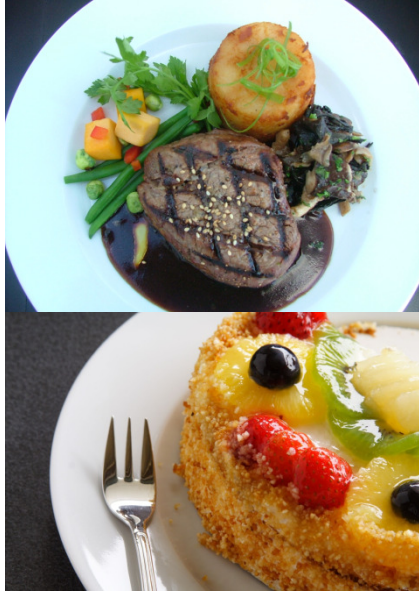
Performance 50%  
Evaluative Project 60%.

#### **Controlled Test**

30% A student devised performance.  
10% A 500 word evaluation.

All work is internally assessed and externally moderated.

## FOOD TECHNOLOGY



### **Employment Opportunities:**

- Chef
- Occupational and Environmental Health
- Consumer Science
- Hotel and Catering
- Management
- Nursing & care work
- Product Development
- Food Science
- Food writer / critic
- Food Retail
- Hospitality
- Consumer Scientist
- Even TEACHING!

The food industry is Britain's biggest employer offering a wealth of opportunities! More often now we turn to readymade meals than cook from scratch. This area will enable students to develop their practical skills while at the same time developing commercial food skills that are used in industry. By following a common design process students will identify opportunities and develop dishes. They will be expected to produce a food technology product that can be marketed.

### **Why choose Food Technology?**

Students who choose Food Technology will find there is something in the course to satisfy and stimulate every appetite! They will be encouraged to demonstrate their creativity when making food products and to develop an understanding of the sensory properties of food, food science and the functional properties of the main food components: -proteins, fats, carbohydrates, vitamins and minerals. They will also study the effect of processing on these nutrients in foods. The food industry and the analysis of food products with reference to socio-economic, environmental and technological factors play an important role in the course. We will investigate what really goes into our food and how it is manufactured.

Pupils will investigate design opportunities and develop and produce food product prototypes. Analyse design briefs, create a design specification, test and evaluate ideas against the criteria. Pupils are required to investigate environmental issues and understand the legal requirement relating to food products.

The GCSE Food Technology course allows the students to learn a broad range of skills, techniques and equipment and recipes, and how to use them to develop, plan and cook meals safely and hygienically. Healthy eating relating to a balanced diet, nutritional needs of different groups in society and factors affecting food choice. Including their nutritional and sensory properties.

### **How will I know if I would be successful at it?**

This course will appeal to students who;

- Enjoy learning about the diversity of food products
- Want to increase their understanding of nutritional needs.
- Want to study a subject that develops skills and knowledge.
- Enjoy making and justifying decisions.
- Want to improve their analytical skills
- Enjoy being innovative and creative
- Want to appreciate the relationship between design, materials, manufacture and marketing.
- Enjoy practical work.

### **Important things to consider**

This course demands reasonable ability at science as some of the work covers food science and nutrition. Good ICT skills are needed for the major coursework project.

**Students also need to demonstrate commitment to the practical work** as the distinguishing feature of this course is its practical nature.

# GEOGRAPHY

Specification: AQA Specification A.

This course consists of six modules, three based on the natural world and three on human activity impacts on the natural world.

You will be examined on three of the modules (the natural world) at the end of Year 10.\*

The course contains a wide range of topics including:

Rivers. Why do rivers flood, can we ever really control a river?

Tourism. Why do certain places attract tourists and how does this affect the place?

Settlements. What are shanty towns really like and can their problems ever be solved?

Coasts. Why does it cause a problem if a tourist resort decides to make its beach bigger?

Volcanoes and Earthquakes. Where do they occur, why here, and what can people do to protect themselves?

Globalisation. Can we grow enough food to feed the world without harming the environment?

As you can see in Geography you will tackle real-life issues concerning the world today and in the future. You will see that such issues, both local and global, concerns us all.

Students are required to complete one controlled assessment worth 25% of the final mark. This piece of work is based on the impact of tourism on Dovedale in the Peak District and will involve a visit in the summer of Year 10.

\* Therefore by the end of October in Year 11 students will have completed nearly two-thirds of the total marks.

Students will build upon skills and knowledge already gained and developed in Years 7 – 9 and will appreciate that there is often more than one way of tackling real-life problems.

Should you have any further questions about the course, please see either:

Mr Grime (Head of Department) or Mr Garlinge or Mr Leece.

# HISTORY

We follow the very popular and successful SHP (Schools History Project) course. It involves doing two written exams and one controlled assessment, on the following topics:

## **Medicine Through Time**

A fascinating and often gruesome study of how health and medicine have changed from prehistoric times to the 21<sup>st</sup> century. For instance, how did WW1 and WW2 help health? Why did prehistoric man drill holes in human skulls? What impact have individuals, chance, religion or technology had on medicine? *Would this man (picture) survive the amputation?*



Indian scalping a dead cavalryman, 1892 (picture).

Were Plains Indians savages who deserved to die?



## **American West 1840-95**

How does the Hollywood image of the Wild West compare to the evidence? This will include watching extracts of films such as Butch Cassidy and the Sundance Kid, Young Guns, Dances with Wolves and many more.



## **Terrorism in Northern Ireland (controlled assessment)**

We use TV extracts, newspapers, internet sites etc. to study the problem of violence in Northern Ireland right up to the present day. You will develop your own opinion on whether or not the Good Friday peace agreement has been successful.

*Convicted terrorist Michael Stone storming the Northern Ireland Parliament building with bombs, November 2006. (photo from AP)*



## **Biannual Trip to London**

An action-packed two day trip to London for Year 10 students where activities include; a workshop at the Hunterian Museum of Surgery, a guided tour around the Wellcome Collection of images and artefacts relating to the history of medicine, experiencing the thrill of live theatre with tickets to a West End show and the Jack the Ripper walking tour of Whitechapel.

We have an extensive library of videos and DVDs and use a wide variety of activities and learning techniques, including role plays, board games, making posters, designing job applications, discussion work and of course, writing notes and essays. In Year 11 there is also the chance to go to a full stage comedy production, called 'The Doctors' Show' and to attend a revision conference. Students who are particularly gifted or interested are also encouraged to take part in things like the National Historical Association speech competition.

## **How useful is History?**

The skills and knowledge you learn will help you to understand and take part in the world in which you live. History is also directly relevant to careers in journalism, film, theatre, archaeology, politics, tourism, law, teaching, banking, finance and business, to mention just a few.

# INFORMATION AND COMMUNICATIONS TECHNOLOGY

## National Certificate in ICT

Learn more by visiting the OCR examination website at :-  
[http://www.ocr.org.uk/qualifications/ocrnationals/information\\_technology\\_level\\_2/index.html](http://www.ocr.org.uk/qualifications/ocrnationals/information_technology_level_2/index.html)

Meole Brace School has had outstanding success in ICT over the last seven years. Up to 95% of the pupils, who take this course, have earned the equivalent of 4 GCSEs grade C or above. Here are the important facts:

- 1 The course is entirely project based.
- 2 There is no final exam.
- 3 You can earn:
  - a pass ~ (equivalent to 4 GCSEs at grade C)
  - b merit ~ (equivalent to 4 GCSEs at grade B)
  - c distinction ~ (equivalent to 4 GCSEs at grade A)
- 4 It takes up two options from your four choices.
- 5 It will provide you with all the foundation ICT skills you will need for College and University course across the curriculum.
- 6 It will prepare you for the world of work.
- 7 You have to be prepared to work hard in every lesson.
- 8 You will learn how to plan your time to meet deadlines.

## What does the course cover?

There are six units of study. These units are:

- 1 **ICT skills in Business**. This unit is all about using ICT effectively in today's modern world.

*The skills learned in this unit will help you in a wide range of subjects across the curriculum. In particular, past pupils have commented on how being taught to effectively research topics has saved them a lot of time when completing project work and homework in other subjects.*

You will:

- a learn how to design effective business documents and use them in realistic situations.
- b be taught how to effectively research topics and prepare business presentations.
- c design spreadsheets and learn how databases work.
- d deliver your completed assignments using email.
- e manage large numbers of files so that you can refer to them throughout the course.

2 **Digital Imaging**. This unit is all about Graphical Design.

This unit is closely linked with both digital art and graphical design. If you are interested in a career in design then this unit will greatly assist you. However any coursework where you need to handle graphics will become much easier following this unit.

You will:

- a learn how to plan, design and make photographic based projects. This will give you a range of advanced editing skills using industry standard software like Fireworks and Photopaint.
- b develop skills using vector graphics. This will enable you to tackle projects of a more technical nature; learning how to draw to scale and produce accurate realistic designs.

3 **Desktop Publishing**. This unit is all about publishing your very own book. The good news is you don't have to spend hours typing. It's all about researching, editing and presenting text and graphics that you have researched.

This unit is great preparation for the day when you have to produce large documents, like research projects. This year students have had a great time producing a guide to surviving your teenage years. Whilst students were only asked to include eight pages of text, most people did more; **in one case fifty pages more!** .... Some people just have a lot to say.

You will:

- a learn how to research and plan the layout.
- b develop technical skills that will help you make it look like a real book.
- c learn how to prepare it for commercial printing.

4 **Animation**. Animations are all around us and take on many forms. In today's world we are moving away from communicating our ideas just using a pen and paper. Sometimes a moving model of an idea is a simple but effective way of communicating a complex idea.

For those of you who are interested in becoming involved with web design this will be of great value. Macromedia Flash is at the cutting edge of web development. Past students have used their skills in this field to make impressive presentations in subjects as diverse as atomic models in Physics, Water cycles in Geography and animated films in Media Studies and Art.

You will learn how to:

- a plan and design animations ready to be published on the World Wide Web.
- b create your designs.
- c evaluate what you have achieved.

- 5 **Multimedia**. This is an opportunity for you to learn how to present your thoughts and ideas using a full range of media. For those of you thinking about Media studies at college or university this will be an ideal opportunity for you to experience what might be involved.

You will learn how to:

- a Record, edit and save sound tracks.
- b Include animations.
- c Plan, record and edit videos.
- d Produce a stand-alone presentation which the viewer can navigate around to view what you have to say.

- 6 **Web Design**. This unit will draw together virtually all the skills you have learned throughout the course.

It's difficult to imagine a world where we won't have a web presence and therefore this unit is of relevance to all. Those who hope to go on to college, university or vocational learning, regardless of the course they take, will in all probability find themselves either developing their own website or contributing to a community site. Therefore an understanding of how this is achieved is of great value.

Again using one of the world's most popular web authoring tools, Macromedia Dreamweaver, you will develop skills that will serve you throughout your life.

You will learn how to:

- a Design and make a business standard website.
- b Include a variety of hyperlinks (menus, text links, image links, hotspots, buttons) that allow you to navigate the site and link to email and other sites.
- c Include interactive elements like rollover images and flash objects.
- d Create user feedback forms including radio buttons, check boxes and drop-down menus.
- e Use tests to evaluate your site.

Learn more by visiting the OCR examination website at :

[http://www.ocr.org.uk/qualifications/ocrnationals/information\\_technology\\_level\\_2/index.html](http://www.ocr.org.uk/qualifications/ocrnationals/information_technology_level_2/index.html)

OR talk to your ICT teacher.

# **MODERN FOREIGN LANGUAGES**

## **FRENCH - SPANISH - GERMAN**

### **1 Why learn a language?**

- a In a society in which cultural and work-related exchanges are becoming the norm, languages are increasingly important.
- b Young people who speak a foreign language have an advantage when it comes to being selected for jobs.
- c Speaking more than one language opens up exciting careers liaising with other countries or based abroad.

### **2 Aims of KS4 course?**

- Develop understanding of the spoken and written forms of French / Spanish / German in a range of contexts and real -life topics.
- Develop the ability to communicate effectively in French / Spanish/ German.

### **3 Assessment**

<b>Four assessments</b>	<b>Description</b>
Speaking	Role-plays/conversation
Reading	Emphasis is on the comprehension not on the quality of language
Listening	
Writing	Controlled essay

### **4 Raising standards**

- Language drop-in club where students have the opportunity for extra practice.
- Foreign language assistant (French) who brings invaluable attention to students in small groups and improves confidence in communication.
- Commitment from the department to ensure that students language learning and that motivation is enhanced through the recognition of achievement and success.
- Visit to the German Christmas Market.
- The department is planning a residential visit to Paris for KS4 students.

Should you have any further questions about the course please see either:

Miss Cheyronnaud (Head of Department)  
or Mrs Morecroft – Miss Williams – Mrs Simpson – Mr Tillman

# MUSIC

## The Course

The GCSE music course is a very practically biased course open to any student with an interest in any genre of music. The course will be split into three 'Strands of Learning':

### The Western Classical Traditions

Baroque Orchestral Music  
The Concerto  
Music for Voices  
Chamber Music  
The Sonata

### Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Century

Blues  
Popular Music of the 1960's  
Rock Music, R'n'B and Hip-Hop  
Music Theatre  
Film Music

### World Music

Music of the Caribbean  
Music of Africa  
Music of India

## The Examination

**Unit 1: Listening to and Appraising Music.** Written paper of 1 hour - 20% of final mark.

All the 'Strands of Learning' will be included in the examination.

**Unit 2: Composing and Appraising Music.** Externally assessed - 20% of final mark.

A composition based on one of the 'Strands of Study' which will be issued at the end of the Autumn Term in year 11 for completion by the end of the Spring Term.

**Unit 3: Performing Music.** Controlled Assessment - 40% of final mark.

Candidates are required to perform one solo and one ensemble performance, these can be recorded at any time during the course.

**Unit 4: Composing Music.** Controlled Assessment - 20% of final mark.

Candidates are required to submit one composition. Compositions can be recorded and/or notated.

# PHYSICAL EDUCATION

## PHYSICAL EDUCATION – SINGLE AWARD

The single GCSE Physical Education Course is worth **ONE** GCSE. This award is 40% Theory which is assessed by a 1hr 30 min exam and 60% practical.

### 40% Exam



#### Knowledge and Understanding for the Active Participant

- 1 The range of activities and different roles individuals can chose from: Player /performer, Leader / Coach, Official and Choreographer.
- 2 Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle
- 3 Making informed decisions about getting involved in a lifetime of healthy physical activities to suit their needs

The exam will consist of multiple choice, short answer questions and extended answers based on a scenario issued prior to the examination

### 60% Practical



#### The Active Participant - Practical Assessment

**Four** Assessments from at least **Two** of the following groups:

**Group 1 – Game Activities** (eg football, netball, hockey, tennis, rounders etc)

**Group 2 – Gymnastic Activities** (eg gymnastics, trampolining, diving etc)

**Group 3 – Dance Activities** (eg Street, folk, theatrical etc)

**Group 4 – Athletic Activities** (eg Athletics, cross country, track cycling, weighlifting, golf etc)

**Group 5 – Outdoor Adventures Activities** (eg canoeing, skiing, mountain activities etc)

**Group 6 – Health and well-being** (eg aerobics, circuits, weight training etc)

At least 2 assessments must be as a player/performer and the remaining 2 assessments must be in one of the following roles: Player/performer, Leader, Official, Coach or Choreographer.

## PHYSICAL EDUCATION – DOUBLE AWARD

The double GCSE Physical Education Course is worth **TWO** GCSEs. This award is 40% Theory which is assessed by **TWO** 1hr 30 min exams and 60% practical.

### 40% Theory Exam

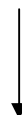


#### Knowledge and Understanding for the Active Participant

- 1 The range of activities and different roles individuals can choose from: Player /performer, Leader / Coach, Official and Choreographer.
- 2 Linking physical activity with diet, work and rest for personal health and a balanced healthy lifestyle
- 3 Making informed decisions about getting involved in a lifetime of healthy physical activities to suit their needs

The exam will consist of multiple choice, short answer questions and extended answers based on a scenario issued prior to the examination

### 60% Practical



#### The Active Participant - Practical Assessment

**Eight Assessments** from a minimum of **Three** of the following groups:

**Group 1 – Game Activities** (eg football, netball, hockey, tennis, rounders etc)

**Group 2 – Gymnastic Activities** (eg gymnastics, trampolining, diving etc)

**Group 3 – Dance Activities** (eg street, folk, theatrical etc)

**Group 4 – Athletic Activities** (eg Athletics, cross country, track cycling, weightlifting, golf etc)

**Group 5 – Outdoor Adventure Activities** (eg canoeing, skiing, mountain activities etc)

**Group 6 – Health and well-being** (eg aerobics, circuits, weight training etc)

At least 2 assessments must be as a player/performer and the remaining 6 assessments must be in one of the following roles: Player/Performer, Leader, Official, Coach or Choreographer.

# **RELIGIOUS EDUCATION**

## **A specification with you in mind**

Our new GCSE AQA Religious Studies B: Ethics, Philosophy and Religion in Society will be available as an option from September 2011.

The course has been constructed to reflect the religious backgrounds and interests of students, relating religion to citizenship, life issues, morality and philosophy in each unit. There is a great opportunity for thematic study of religion and religious responses to fundamental questions of life with a particular focus on ethical and philosophical issues.

There is **no controlled assessment or coursework**, only 100% external written exams that have a clear structure using stimulus material.

## **Why choose RE as an option?**

The course is particularly suitable for students who are interested in people and their motivations. Any career which brings a person into contact with members of a diverse and multi cultural society uses the knowledge and skills developed through a study of belief and actions. The ability to see issues through different eyes and to accept varying viewpoints rationally, respectfully and with tolerance is an invaluable skill in all walks of life.

The Religious Studies Specifications help students to become aware of issues of local, national and global concern and placing them in spiritual and moral contexts. By understanding the beliefs and practices of religions and world views, students can make connections between belief and action.

Through a consideration of the beliefs behind environmental action, the needs of refugees or the work of aid agencies, students can become aware of the connections between beliefs, lifestyles and ultimate questions. Understanding the right to hold different beliefs enables students to see diverse religions and beliefs as a significant part of the local, national and global community, and of human experience. They can develop as reflective and responsible citizens in a plural society and global community, with a strong awareness of religious and ethical diversity.

By evaluating ethical issues, and expressing views using reasoned arguments, students can enhance their capacity and desire to make a positive contribution to debates and decisions in society.

Above all else, GCSE RE is a stimulating, exciting and relevant subject for today's world. It encourages pupils to argue, debate and think deeply about issues which affect us all, in an atmosphere of security and tolerant open-mindedness.

## **What do we study?**

Over the two years, pupils will cover two units of work. These units are divided into six topics. Each unit is examined separately through external exams. The units which have been chosen are Unit 2, Religion and Life Issues and Unit 3, Religion and Morality. A full breakdown of the topic content can be found at [www.aqa.org.uk](http://www.aqa.org.uk).

<p>Unit 2</p> <p>Religion and Life Issues</p>	<ul style="list-style-type: none"> <li>• Religion and Animal Rights</li> <li>• Religion and Planet Earth</li> <li>• Religion and Prejudice</li> <li>• Religion and Early Life</li> <li>• Religion, Peace and War</li> <li>• Religion and Young People</li> </ul>
<p>Unit 3</p> <p>Religion and Morality</p>	<ul style="list-style-type: none"> <li>• Religious Attitudes to Matters of Life (Medical Ethics)</li> <li>• Religious Attitudes to the Elderly and Death</li> <li>• Religious Attitudes to Drug Abuse</li> <li>• Religious Attitudes to Crime and Punishment</li> <li>• Religious Attitudes to Rich and Poor in British Society</li> <li>• Religious Attitudes to World Poverty</li> </ul>

If you have any questions, please contact Mrs Dobson at school.

## SCIENCE

### TRIPLE SCIENCE - BIOLOGY, CHEMISTRY AND PHYSICS

Studying these GCSEs only require ONE option choice.

**Students will study one of the Sciences in the options time and the other two during the core time – when other students are studying Double Science.**

This demanding and rigorous course is ideally suited to those students who think they might like to take 'A' levels in Biology, Chemistry, Physics, Human Biology, Environmental Science, Electronics or Geology.

Meole Brace School Science College has a long history of successfully delivering Biology, Chemistry and Physics GCSEs and our Triple Science pupils are certainly highly regarded by the Science Department at Shrewsbury Sixth Form College

It could lead to many different careers including

- medicine,
- veterinary science,
- biology,
- chemistry,
- physics,
- engineering,
- environmental science
- chemical engineering
- forensic science
- manufacturing industry
- pharmaceutical industry (developing new medicines)
- horticulture and agriculture
- and many many more.

Although it is **not necessary** to do these 'separate science' GCSEs as preparation for 'A' levels in Biology, Chemistry and Physics it undoubtedly assists students in their 'A' level studies.

It is essential that students on this course enjoy science – three GCSE subjects involve a lot of lessons! It is also essential that students are reasonably good at mathematics.

**Students who wish to be considered for this course must discuss it with their science teacher and should be expecting to achieve at least a very good level 5 in Science at the end of Year 9.**

## **CONTROLLED ASSESSMENT**

From September 2009 coursework will cease to exist in its current form in most subjects. Instead, students will have to complete their work under controlled conditions, with limited help and guidance from teachers.

They may, in some subjects, be allowed to do their research and information gathering at home, but the writing up of that work will have to be done under strict supervision.

Where there is a weighting of 25 per cent controlled assessment, students will be required to complete one or two pieces of work which are awarded as a single entity.

When controlled assessment makes up 60 per cent of the marks, candidates may have to take up to three components, each of which is moderated and awarded separately. Each will have a weighting of no less than 20 per cent of the overall assessment.

**EACH TEACHER WILL EXPLAIN THE CONTROLLED ASSESSMENT ASPECT OF THEIR COURSE IN SEPTEMBER WHEN THE COURSE STARTS.**

## **ADDITIONAL SPET OPTIONS**

The following schools and colleges have worked together as members of the Shrewsbury Partnership in Education and Training (SPET) for many years. The work of this partnership was recognised by the Department for Education and Skills, awarding it Federation status and providing it with funding to develop joint activities. The funding has now ended but one of the outcomes has been for schools and colleges to work together to look at how they could widen the curriculum opportunities for youngsters in Shrewsbury.

The schools and colleges are:

- Belvidere
- Grange
- Mary Webb
- Meole Brace
- Priors
- Severndale
- Sundorne
- Wakeman
- Shrewsbury Sixth Form College
- Shrewsbury College of Arts and Technology

The proposed extended programme will be known and published by 29 April and will comprise a number of additional options that your youngster may choose to take at other schools with subjects that they may not be able to access in his or her current school. These subjects will be offered on Wednesday afternoons from 2:00pm to 3:30pm or from 2:00pm to 5:00pm for the Applied subjects. Initially, the number of places offered will be limited since they comprise part of the options' programme schools currently offer where they have the capacity to take additional students. Youngsters will select a full option programme from this booklet but may state a preference, at a later date, on a Wednesday afternoon, for one of the subjects that will be offered. However, anyone wishing to do so will be required to complete an application form that will be made available in school and any offer will be subject to availability and suitability. We hope to be able to inform you of the outcome of any application sometime in early June.

**Unless otherwise stated, your youngster will be responsible for her/his own transport arrangements.**