

Options Booklet

Pathway 1C

"We believe that every child matters, and a child has only one school life and together, we must make it count"

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MY FUTURE AT BISHOP BARRINGTON SCHOOL

Year 9 is a very important year. As well as completing Key Stage 3, you also have to decide what you want to study in Years 10 and 11.

Choosing your options is not easy and you need to consider many things before you make your final choice. It is most important that you make the right choice for you.

When you are choosing what to study in Year 10 and 11, you need to think carefully around the following questions –

- Am I choosing to study things that I am good at?
- Am I choosing subjects, which will provide a foundation for after Year 11?
- Am I choosing to study those things that I enjoy?
- Am I choosing to study those things that I am interested in?
- Am I choosing those things that I can be successful in?

To help you make the right choices, we have produced this booklet of information so that you have all the up to date and relevant information. Consider subjects in which you have a talent, as well as an interest. Consider subjects that suit the way you prefer to work and learn.

What will I be doing in Key Stage 4?

You will be studying a wide range of subjects. Most of these will lead to traditional GCSE qualifications, but you may also have the opportunity to study vocational subjects or BTECs. We want you to have a wide range of opportunities available to you.

What subjects will I be studying?

You must study a core range of subjects. These are –

English	Mathematics
Science	History/Geography
Religious Education	Information & Communications Technology
Personal Development	Physical Education

subjects you must choose wisely from

Music	Food Technology
Art	Engineering
Graphic Products	Physical Education
Expressive Arts	Childcare
Photography	RE

CHOICES TWO YEARS FROM NOW -

We want you to think a little way ahead to what you might want to do when Year 11 is finished. Will you –

- Be considering Further Education?
- Be considering Training, for example a modern apprenticeship?

These choices depend on YOU being able to convince someone that you are worth their time and effort. Whether you like it or not, one of the first things people consider are your qualifications. So, it is important to make sure these are the best qualifications YOU can get.

WHO WILL HELP ME MAKE THE RIGHT CHOICE?

- My teachers
- My Form Tutor
- My parents
- School Careers Advisor – Mrs Hammerton

WHAT WILL I NEED TO DO NOW?

You will need to think seriously about the choices you are going to make. What you choose now will affect your next two years at school.

Inside the rest of this booklet is information about the subjects you will be studying. There is also some information about those subjects that you must choose from.

During the Options Evening, you will receive an options form.

This form explains what choices you have to make.

This form must be returned to

Mr Bennett

By

24th April 2015

Remember the choices you make will affect the next two years of your life.

Bishop Barrington wants you to enjoy Key Stage 4 and be SUCCESSFUL!

Choose wisely!

STUDENT SUPPORT

At Bishop Barrington, we have various schemes to support you with your study. All of these are aimed at getting the best results for you.

FORM TUTOR

These key people will continue to oversee your progress and help you to feel happy and secure in school.

TARGET SETTING AND MONITORING OF PROGRESS

We want to encourage pupils to be involved in monitoring their own progress by regular target setting and review. At the beginning of Year 10, you will be given "Silver" and "Gold" targets for all of your examination subjects. You will also receive a KS4 Guide, which explains how courses are organised and how your progress will be tracked and monitored.

We also value parents' views and seek to involve them in this process.

ACADEMIC MENTORING

As you move through Key Stage 4, you will be assigned to a Teacher Mentor who will help you manage your academic study. Your Mentor is invaluable in helping you to achieve to your full potential.

LEARNING MENTORS AND OUT OF HOURS SUPPORT

The Achievement Centre and Study Centre are both available for after hours study. Learning Mentors will be on hand to assist you with your studies, giving practical help and advice.

CORE SUBJECTS

The information on the next few pages is about those subjects that all students will study.

GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE

Pupils will study both GCSE English Language and GCSE English Literature throughout the two years of KS4. Successful pupils will achieve a separate GCSE for each qualification by the end of Year 11.

The new GCSE specifications work together to provide every student with the opportunity to develop a wider range of knowledge and skills by engaging and challenging each pupil; allowing every individual to achieve their best and develop a life long love of reading.

English Language

This GCSE is 100% examination.

Paper 1: Explorations in Creative Reading and Writing

- Written exam: 1 hour 45 minutes
- 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

- Written exam: 1 hour 45 minutes
- 50% of GCSE

Non-examination Assessment: Spoken Language

- Teacher set throughout course
- Marked by teacher
- Separate endorsement (0% weighting of GCSE)

English Literature

This GCSE is 100% examination.

Paper 1: Shakespeare and the 19th Century Novel

- Written exam: 1 hour 45 minutes
- 40% of GCSE

Paper 2: Modern Texts and Poetry

- written exam: 2 hours and 15 minutes
- 60% of GCSE

GCSE MATHEMATICS

All students study for GCSE Mathematics for seven lessons per fortnight. All pupils are now required to do their GCSE exam as a Linear qualification, this means three papers of one and half hours each with one being non calculator.

Pupils are allowed to take exams at either foundation or higher level. They will be examined at the end of Year 11 and will only have one attempt to post their best possible grade. The Maths Department does expect all students to make progress and we will be monitoring students closely throughout the course to ensure that no student falls below their target grade and that they are entered for the correct tier of entry when sitting the exam. Pupils will spend much time preparing and will have the opportunity to take three practice mock papers during Y10 and 11.

Depending on the tier at which they are entered for, the following grades are available:

Tier	GCSE Grade
Foundation	1, 2, 3, 4, 5
Higher	4, 5, 6, 7, 8, 9

The new exam raises the challenge in Maths and many topics have moved from A Level to higher tier and from higher tier to foundation. This means that more is expected of the pupils and they will need to give their best all of the time to achieve their potential.

Pupils who fail to achieve a grade 4 or better will be expected to retake at a college or sixth form and those who gain a grade C will also be expected to take a new core maths course between the ages of 16-18.

Throughout the course, students are encouraged to develop a positive attitude to Mathematics and will learn both calculator and non-calculator techniques. It is expected that all pupils will have access to their own calculator, protractor and compass, as well as the standard basic equipment.

SCIENCE

All students follow Edexcel Science in Year 10.

There are three modules:

Biology 1

Chemistry 1

Physics 1

which have the following content:-

Biology 1 – Influences of Life

Classification, variation and inheritance

Responses to a changing environment

Problems of, and solutions to, a changing environment

Chemistry 1 – Chemistry in our World

The Earth's sea and atmosphere

Materials from the Earth

Acids

Obtaining and using metals

Fuels

Physics 1 – Universal Physics

Visible light and the Solar System

The Electromagnetic Spectrum

Waves and the Universe

Waves and the Earth

Generation and transmission of electricity

Energy and the future

Each module is worth 25% and is assessed by means of an hour long examination. The final 25% comes from a controlled assessment task, which is undertaken in class.

Although the course is now linear, Science is examined at the end of Year 10. There will be no opportunity for resits.

The examinations are at two levels – Foundation (Grades C to G) and Higher (Grades A* to E).

Students will be entered for the level appropriate to their ability.

ADDITIONAL SCIENCE

All students follow Edexcel Additional Science in Year 11.

There are three modules:

Biology 2, Chemistry 2 and Physics 2 which have the following content:

Biology 2 – The Components of Life

The building blocks of cells

Organisms and energy

Common systems

Chemistry 2 – Discovering Chemistry

Atomic structure and the Periodic Table

Ionic compounds and analysis

Covalent compounds and separate techniques

Groups in the Periodic Table

Chemical reactions

Quantitative Chemistry

Physics 2 – Physics for Your Future

Static and current electricity

Controlling and using the electric currents

Motions and forces

Momentum, energy, work and power

Nuclear Fission and Nuclear Fusion

Benefits and drawbacks of using radioactive materials

Each module is worth 25% and is assessed by means of an hour long examination.

The final 25% comes from a controlled assessment task, which is undertaken in class.

The examinations for Additional Science are at the end of Year 11 and are at two levels – Foundation and Higher. Pupils will be entered for the level appropriate to their ability.

HISTORY

WHAT COULD I DO NEXT WITH GCSE HISTORY?

There are many things you could do with a GCSE in History. You could choose to continue the study of History at college or you could use your knowledge of history to support other courses such as English Literature, Art or Politics. A GCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. These skills are highly valued by colleges and employers.

WHAT OTHER SKILLS MIGHT I DEVELOP?

As well as learning about History, the course will enable you to improve your skills in Communication, IT, Working with Others, Improving own Learning and Performance and Problem Solving. Studying History encourages you to produce well-reasoned arguments based on the evaluation of evidence.

HOW WILL HISTORY HELP TOWARDS MY CHOSEN CAREER?

There are many ways of 'using' History. Where it is important or useful to have knowledge of historical events in order to understand current affairs, for example:

Journalism

Broadcasting

Politics

Civil Service

Where you can make good use of the research, investigative and report-writing techniques learned in studying history, for example:

Law

Publishing

Management

Police work

Where you need knowledge of the past or of historical objects, for example:

Teaching history

Archaeology

Theatre/TV costumes, props etc.

Interior design

TV/radio programme research.

SKILLS YOU LEARN IN HISTORY

The skills of investigation
How to analyse a situation.
How to present all the information you have gathered.
How to argue a case.
Presenting to group/class
General knowledge
Report writing
Team building/group work
Communication
Problem solving
Analytical thinking
Researching information.

The GCSE course you take will cover Modern World History. The topics investigated include The Cold War, Nazi Germany, The First World Wars and The Suffragettes. Political, social and economic history will all be touched upon. Emphasis is placed upon teaching the skills used in History. The course will be marked on two exams and 25% of the grade is dependant on a controlled assessment task.

*"If we do not honour our past we lose our future.
If we destroy our roots, we cannot grow"*

GEOGRAPHY

The Geography GCSE course (AQA Specification A) is an exciting new syllabus which gives the opportunity to study the world we live in and what is happening around us. The units have been carefully chosen to offer the best and most enjoyable experience of Geography, as well as the opportunity to achieve the very best grades. All of the units are very current and pupils will be able to relate to all issues. Throughout all units, pupils will have the opportunity to learn various geographical skills such as map skills and the use of Geographical Information Systems.

THE UNITS ARE:

“Restless Earth” – in this unit we explore the causes, effects and responses to natural hazards such as earthquakes, volcanic eruptions and tsunamis.

“Challenges of Weather and Climate” – we look at why the UK experiences the weather it does, and how climate change is having an impact world wide, as well as looking at extreme weather events.

“The Coastal Zone” – here we investigate the landforms around the coastal regions of the UK as well as the management techniques used and how they have an impact on humans.

“Tourism” – this unit focuses on the growth of the global tourism industry and the importance of tourism today.

“Population Change” – looking into the causes, effects and responses to an increasing population and why people live where they do. A very current topic.

“Changing Urban/Rural Environments” – this unit looks into how land is used in the UK and how we have changed the landscape of the UK in recent years.

	YEAR 10			YEAR 11		
	Autumn	Spring	Summer	Autumn	Spring	Summer
The Key Units	Challenges of Weather & Climate	Restless Earth	Controlled Assessment. Field work and write up	Tourism	Population Change	Preparation /revision for summer exams
	Geographical Skills	Geographical Skills	Geographical Skills	Changing Urban/Rural Environments	Geographical Skills	Geographical Skills
			The Coastal Zone Year 10 exam	Geographical Skills		

WHAT ARE THE EXAMS ABOUT?

PAPER ONE

This exam is based on the Physical Geography and the Natural Environment. Worth 37.5% of the final grade.

PAPER TWO

This exam is based on Human Geography and how we have shaped the world we live in. Worth 37.5% of the final grade.

WHAT IS THE CONTROLLED ASSESSMENT?

This is an individual piece of work based upon the findings of the work carried out in a field trip to a destination within the UK. Students will be required to investigate a key question and present their findings which results in a project worth 25% of the final grade.

WHAT WILL I GET OUT OF IT?

Support will be tailored to your individual needs to enable you to achieve a GCSE in a subject which is recognised as extremely valuable by colleges, employers and the Government.

HOW CAN PARENTS HELP?

Parents can help support by encouraging their child to take an interest in the world around them and for them to watch and read the news, especially where events occur which link to their studies. This exam board has a strong link to current affairs and we often take time to look at key geographical news stories which will affect us. Assisting in meeting deadlines and monitoring progress made will also help to both support your child and the school.



Course Description for BCS Level 2 ECDL Certificate in IT Application Skills (QCF)

Syllabus: British Computer Society (BCS)

Course Outline Consists of 4 mandatory units :-

- Word Processing
- Spreadsheet Software
- Presentation Software
- Improving Productivity using IT



Assessment

The units are assessed by teachers in school to ensure the students are fully prepared before they embark on the online tests. For each unit the online pass rate is 75%.

Typical Activities

Learners will plan, select and use appropriate IT systems and software for different purposes. They will review and adapt their work by developing and testing their solutions. This includes taking responsibility for completing tasks and procedures and exercise autonomy and judgement on given tasks.

How Parents/Carers Can Help

- Guide and encourage learners to complete any homework set to improve skills and software application to help them prepare for school and online tests.
- Encourage safe internet access.

Post 16 Progression

This qualification is widely recognised in industry. Students can also progress to a higher level 3 qualification or by working towards a larger qualification at the same level.

PHYSICAL EDUCATION

During Key Stage 4, PE continues to be a compulsory subject. Pupils are encouraged to be active in lessons and in leisure time to maintain health and fitness.

PE KIT REQUIRED IS AS FOLLOWS:

Red polo shirt with Bishop Barrington logo or plain red polo shirt
Black shorts or tracksuit
Trainers and sports socks

During Key Stage 4 students are able to choose a pathway of their interest which will lead to an accredited Level 1 qualification. Qualifications include: Junior Football Organisers Award, Dance Leaders Award and Sports Leaders Award. However, in the main Key Stage 4 PE is geared towards individual achievement and engaging in activities which can be pursued in leisure time to maintain health and fitness.

EXTRA – CURRICULAR ACTIVITIES

There will be opportunities for inter-schools competition leading to Area and County representation for some. There will also be the opportunity to participate and organise various local sports festivals.

The sport and leisure industry is a fast growing part of the economy and one in which there are growing job and career opportunities. Success in the subject can lead to career in physiotherapy, teaching, sports therapy, sports development, leisure management and many more besides.

KS4 PE OPTIONS

At KS4, pupils can elect to follow a programme of study which comprises of GCSE PE or NCFE V cert Health and Fitness. Details for the GCSE PE qualifications can be viewed in the options section of this booklet.

PERSONAL DEVELOPMENT

CORE RELIGIOUS EDUCATION

ALL STUDENTS IN BRITISH SCHOOLS HAVE TO STUDY RELIGIOUS EDUCATION UP TO THE AGE OF 19.

Here at Bishop Barrington we follow a course in Religious Education called **Religion and Society**. This course helps you get a short course qualification in Religious Education.

WHAT WILL YOU STUDY?

Religion: Rights and responsibilities

Religion: Environmental and medical issues

Religion: Peace and conflict

Religion: Crime and punishment

These issues will be studied from a Christian and Muslim standpoint and you will be asked to present your own point of view based on what you have learned.

In each topic the ideas and moral issues will be studied through class discussions, role-plays, videos, debates and group work.

WHAT SKILLS WILL YOU DEVELOP?

Whilst studying the course you will apply the knowledge and understanding you have gained about the issues you have explored to challenging questions. You will also be given the opportunity to explore your own beliefs, whether they are religious or not, and consider your own responses to questions raised.

HOW WILL THIS BENEFIT ME IN THE FUTURE?

It is a good qualification which shows a wide range of knowledge and can be used for further academic study.

It shows employers that you can understand and respect other people's points of views and express your own.

WHAT CAN BE DONE WITH AN RE QUALIFICATION?

Therapy, journalism, stock broking, retailing, social work, law, librarian, medicine, radio and TV, acting, as well as teaching and religious leadership.

PERSONAL DEVELOPMENT

WHAT IS PERSONAL DEVELOPMENT?

Personal Development is the part of the curriculum that helps to ensure that the pupils of Bishop Barrington leave as well rounded, balanced and independent young people who are able to make responsible and informed decisions.

Personal Development is taught through the two statutory subjects of PSHEE (Personal, Social, Health and Economic Education) and Citizenship.

WHAT WILL I BE STUDYING IN PSHEE?

Our non-examined course at KS4 includes:

- Why do people work?**
- What does our payslip tell us?**
- Why do I need a bank account?**
- What are bills and how can we pay them?**
- Why do we need to financially plan for the future?**
- Managing our emotions**
- What happens when we visit the doctor?**
- How can we keep healthy?**
- Risky behaviour: drug misuse, choosing to have sex, alcohol and smoking**

WHAT WILL I BE STUDYING IN CITIZENSHIP?

Our non-examined course at KS4 includes:

- One community, one culture?**
- How do we deal with discrimination?**
- What are our rights as citizens?**
- What are our consumer rights?**
- Why is democracy important?**
- Why should we vote?**
- How do we choose who to vote for?**
- How is our economy run?**
- Could the world be fairer? (globalisation and Fair Trade)**

Pupils will complete self assessment tasks at the end of each unit to determine not only what they have learned but also how their learning has impacted on them or will in the future.

INFORMATION ADVICE AND GUIDANCE FOR YOUNG PEOPLE

CWRE TUTOR PROGRAMME

All pupils receive one lesson per fortnight of dedicated CWRE time, which allows them to explore the world of work and their future career choices.

'Evidence that those who receive good quality information, advice and guidance achieve better and are less likely to drop out of learning or change courses after they are 16'

Association of Schools and College Leaders – Research Paper 29 (October 2006)

CWRE IN KEY STAGE 4 –

As well as being able to access CWRE in your Form Tutor lessons you will also:

Have the opportunity to visit local 6th Form and FE Colleges, getting advice and guidance on how to apply, explore the courses that are available and find out what qualifications you need.

Have the opportunity to take part in Year 10 Careers Week.

Be able to speak to representatives from local 6th Form and FE Colleges and training providers who will attend all parents' evenings in Year 10 and Year 11, offering you and your parents advice and guidance on progression after Year 11.

Attend careers events in the local area.

Receive advice and guidance on how to write a CV, personal statement, a personal action plan; and how to fill out application forms.

Have local post 16 providers come into school to offer information, advice and guidance.

Receive a one to one careers interview to give help and guidance on future learning pathways.

THE OPTIONS

The information on the next few pages is about those subjects where you have a choice to make. Make sure you look at the options carefully so that you understand what choices you must make. Your Form Tutor will be able to help you if you are not sure.

Make sure you discuss your subject choices with a teacher concerned.

GRAPHICS

The emphasis of this option is on the design folder work and paper and card modelling. You will learn to develop your drawing techniques in varying mediums to produce outcomes such as packaging, advertising materials and other graphic products.

AIMS OF THE COURSE

To enable you to combine your design and making skills with knowledge and understanding.

To encourage you to consider the implications of technology in the production of graphical items.

To give you the opportunity to apply skills, knowledge and understanding from other subjects, where appropriate.

To provide you with opportunities to work independently.

To develop your graphical capability through activities which involve a range of themes, materials and processes and lead to the modelling of items.

To give you opportunities to develop practical abilities and the confidence to design, make and modify graphical products and systems for different purposes and selecting and using materials effectively.

To develop your critical thinking and enable you to evaluate and identify the needs for design and technology activities.

To develop ICT skills to use CAD/CAM during designing and making.

COURSE STRUCTURE AND CONTENT

You will develop your Designing and Making skills and your knowledge and understanding of graphic products leading to practical outcomes. You will be given assignments where you design and make products which include activities related to industrial practices. You will also study how technology affects the manufacturer, user and environment, and the importance of health and safety issues.

ASSESSMENT

Coursework Project (60% of marks).

A 3-dimensional product and a concise design folder.

Written paper (2 hours) (40% of marks).

PROGRESSION ROUTES

Further study could include A Level Product Design. A wide range of careers in the following industries:- Advertising, Printing and Publishing & Graphic Design.

FOOD TECHNOLOGY

Are you interested in studying how food products are developed? Do you feel inspired to develop your own ideas for new food products? You will study nutrition and health food trends, food processing and food preparation.

If you choose this subject you will be expected to provide ingredients for food preparation on a regular basis. This course involves written and practical elements.

AIMS OF THE COURSE

To enable you to combine your designing and making skills with knowledge and understanding,

To encourage you to consider the effects and implications of food technology,

To give you the opportunity to apply skills, knowledge and understanding from other subjects

To provide you with opportunities to work both individually and as a member of a team.

To develop your food technology capability through activities which involve a range of contexts, ingredients and processes and lead to practical results.

To give you opportunities to develop your practical abilities and the confidence to design, make and modify food products and systems for identified purposes, selecting and using ingredients and components effectively.

To encourage your critical and aesthetic abilities, enabling you to evaluate food technology activities for different needs

COURSE STRUCTURE AND CONTENT

You can develop your Designing and Making skills and your knowledge and understanding of nutrition in your practical outcomes. You will be given assignments where you design and make food products considering industrial practices. You will also study how food technology affects the manufacturer, user and environment, and the importance of health and safety issues related to manufacturing food products.

ASSESSMENT

Coursework Project (60% of marks)

A selection of food products and a concise design folder.

Written paper (2 hours) (40% of marks)

PROGRESSION ROUTES

Further study could include a wide range of careers in the Catering and Food Industries, for example: -

Product Development

Dietician

Environmental Health

MUSIC

This course is particularly suited to people who are learning an instrument or enjoy singing. Although most of the course is practical you will still be expected to complete written tasks. The five areas of study are;

Rhythm and metre
Harmony and tonality
Texture and melody
Timbre and dynamics
Structure and form

You will also learn about the three strands of learning:

THE WESTERN CLASSICAL TRADITION

Baroque orchestral music
The concerto
Music for voices
Chamber music
The sonata

POPULAR MUSIC OF THE 20TH AND 21ST CENTURIES

The blues
Rock 'n' roll
Gospel and soul
Pop ballads
Folk influenced music
The Beatles (1960's)
The Rolling stones (1960's)
Rock music
Hip-hop and music theatre
Film music

WORLD MUSIC

Music of the Caribbean
Music of Africa
Music of India

Look at the table below, which outlines the activities you could expect to study during this course:

1. Coursework Composing Unit 2 20%

A composition in any style you decide.

2. Coursework Performing Unit 3 40%

Here you must perform one solo and one ensemble performance - (ensemble meaning in a group). You can sing or play an instrument.

3. Coursework Composing Unit 4 10% (Composition) 10% (Appraisal)

The examination board will decide which strand of learning your composition must come from.

4. Listening and Appraising test 20%

This is a listening paper, and will last 1 hour. You will study music from the five areas of study.

Join Mrs Bain in the Music Department and the skills you develop could help with lots of careers, for example:-

Class music teacher.

Primary teacher (always looking for teachers with musical ability)

Music Therapy

An entertainer

Instrumental teacher

DJ

Songwriter (music for films, TV etc)

GCSE PHYSICAL EDUCATION - EDEXCEL

GCSE PE is the ideal course if you are a strong practical performer in Physical Education and Sport and have sound knowledge of sport and training. GCSE PE can support you in a number of different career choices and pathways including PE Teacher, Physical Training and the Armed Forces, Physiotherapy, Nutrition, Gym Instructor, Health Care, Sport and Leisure Management, Social Care work and Sports Coaching. GCSE PE is the ideal preparation for A Level Sports Studies and A Level Physical Education.

GCSE PE focuses on students developing their knowledge and understanding of Physical Education and Physical Activity in relation to a balanced healthy lifestyle including:

How and why people take part in physical activity

Exercise and fitness

Personal health and wellbeing

The course also focuses on sports participation and national and global events which include the 2012 London Olympic and Paralympic Games.

THE COURSE

The course is made up of 2 units.

UNIT 1.0 – THE THEORY OF PHYSICAL EDUCATION (40%)

This covers theory around Healthy Active Lifestyles and your Health and an Active Body. This is assessed through an external exam lasting 1 hour 30 minutes and worth 40% towards the final grade.

UNIT 2.0 – PERFORMANCE IN PHYSICAL EDUCATION (60%)

This Unit is broken down into 2 sub units focussing on the practical element of Physical Education.

UNIT 2.1 – PRACTICAL PERFORMANCE

In this unit you will be marked in 4 practical sports and activities from a range offered. You can be assessed as a performer, an official, a leader or a coach. In each activity you will be graded a score out of 10 against national assessment criteria.

UNIT 2.2 – ANALYSIS OF PERFORMANCE

In this unit you take part in an interview which tests your knowledge of rules and regulations of a sport of your choice, you will then analyse a peers performance in that sport and comment on strengths, and areas for improvement. You will then place a range of strategies to help improve performance. The final assessment will be a written portfolio where you will plan, carry out, and evaluate a 6 week Personal Exercise Programme.

NCFE LEVEL 2 CERTIFICATE IN HEALTH AND FITNESS (VCERT) – EQUIVALENT TO 1 GCSE

This qualification is designed for students with a keen interest in health and fitness. This qualification is designed for learners with an interest in any of the health and fitness contexts such as exercise, lifestyles and diet. Level 2 is appropriate for learners who are looking to develop a significant core of knowledge and understanding, and want to apply that knowledge in preparing, planning and developing a health and fitness programme.

This qualification aims to:

- focus on an applied study of the health and fitness industry sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to help learners to:

- prepare, plan and develop a personal health and fitness programme
- understand the benefits of fitness
- know the functions of the main body systems
- understand the benefits of a healthy balanced diet and how it affects lifestyles.

The course is 75% coursework looking at producing a portfolio of evidence. The remaining 25% is externally assessed.

There are 4 units that are mandatory to complete:

1. Principles of health and fitness
2. Health Lifestyles
3. Preparing and planning for health and fitness (externally assessed)
4. Develop a personal health and fitness programme

Learners who achieve this qualification could progress onto further Level 3 qualifications and A Levels, such as:

- A level in Physical Education
- Diploma in Exercise, Health and Fitness Studies

It may also be useful to those studying qualifications in the following subjects:

- Sport
- Nutrition
- Exercise

ART & DESIGN

This course gives pupils an excellent grounding in many aspects of art and design incorporating a range of 2D and 3D processes and new media and technologies. Candidates should produce work associated with two or more of the following areas: Fine art, Graphic communication, textiles, photography and 3D design. There is also opportunity to work with visiting glass artist, Harry Ramsay, in Year 11.

THE STRUCTURE OF THE COURSE IS:

- Portfolio chosen from work undertaken from 2 coursework projects - 80 marks (60% of total marks)
- 1 externally set task - 80 marks (40% of total marks).

WHY SHOULD YOU CHOOSE THIS COURSE?

Because you will:

Gain an understanding of art and design and the part it plays in society.

Apply learning in a practical and realistic way by working with visiting artists and art orientated trips and visits to inspire.

Follow a programme of study that allows progression to further education courses and careers in art and design.

Develop key skills, which are valued by employers and further education.

Gain confidence by developing independent learning skills.

SKILLS WHICH WILL BE DEVELOPED IN THIS COURSE INCLUDE:

Communication (English)

ICT

Working with others

Application of number (Maths)

Improving own learning and performance.

PROSPECTS AFTER THE COURSE INCLUDE:

A levels in Fine Art, Graphics, Textiles etc.

There are a large amount of Higher Education Courses based around art and design. These include GCSE and BTEC courses.

PHOTOGRAPHY – LENS BASED AND LIGHT BASED MEDIA.

This course is fast become one of the most popular of all the art courses and gives pupils the opportunity to develop skills in lens and light based media. Pupils will produce practical and critical/contextual work in one or more areas including theme based photography including portrait, landscape, still life and experimental imagery. Work can be presented in a variety of ways e.g. sketchbooks/journals or electronically.

THE STRUCTURE OF THE COURSE IS:

- A minimum of 2 coursework projects - 80 marks (60% of total marks)
- 1 externally set task - 80 marks (40% of total marks).

WHY SHOULD YOU CHOOSE THIS COURSE?

Because you will:

Gain an understanding of photography and the part it plays in society.

Apply learning in a practical way choosing subjects that interest you.

Develop skills in the use of Photoshop.

Follow a programme of study that allows progression to further education courses and careers in photography.

Develop key skills, which are valued by employers and further education.

Gain confidence by developing independent learning skills.

SKILLS WHICH WILL BE DEVELOPED IN THIS COURSE INCLUDE:

Communication (English)

ICT

Working with others

Application of number (Maths)

Improving own learning and performance.

PROSPECTS AFTER THE COURSE INCLUDE:

AS and A level photography

BTEC level 3 diploma in Photography

BA (Hons) in Photography

Freelance photographer (approximately half of all photographers are freelance or run their own studio)

In house photographer for an employer such as a PR agency, magazine or newspaper

CHILD DEVELOPMENT

The subject is relatively new to Bishop Barrington, and offers a full GCSE from A* to G grade, and many enrichment opportunities, to help pupils with any career in child care / development that they choose. The course consists of 3 different parts:

A child study worth 40%

Individual research task worth 20%

A final exam worth 40%

This course is a valuable life skill. The knowledge and skills that the students will learn will be invaluable to them whether they are to use it in their careers or in their family life. The individual tasks will be completed during school time along with the majority of the child study.

The child study itself will focus on the development of a child between 0-4 years. THE STUDENT WILL NEED A CHILD TO STUDY BETWEEN THESE AGES. Each student will visit 'their' child 4 times throughout their study and record how they develop. The final exam is usually sat in June of Year 11.

At Bishop Barrington we are very fortunate to have a Real Care baby, which aims to offer pupils an small insight into the realities of caring for a small baby. All pupils taking the course have the opportunity to take the baby home for a weekend, at least once during the course.

WHAT THE COURSE OFFERS

The coursework part of the course offers an exciting chance for the students to produce a project based on research, investigation and observational visits. Students will be asked to complete a range of tasks from completing a detailed report, being involved in discussions to giving short presentations. Students will study and develop competencies in comprehension, analysis and interpretation of information. They will also be provided with opportunities to investigate, organise, communicate and evaluate, using appropriate problem-solving and decision-making skills.

THE POSSIBLE PATHWAYS

The Child Development course allows students to follow a more vocational route into many health care professions. Qualifications such as the Diploma and BTEC are options after the successful completion of their Child Development GCSE.

THIS COURSE IS USEFUL IN THE FOLLOWING CAREERS/JOBS

Apart from being a vital life skill Child Development is a subject that, in conjunction with other subjects, opens up a wide variety of careers ranging from nursery nurses, youth and play group workers to psychologists, social services and all fields of education.

ENGINEERING

WHY CHOOSE ENGINEERING?

Intended as an introduction to Engineering, this qualification allows students to develop skills and understanding which will be of use generally and as part of a progressive career path leading to further technical or academic engineering qualifications.

KEY FEATURES OF THE GCSE IN ENGINEERING

Gives full-time learners the opportunity to enter employment in the engineering sector.

Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

DESIGNING AND COMMUNICATING:-

- Use a client design brief
- Convert a client design brief to a specification
- Use the design process
- Simple drawing techniques
- Manual drawing methods
- Computer Aided Design
- Explain a design proposal to a third party

UNDERSTANDING AND MANUFACTURING ENGINEERED PRODUCTS:-

- Materials and their properties
- Components
- Production planning
- Using tools and equipment
- Engineering Processes
- Machining Operations
- Cutting
- Shaping

COURSE CONTENT AND STRUCTURE

UNIT 1: EXTERNAL ASSESSMENT

Written Paper
40% of the total marks
1 hour
75 marks

Unit 1: consists of two sections, a Product Study section (based on information made available in a Preparation Sheet) and a section on Manufacturing and Materials.

UNIT 2: INTERNAL ASSESSMENT

Controlled Assessment
60% of the total marks
Approximately 40 hours
90 marks

Unit 2: Designing, Communicating and Manufacturing an Engineering Product. A portfolio (one project) based on a Mechanical, Pneumatic or Electronic product.

PROGRESSION ROUTES



GCSE EXPRESSIVE ARTS

GCSE Expressive Arts is perfect for those who feel they are creative, independent and eager for a challenge. This two year course not only allows pupils to develop knowledge within a range of expressive arts but also:

Actively engages students in the processes of expressive arts to develop as effective and independent learners

Offers students the opportunity to explore and create work in a range of art forms of their choice

Enables participation in the arts from a variety of cultures, both independently and interdependently

Can be taken in place of single-discipline arts options or can be taken in addition to other arts subjects

Provides a sound grounding for further study of the arts at A-level

Develops personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

WHAT ARE EXPRESSIVE ARTS?

This course follows a unitised structure. Students are required to study **at least two different art forms** from the list below:

Dance

Drama

Moving images

Music

Original writing

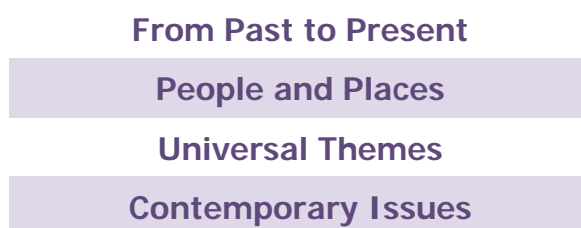
Visual arts

Not all of the above art forms have to be studied; pupils can focus on two for the entire course or can study all five if they wish. This is one of the elements that make the course unique, as pupils have freedom to choose throughout.

AREAS OF STUDY/ASSESSMENT

The Areas of Study provide contexts for students to develop ideas and personal interpretations which can be expressed through work in the chosen art forms.

There are four Areas of Study:



Pupils complete two controlled assessments over the two year period. They have up to 50 hours of class time per controlled assessment.

Controlled Assessment One will focus on Contemporary Issues (Area of Study D). Pupils will receive a stimulus and then complete a presentation based on their own interpretation of the stimulus, using two art forms.

For **Controlled Assessment Two** pupils make the choice of whether they want to complete their presentation in Areas of Study A, B or C, although the assessment is the same as Controlled Assessment One.

The Final **Exam** last 15 hours; pupils again have the freedom to decide which question they want to answer from Areas of Study A, B or C. However, pupils are able to see the question and prepare for the exam in class time with some teacher guidance prior to the exam dates.

Examples of presentations which combine two art forms include:

Stimulus	Presentation	Art forms used
A video about homelessness in the UK	A song about a girl who ran away from home and became homeless, written and performed by the student.	Music and Original Writing
A poster from World War Two	A radio play set in the style of WW2 broadcasts, performed by a group of pupils.	Original Writing and Drama
A poem about Indian Culture	An original Bollywood style dance with authentic costumes created by the pupil.	Dance and Visual Arts
A painting depicting pollution	A storybook for primary school children, showing the life of a river.	Original Writing and Visual Arts
A photographic image of women who were part of the suffragettes movement	A documentary style film where Suffragettes in authentic costume are interviewed (Group work).	Original Writing, Moving Images, Visual Arts

RELIGIOUS EDUCATION - Option

This course is for students who are critical thinkers and have the skills to analyse social issues and religious differences. As we now live in a multi-faith society never has it been more important to ensure an awareness and a tolerance is learnt and developed in our young minds.

WHAT WILL YOU STUDY?

Religion & Society : Rights and responsibilities

Religion & Society : Environmental and medical issues

Religion & Society: Peace and conflict

Religion & Society: Crime and punishment

Religion & Life: Believing in God

Religion & Life: Matters of life and death

Religion & Life: Marriage and the family

Religion & Life: Religion and community cohesion

These issues will be studied from a Christian and Muslim standpoint and you will be asked to present your own point of view based on what you have learned.

In each topic the ideas and moral issues will be studied through class discussions, role-plays, videos, debates and group work.

WHAT SKILLS WILL YOU DEVELOP?

Whilst studying the course you will apply the knowledge and understanding you have gained about the issues you have explored to challenging questions. You will also be given the opportunity to explore your own beliefs, whether they are religious or not, and consider your own responses to questions raised.

RE develops critical thinking, evaluation and empathy. It is a subjects which asks the 'Big Questions' in life.

HOW WILL THIS BENEFIT ME IN THE FUTURE?

It is a good qualification which shows a wide range of knowledge and can be used for further academic study.

It shows employers that you can understand and respect other people's points of views and express your own.

WHAT CAN BE DONE WITH AN RE QUALIFICATION?

Therapy, journalism, stock broking, retailing, social work, law, librarian, medicine, radio and TV, acting, as well as teaching and religious leadership.

WHAT DO SOME PROFESSIONALS THINK ABOUT RE?

Metropolitan Police Recruitment Office:

"It shows that a person has some understanding of the beliefs and values of others."

Journalist:

"RE is a way of broadening your understanding of the world and of people. In this job, you have to meet people from all walks of life, and a huge range of cultural backgrounds."

Cardiologist:

"When you work in a hospital, you come across quite a lot of people from varying backgrounds. Studying RE prepared me for this."

"Minds are like parachutes, they only function when open"

Thomas Dewar, 1st Baron Dewar

Lesson Allocation & Option Choice Form

This section of the booklet indicates the number of lessons that you will receive in each subject and your option choice form. Please ensure that the option choice form is signed and dated by parents.

Please make sure you look at the options carefully so that you understand what choices you must make. Your Form Tutor/teachers will be able to help you if you are not sure.

Make sure you discuss your subject choices with a teacher concerned.

YEAR 10 PATHWAY 1C LESSON ALLOCATIONS

THE NUMBERS SHOW THE NUMBER OF LESSONS ALLOCATED TO EACH SUBJECT PER FORTNIGHT.

Compulsory

English	7
Maths	7
Science	10
RE	2
Personal Development/Citizenship	1
PE	4
ICT	4
History OR Geography	5

2 Choices 5 Periods per Fortnight

Art
PE
Music
Food
Graphics
Child Development
Engineering
Expressive Arts
Photography
RE

**GCSE 2015 – 2017
OPTION CHOICE FORM PATHWAY 1C**

(Please indicate your choice by ticking one subject in each block)

Block 1	✓
Child Development	
Graphics	
Music	
Photography	
RE	

Block 2	✓
Art & Design	
PE	
Engineering	
Food	
Expressive Arts	

Humanities Block	✓
Geography	
History	

Pupils' Name

Parent/Carer Signature

Date

Please Return to Mr. Bennett by 24th April 2015